

Academic Calendar
2008 – 2009



TRENT UNIVERSITY 

Academic Calendar 2008–2009 Undergraduate and Graduate Programs

The Forty-Fifth Academic Year



Nunc cognosco ex parte

MISSION STATEMENT

Trent University aspires to be Canada's outstanding small university, known for its commitment to liberal undergraduate education in the humanities, social sciences and natural sciences and to the centrality of the individual student. Within a collegial setting the University offers undergraduate and graduate programs, both traditional and inter-disciplinary, which seek to advance learning through the creative interaction of teaching and research of the highest quality.

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Learning to Make a World of Difference.

Dear Trent Students:

At Trent University, a world of opportunity awaits you. Whether you are attending Trent for the first time or returning for another year of study, it is here that you will benefit from having access to some of Canada's best teachers and most innovative researchers as well as from being exposed to a wide variety of academic courses that will deeply impact your way of thinking.

This academic calendar is your personal guide to exploring such opportunities. I encourage you to read the information thoroughly and examine the wide range of topics and courses available to you.

At Trent, we pride ourselves on our interdisciplinary approach to learning and on our ability to provide you, our students, with the chance to create an academic program that is as unique as you are. Our undergraduate course offerings are extensive and diverse – offering each student the opportunity to explore a multitude of program options in the humanities, social sciences and natural sciences. We also offer competitive professional programs in education, business, nursing and forensic science. Combine all this with our ever-expanding and groundbreaking graduate programs at both the master's and doctoral levels and you can see why Trent has gained a reputation for being one of Canada's best universities.

As a Trent student, you will learn that this University is dedicated to your individual success. Through the expertise of our dedicated and award-winning faculty, our intimate and interactive learning environments, and the wide variety of innovative and hands-on research and field work opportunities, Trent equips you with the tools you'll need to become a socially-conscious, engaged thinker, ready to make a difference in the world when you graduate.

As you move forward in your Trent education, I encourage you to make the most out of your educational career. Take this calendar home, discuss your options with friends and family or your favourite professor and explore a variety of opportunities as you continue on your journey toward a rewarding and influential future. We will be here to help guide you along the way.

Sincerely,



Bonnie M. Patterson
President and Vice-Chancellor



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ABOUT TRENT

Trent University is located in Peterborough, Ontario, 90 minutes northeast of Toronto and about three hours from Ottawa. The University's main campus, the Symons Campus sits on a 580-hectare property, much of it preserved as nature areas, along both banks of the Otonabee River at the northern edge of the city. Currently, the University also has a campus in downtown Peterborough, and one in Oshawa in partnership with the University of Ontario Institute of Technology and Durham College.

Trent was born out of years of planning by public-spirited citizens of Peterborough. An Academic Planning Committee and a Campus Planning Committee were formed after T.H.B. Symons was appointed president-designate in 1961, and the University was formally created by the Ontario Legislature in April 1963. Trent opened its doors to its first students in September 1964. In 1967, the late Leslie M. Frost, former Premier of Ontario, was elected first Chancellor of the University. The University was admitted to full membership in the Association of Colleges and Universities of Canada in 1968.

The University opened with two downtown residential colleges and a teaching and administrative complex. The core of what is now the Symons Campus was donated by GE Canada, and has provided Trent with an uncommonly beautiful setting in which to develop its facilities. Guided by master planning architect, the late Ronald J. Thom, a long-range plan was devised. Today the Symons Campus is home to five residential colleges, the main library, three science buildings, a First Peoples House of Learning, a child care facility and central administrative offices, along with recreational facilities which include an athletics complex, playing fields, tennis courts and rowing facilities. A new DNA teaching and research facility opened in the fall of 2006. In addition to the residential colleges, part-time study is offered through the Julian Blackburn College.

Now in its forty-fifth teaching year, the University has approximately 6,137 undergraduates in the full-time program, and 1,409 part-time students.

In addition, there are 108 Master's degree candidates and 237 Ph.D. candidates.

Recognized as one of Canada's top universities, Trent University is consistently renowned for striking a unique balance between excellence in research and a commitment to teaching.

Trent's Residential Colleges

Trent's residential colleges are central to the organizational structure of the University and to the intellectual and social experience of Trent students. All Trent students, whether they decide to live in residence or not, are affiliated with one of Trent's colleges. Over the years, each of the colleges has developed its own unique character, creating for Trent students a variety of distinct communities.

For students who choose to live in residence, the colleges provide all the resources and facilities necessary for comfortable on-campus living. For those who live off-residence, the colleges are focal points of social and cultural activity.

Interactive Learning

Trent University stresses the importance and the value of a liberal education, and is committed to ensuring, through a general emphasis on interactive learning, that each student has the opportunity to pursue fields of interest intensively and with ample access to the University's teaching resources. 85% of first- and second-year classes have fewer than 60 students and 95% of third- and fourth-year classes have fewer than 60 students.

Using the Calendar

The Trent University Calendar exists in two versions, this print version and an online version (www.trentu.ca/calendar). The contents of the two versions are identical. To view this document in an accessible format, please visit www.trentu.ca.

The University reserves the right to make changes after the publication of this Calendar in a number of areas including, but not limited to: new faculty appointments or departures; courses, including withdrawal of courses listed as being offered; policies and procedures related to applications, admissions and registration for new and returning students; regulations; degree requirements; fee structure; academic schedule.

It is the responsibility of all students to familiarize themselves with the specific requirements for the degree or diploma which they seek. While advice and counselling are readily available, it is the students' responsibility to ensure that the courses in which they register fulfill their program requirements.

Goals and Objectives of the University

Statement of Goals

- To create a teaching, learning, research and living environment fundamentally committed to the promotion of free inquiry and expression.
- To offer a distinctive, excellent and continually evolving teaching program that responds to the needs of an increasingly diverse full and part-time student body.
- To provide educational programs which encourage students to think critically, creatively, constructively and to communicate their ideas effectively, as well as instilling a curiosity that engenders lifelong learning.
- To sustain and enhance opportunities for research and scholarly activity of the highest standard.
- To recognize and take advantage of our relatively small size, flexibility and experience to continually foster opportunities for creative interaction between academic departments and programs, teaching and research, colleges and academic activities and among our faculty, staff and students.
- To develop, in the pursuit of the advancement of learning, mutually beneficial partnerships and linkages with universities, colleges, schools and other public and private sector institutions and organizations, including our alumni.
- To encourage intellectual and cultural sensibility, adaptability, leadership, mutual respect, an ethical conscience, global (or international) perspectives and environmental sensitivity among all members of the Trent community.

Institutional Objectives

- Recruit and retain students from within and beyond Canada who will benefit from Trent's programs and who will contribute to university life.
- Provide an appropriate range and sequence of undergraduate courses and programs in the Humanities, Social Sciences, Natural Sciences and interdisciplinary fields to ensure a truly liberal education rooted in a strong institutional commitment to undergraduate teaching.
- Develop new opportunities for small group teaching and individualized learning.
- Create and sustain a range of interdisciplinary graduate programs that will reinforce the goal of liberal education, have linkages with our undergraduate departments and programs and provide all faculty with graduate teaching and research opportunities.
- Employ and retain excellent faculty who contribute actively to the advancement of learning through teaching, research, service and professional development.
- Employ and retain excellent academic and administrative support staff and ensure adequate opportunities for their professional development.
- Create and sustain an environment (intellectual, physical, fiscal and social) that advances learning through quality teaching and research while encouraging respect, tolerance and sensitivity.

Rights and Responsibilities

- It is the University's responsibility to provide students with proper information. It is incumbent upon students to be aware of and adhere to program regulations, requirements and published deadlines.
- Every member of Trent University – faculty, staff or student – has a right to freedom from discrimination in the University by another faculty, staff or student member because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status or handicap. (For details, please consult Trent's Policy on Discrimination and Harassment).
- Trent University recognizes its responsibility to those of its students, faculty and staff with disabilities. It undertakes to ensure access to its academic programs and physical facilities, short of undue hardship, while protecting the academic integrity of the University.
- Trent University is a smoke-free institution.
- Trent University manages personal information of individuals in accordance with University policies on the protection of personal privacy and applicable legislation.

Disclaimer

No liability shall be incurred by Trent University for loss or damage suffered or incurred by any student or third party as a result of delays, suspension or termination of services, courses or classes or other academic activities by reason of natural disasters, civil unrest or disobedience, labour disputes, work stoppages, strikes, lockouts, financial exigency, restrictive laws or governmental regulations, inability to procure materials or trades, weather, utility interruptions, damage to University property, or other happenings or occurrences beyond the reasonable control of Trent University.

University Diary

[Students are responsible for being familiar with and adhering to published dates and deadlines, especially in relation to dropping courses. Graduate students and Bachelor of Education students should contact their departments for pertinent dates in their programs.]

Summer Session 2008 (For Summer session deadlines, see chart p. 10)

May	2	Friday	Final date for receipt of grades for incompletes and Letter of Permission courses for those planning to convocate on June 4, 5, and 6
	19	Monday	Statutory Holiday: "Victoria Day"
	30	Friday	Final date for advance payment towards residence fees by continuing students
			Final date for receipt of applications and supporting documentation for full-time admission to Trent University
June	4-6		Convocation
	6	Friday	Final date to request Summer session Letters of Permission
	20	Friday	Final date for receipt of grades for incompletes from the Fall/Winter session
			Tuition Deposit for Fall-Winter 2008–2009 due
July	1	Tuesday	Statutory Holiday: "Canada Day"
	7	Monday	Final date for grade appeals for full and Winter half courses
			Final date for receipt of appeals against academic penalties
Aug	4	Monday	Statutory Holiday: "Civic Holiday"
	5	Tuesday	Final date to request Fall/Winter session Letters of Permission
			Final date for receipt of applications, registration forms and supporting documentation from new and re-admit part-time applicants for admission to the University
			Deadline for Official Registration for continuing students
	15	Friday	First instalment of fees is due for all students (under review)

Fall Session 2008

Aug	25	Monday	Start of classes (tentative) for B.Ed. students
Sept	1	Monday	Statutory Holiday: "Labour Day" Arrival of new students
	2	Tuesday	Introductory Seminar Week begins for students at the Peterborough Campus
	5	Friday	Final date for new student registration
	8	Monday	Final date for receipt of Application to graduate for Fall eligibility Classes begin Beginning of formal course change period
	12	Friday	Final date for full-time re-admit and transfer students to register
	19	Friday	Final date for Summer session academic appeals Final date for receipt of grades for Letter of Permission courses from Summer session Final date for receipt of applications for "Returning Full-time, New and Returning JBC Student bursaries" Faculty Board Meeting
	23	Tuesday	Final date to change or add Fall half and full courses on myTrent Meeting of the Senate
	26	Friday	Final date for registration with late registration fee Final date to change or add Fall half courses with permission Final date for students to notify the Office of the Registrar of their wish to observe their cultural or religious holidays during scheduled examination periods Final date to drop to part-time status without financial penalty Final date to drop Fall courses and receive any refund (Part-time students and Full-time Oshawa students)
	30	Tuesday	Final date for receipt of grades for incomplete standing from Summer session
Oct.	13	Monday	Statutory Holiday: "Thanksgiving Day"
	17	Friday	Faculty Board meeting
	18	Saturday	Classes end
	20	Monday	Residential Reading and Laboratory Week begins
	27	Monday	Classes resume Final date to change or add full courses with permission
	28	Tuesday	Meeting of the Senate
Nov.	7	Friday	Final date for withdrawal from Fall half courses without academic penalty Last date to receive a refund for dropping fall/winter courses – no refunds after this date
	14	Friday	Final date to request Letters of Permission for courses beginning January, 2009 Faculty Board meeting
Dec.	2	Tuesday	Meeting of the Senate
	5	Friday	Last day of classes Final date for receipt of applications and supporting documentation from new and re-admit part-time applicants for admission to the University for Winter term courses Faculty Board meeting
	8	Monday	Scheduled mid-term test and Fall half course final examination period begins (Peterborough)
	10-14		Scheduled mid-term test and Fall half course final examination period (Oshawa)
	10	Wednesday	Tuition fees for January start courses due Tuition fees due in full for new students starting University in January
	20	Saturday	Mid-term test and Fall half course final examination period ends, 10:30pm
	21	Sunday	College residences close for Peterborough Campus students
	23	Tuesday	Winter Vacation and Reading Period begins (check department websites for service hours)
	25	Thursday	Statutory Holiday: "Christmas Day"
	26	Friday	Statutory Holiday: "Boxing Day"

Winter Session 2009

Jan.	1	Thursday	Statutory Holiday: "New Year's Day"
	4	Sunday	College residences open for Peterborough Campus students
	5	Monday	Classes resume
	15	Thursday	Second instalment of fees is due
	16	Friday	Faculty Board meeting
	20	Tuesday	Final date to change or add Winter half courses on myTrent
	23	Friday	Meeting of the Senate
			Final date to change or add Winter half courses with permission
			Final date to register in Winter half courses
			Final date to receive a refund for dropping Winter courses
	30	Friday	Final date for receipt of Application to graduate for Spring Convocation
			Final date for receipt of applications for all second session bursaries listed in Calendar
Feb.	6	Friday	Faculty Board meeting
	10	Tuesday	Meeting of the Senate
			Final date for withdrawal from full year Fall/Winter session courses without academic penalty
	14	Saturday	Classes end
	16	Monday	Statutory Holiday: "Family Day"
			Residential Reading and Laboratory Week begins
	23	Monday	Classes resume
	24	Tuesday	T2202A and T4A Forms are mailed
	27	Friday	Final date for submitting grades for incomplete standing from Fall session half-courses
Mar.	6	Friday	Faculty Board meeting
			Final date for withdrawal from Winter session half courses without academic penalty
	9	Monday	Final date for academic appeals for Fall half courses
	10	Tuesday	Meeting of the Senate
		TBA	Deadline for application for continuing students seeking residence
Apr.	3	Friday	Classes end
			Faculty Board meeting
	7	Tuesday	Meeting of the Senate
	8	Wednesday	Examinations begin for Winter half and full courses (Peterborough)
	9	Thursday	Application deadline to transfer from part-time to full-time studies
	10	Friday	Statutory Holiday: "Good Friday"
	13-17		Examination period for Winter half and full courses (Oshawa)
	24	Friday	B.Ed. Students' end of Practicum (tentative)
	25	Saturday	Examinations end for Winter half and full courses, 10:30 pm
	26	Sunday	College residences close

Summer Session 2009 (For Summer session deadlines, see chart p. 10)

May	1	Friday	Final date for receipt of grades for incompletes and Letter of Permission courses for those planning to convocate on June 3, 4, and 5
	18	Monday	Statutory Holiday: "Victoria Day"
	22	Friday	Final date for advance payment toward residence fees by continuing students
	27	Wednesday	Final date to request Summer session Letters of Permission
			Final date for receipt of applications and supporting documentation for full-time admission
June	3-5		Convocation
	29	Monday	Final date for receipt of grades for incomplete standing from the Fall/Winter session
July	1	Wednesday	Statutory Holiday: "Canada Day"; University closed
	6	Monday	Final date for grade appeals for full and Winter half courses
			Final date for receipt of appeals against academic penalties
August	3	Monday	Statutory Holiday: "Civic Holiday"
	4	Tuesday	Final date to request Fall/Winter session Letters of Permission
			Final date for receipt of applications, registration forms and supporting documentation from new & re-admit part-time applicants for admission
			First instalment of fees is due for all students (under review)
			Deadline for Official Registration for continuing students

Important Deadlines

Summer Session Deadlines 2008

	8 week term	12 week term	6 week term
Final date for receipt of applications for admission or re-admission with supporting documentation	April 14	April 14	June 16
Final date for all students to register without a late registration fee	April 18	April 18	June 16
Classes begin	April 28	April 28	July 2
Final date for all students to register with late registration fee.	May 16	May 16	July 4
Final date to add courses	May 16	May 16	July 4
Final date for academic withdrawal	May 30	June 6	July 18
Classes end	June 23	July 21/22	August 13
Examination period begins*	June 25	July 23/24	August 18

* These are full course dates only. Students are advised to consult the course description for the exact date of their final examination.

Note: (1) Fees for Summer Session courses are due upon registration; late payments will be charged a \$75 late fee.

(2) Where a deadline falls on a weekend, the following Monday will apply. Please consult the Summer session brochure, available through Julian Blackburn College, for specific dates for half-courses offered in the above terms.

Summer Session Deadlines 2009

	8 week term	12 week term	6 week term
Final date for receipt of applications for admission or re-admission with supporting documentation	April 13	April 13	June 15
Final date for all students to register without a late registration fee	April 17	April 17	June 19
Classes begin	April 27	April 27	July 2
Final date for all students to register with late registration fee.	May 15	May 15	July 3
Final date to add courses	May 15	May 15	July 3
Final date for academic withdrawal	May 29	June 5	July 17
Classes end	June 22	July 20/21	August 12
Examination period begins*	June 24	July 22/23	August 17

* These are full course dates only. Students are advised to consult the course description for the exact date of their final examination.

Note: (1) Fees for Summer Session courses are due upon registration; late payments will be charged a \$75 late fee.

(2) Where a deadline falls on a weekend, the following Monday will apply. Please consult the Summer session brochure, available through Julian Blackburn College, for specific dates for half-courses offered in the above terms.

Academic Calendar 2008–2009



Undergraduate Studies

UNDERGRADUATE STUDIES AT TRENT

Trent University has a strong commitment to undergraduate studies. We offer a wide range of undergraduate programs, both traditional and interdisciplinary, in the Humanities, Social Sciences and Natural Sciences (pp. 29-225). We also offer a number of special opportunities for our students to extend their learning experience beyond the boundaries of their disciplines and of the University itself (pp. 226-247). In our teaching we stress the importance of close interaction between faculty and students through small group contact and individualized learning.

ACADEMIC INFORMATION & REGULATIONS

Academic Sessions

The academic year is divided into two "sessions": the Fall/Winter session (normally beginning in September and ending in April) and the summer session (normally beginning in May and ending in August). The Fall/Winter session contains full courses which are offered from September to April, Fall term courses which are offered from September to December, and Winter term courses which are offered from January to April. The Fall and Winter terms last for 12 weeks each, and contain a one-week reading break in each term.

The summer session begins in May and is completed in August. This session is comprised of numerous terms and offers courses over a six-, eight- and twelve-week period.

The University offers field schools in archaeology and field courses in Biology, Geography and Indigenous Studies in the Summer session. Details of these courses are available from the departments concerned.

Academic Load

For many academic purposes, a student registered in 3.5 credits or more is considered 'full-time' and in 3 credits or fewer as 'part-time'. This definition also applies when billing students for tuition fees. It is not, however, the same definition that may be used for other purposes, and students are advised to check with the administrative office when determining their status.

Access to Instruction

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in a course, the student should contact the Disability Services Office (BL Suite 109, 748-1281, disabilityservices@trentu.ca) as soon as possible.

Disabilities include (but are not limited to) neurological impairment, orthopedic/mobility impairment, traumatic brain injury, sensory impairment (visual, hearing, etc.), chronic medical conditions, emotional/psychological disabilities and learning disabilities.

To allow students with disabilities to actively and freely participate in courses every reasonable effort will be made to provide appropriate accommodations as outlined by the Disability Services Office.

A student's desire for anonymity is of utmost importance and confidentiality will be respected.

Change of Name

The Office of the Registrar is committed to the integrity of its student records. Each student is therefore required to provide, either on application for admission or in personal data required for registration, his/her legal name. Any requests to change a name, by means of alteration or deletion, substitution or addition, must be accompanied by appropriate supporting documentation. Upon making application to graduate, a student may be asked to provide legal documentation as proof of his/her name.

Change of Address

It is the student's responsibility to maintain current and up-to-date mailing address, e-mail and contact information on the records of the University in order to receive pertinent mailings, including Tuition and Education Credit Certificates etc. Address changes and updates to contact information may be done through myTrent.

Course Numbering

Courses listed in this Calendar follow the form: SUBJ 100 or SUBJ 1000. SUBJ refers to the department offering the course. The course number may be a 3, 4 or, in limited cases, 5 digit number. The first digit refers to the level of the course.

Course Credits

Single-, double- and half-credit courses are offered. Double-credit courses are identified by the suffix "D" and half-credit courses by the suffix "H." (For quarter- and three-quarter credit courses in the Consecutive Bachelor of Education program see p. 93).

Cross-listed Courses

Many courses are cross-listed, that is, they are offered jointly by two or more departments. Cross-listed courses may not be double-counted in order to fulfill degree requirements. For example CAST 201 is cross listed with POST 201; it may be counted for credit as a Canadian Studies course or as a Politics course, but not as both.

Definition of Year

A student's progress towards a degree is measured in terms of credits passed rather than years of study completed. Where it is necessary or helpful to equate credits passed with years of study, the following table may be used:

Credits completed:	Year Equivalent
4.5 or fewer credits	1
5.0 to 9.5 credits	2
10 to 14.5 credits	3
15 credits or more	4

E-mail Accounts

At the time of first registering at the University, students are provided with a Trent user id and password, and a Trent e-mail account. The Trent e-mail account is considered the official e-mail account and will be used to communicate with the students. Students are responsible for ensuring that they monitor and maintain their Trent e-mail account. Students should be aware that e-mails from non-Trent accounts may not be considered to be official.

Grades and Grading Schemes

Except for courses taken under a pass/fail option, courses are graded according to the following scale. Averages are calculated using the number grade assigned to the student for each course.

Grading Criteria

The final grade in a course is based on at least some of the following criteria:

- in-term oral and written work
- in-term or mid-year tests or examinations
- final examinations
- practicums and community-based projects.

Normally, at least 25% of the grade in a course offered in the regular academic session must be determined and made available by the deadline for withdrawal without academic penalty. No final examination is worth more than 50% of the final grade. Instructors are encouraged not to base final grades entirely on tests and examinations.

Numerical Equivalents of Letter Grades

A+ 90 – 100	B+ 77 – 79	C+ 67 – 69	D+ 57 – 59	F 0 – 49
A 85 – 89	B 73 – 76	C 63 – 66	D 53 – 56	
A- 80 – 84	B- 70 – 72	C- 60 – 62	D- 50 – 52	

Course Repeats

Only a course for which a final grade of D (50-59.9%) or F (0-49.9%) has been assigned may be repeated. All attempts will appear on students' academic records, but no more than one attempt

will be assigned credit. The attempt with the highest grade will be used to determine the cumulative average.

Grade Reports

Grades are made available through myTrent as soon as possible after the completion of the course. Students may request a copy of their grade report at the completion of the Fall/Winter session and the Summer session. Requests must be in writing to the Office of the Registrar. Students may print unofficial grade reports through myTrent. However, University certified official grade reports will not be released for students who have an outstanding financial obligation to the University.

Course Syllabuses

Each course has a syllabus which includes the method of assessment and the grading scheme.

In some cases an instructor may judge that certain regulations are inappropriate for a particular course, and may be granted a formal exemption from them by the Dean of Arts and Science. Any such exemptions will be noted in the course syllabus.

The instructor reviews the syllabus with the students at the first class in the course. Any change thereafter in the grading scheme must be agreed to in writing by all students present at a subsequent class; at the class immediately following that one the revised section of the syllabus must be posted or otherwise communicated.

Course Overload

Course overload is defined as enrolment in more than five credits in the Fall/Winter session or enrolment in more than 2.5 credits (or equivalent) during the Fall session or the Winter session.

Students require approval for course overload. Full-time students with at least a 70% average over a minimum of the five most recent credits will be granted their request upon submission of a completed Course Overload Request Form to the Office of the Registrar. Students whose current average is less than 70% must petition the Committee on Undergraduate Petitions, through their Senior Tutor, for approval of course overload.

Letters of Permission

Trent students who wish to take courses at other universities for credit in their Trent program must first apply for and be granted a Letter of Permission.

Application for a Letter of Permission

Letters of Permission are granted under the authority of the Committee on Undergraduate Petitions, and applications are made through the Office of the Registrar.

- Applications for a Letter of Permission to universities within Canada are made through the Office of the Registrar.
- Applications for an International Letter of Permission for a year abroad are made through the Trent International Program office.
- International Letters of Permission for the summer session are made through the Office of the Registrar.
- The application for a Letter of Permission must show that departmental approvals and equivalency assessments have been obtained. (Departmental approval may also be required for courses outside of a student's major.)
- Calendar course descriptions for all courses being requested must also accompany the application.
- For the Fall/Winter session, applications for Letters of Permission must be received by the due date.
- For Summer Session, applications must be received no later than two weeks after Spring Convocation.
- Allow 10 working days for processing.
- There is a \$50 processing fee which must be submitted with the completed application form.
- Incomplete applications will be returned to the student unprocessed.

Restrictions

- Students taking Summer courses at another university on a Letter of Permission may not attempt more than two credits (or equivalent).
- Students on probation may take up to one credit at a time on a Letter of Permission.

- No more than five credits may be completed on a Letter of Permission. (For transfer students this number may be lower, depending on how many transfer credits they have received.)
- The total number of non-Trent credits may not exceed 10.
- Five of the last seven credits obtained by a candidate for a degree must be completed at Trent.

Study at Foreign Universities

- Students wishing to complete only 1-2 credits (summer or academic year) at a foreign university should apply through the Office of the Registrar.
- Students wishing to take a term or full year of study at a foreign university must apply through the Trent International Program for an International Letter of Permission and have their plans for study approved by the appropriate academic departments. A number of departments and programs encourage study abroad, and formal arrangements exist with several foreign universities.
- A year studying abroad will normally constitute the third year of an Honours program.
- The deadline for the International Letter of Permission application is February 2.

For more detailed information about study at foreign universities, see International Educational Opportunities (p. 241).

Official Results of Letter of Permission

Students are required to make arrangements to have an official transcript forwarded to the Office of the Registrar upon completion of the course. Once the official transcript is received, the student record will be updated with the completed course(s) and grade(s) and this information will then appear on the student's record on myTrent and on Official Transcripts.

Student Records

Access to Student Record Policy

By applying for admission to Trent University and by registering in programs or courses at the University, students accept the University's right to collect pertinent personal and academic information. The information is used to assess their qualifications for admission, establish and update a record of their academic performance, determine their eligibility for awards and scholarships, determine government funding, and allow the University to undertake its obligations under the Trent Act, 1963. For further information on the collection and use of this information, or if you have concerns about the collection and use of this information, please contact the University Registrar at (705) 748-1215.

All documentation provided to the University to support an application for admission, housing, financial awards, or any petition or appeal becomes the property of the University.

The University Registrar, in the Office of the Registrar, is the custodian of all official physical and electronic academic records of all students who have been or are currently registered in degree programs at Trent University. The Office of the Registrar strives to ensure the security and privacy of personal information through the application of appropriate systems for access to that information, the development of procedures, and the education and training of staff and faculty to treat personal information in confidence.

Trent University's Principles on Access to Confidential Student Records and Disclosure of Information:

The University will not disclose personal information it has collected except in the following circumstances:

1. the person has consented in writing to disclosure of specific information for a particular purpose
2. the person has authorized in writing another individual to act on their behalf or participate in their affairs at the University
3. the information is required by an authorized staff person in the course of their work
4. to comply with legal requirements, including but not limited to, granting of access to Statistics Canada
5. in compelling or compassionate circumstances, or as otherwise permitted under the Freedom of Information and Protection of Privacy Act.

The University will disclose information about students who have graduated, such as degree conferred, date, medals and scholarships, as this information is printed in the Convocation program. Whether a student is currently registered is not considered to be public information and may not be disclosed except as specified in the above Principles.

I. Disclosure to the student

1. Students normally have the right to review the information contained in their hard copy file, with the exception of confidential evaluations and letters of reference provided by a third party. Students who wish to review their hard copy file must make an appointment with the University Registrar (or designate). Any student who is not satisfied with the access provided may make a formal request under the Freedom of Information and Protection of Privacy Act through the office of the access/privacy coordinator.
2. Students may request that incorrect information in their files be corrected and that those who may have received incorrect information are notified of the change. Students seeking to correct their information may be asked to complete a formal access/correction request.
3. Students have access to their electronic record through myAcademic Record. This includes biographic and academic information.
4. Documents submitted by or for the student in support of the application for admission or for transfer credit become the property of Trent University and will not be released or redirected. In rare instances authorized by the University Registrar or designate, an original transcript may be released to the student and a copy retained in the file, with an explanation for this action.
5. Students with no outstanding financial obligations to the University may, upon written request and payment of a fee, obtain an official transcript of their academic record at the University or have copies sent to a third party. Transcripts will show the scholarship, awards and prizes granted, courses taken, grades achieved, academic status, and degrees conferred.
6. Students with outstanding financial obligations to the University will be denied access to information such as grades, official transcripts and degree certificates, and will be unable to add or drop courses.

II. Disclosure to faculty and administrative officers of the University

Faculty and administrative staff of the University who require access to student records in order to carry out their official duties are given access on a 'need to know' basis.

III. Disclosure to parents, guardians, educational institutions and agencies

1. Requests for student record information received from another institution of learning, or from other organizations, will be permitted only with written authorization from the student; such authorization specifies the information to be provided (e.g. Official transcript) and to whom the information is to be sent.
2. Student record information (including application, admission and/or registration information), will not be released to a third party, such as a parent or guardian, without the student's written authorization.

IV. Disclosure to government agencies

Student record information may be provided in the following instances:

1. in response to a court order, summons, or subpoena directing the University to release information
2. to provide the Ministry of Training, Colleges and Universities with enrolment reports
3. to provide data to Stats Canada for national surveys
4. to provide data as required by professional licensing and certification bodies
5. to provide information as allowed under access/privacy legislation.

V. Disclosure to Student Governments

All registered students pay student association fees. The Trent Central Student Association, the College Cabinets, the Julian Blackburn College Student Association, the Trent/VOIT Student Association and the Graduate Student Association ("The Associations") do, from time to time, require specific student record information for particular purposes. The Office of Student Affairs is authorized to provide the Associations with labels, lists and/or e-mail addresses for the purposes of communicating with students or determining their eligibility for some services.

Protection of Personal Information

Trent University gathers and maintains information used for the purposes of admissions decisions and/or offers, registration and other fundamental activities related to being a member of the Trent University community and attending a public post-secondary institution in the Province of Ontario. Information provided to the University by students, and any other information placed into the student record, will be protected and used in compliance with the Freedom of Information and Protection of Privacy Act (2006).

Any personal information provided by registering/registered students is collected under the

authority of Section 3 of the *Trent University Act*, 1963. It will be used by the University to register students in courses and for academic and administrative purposes related to being a student of Trent University. Questions on how student information is collected, used or disclosed, may be made in writing to the University Registrar, Office of the Registrar, Blackburn Hall, Trent University, 1600 West Bank Drive, Peterborough, ON K9J 7B8, or email: registrar@trentu.ca.

Notification of Use and Disclosure of Personal Information

Students' personal information is collected, used and disclosed in accordance with the Ontario Freedom of Information and Protection of Privacy Act. It is used by the University to create permanent student records, track academic progress, process fees, conduct research into university enrolment, administer programs and services of the University and communicate with students regarding University business.

The name, sex, date of birth and student number of students in Peterborough are provided on a confidential basis to the Trent Central Student Association (TCSA) Student Health Benefits Office for the purpose of enrolment in the student health plan(s) and the issuing of refunds where applicable. This information is transferred by the TCSA to its insurance broker Morneau Sobeco to establish membership in the student health plan and to benefits carrier Green Shield Canada for the purpose of processing student health claims. Student names and trentu.ca email addresses are provided to the TCSA, Graduate Student Association, Julian Blackburn College Student Association or Student Association of UOIT/Durham College (as the case may be) for the purpose of communications related to the student's membership in the association. Names and student numbers may be made available to student associations in the form of a voters' list for student elections.

The University may enter into an agreement with one or more statistical research firms to conduct surveys on behalf of the University. With the University's permission, these firms may contact groups of students by email to request their participation in a survey on a voluntary and confidential basis. Students may choose to opt out of any such survey and not be contacted further.

Information regarding graduation and awards may be made public.

Notification of Use and Disclosure of Personal Information to Statistics Canada

Statistics Canada is the national statistical agency. As such, Statistics Canada carries out hundreds of surveys each year on a wide range of matters including education.

It is essential to be able to follow students across time and institutions to understand, for example, the factors affecting enrolment demand at post-secondary institutions. The increased emphasis on accountability for public investment means that Statistics Canada regularly asks all colleges and universities to provide data on students and graduates.

The Federal Statistics Act provides the legal authority for Statistics Canada to obtain access to personal information held by educational institutions. The information may be used only for statistical purposes, and the confidentiality provisions of the Statistics Act prevent the information from being released in any way that would identify a student.

Students who do not wish to have their information used are able to ask Statistics Canada to remove their identification and contact information from the national database.

Further information on the use of this information can be obtained from Statistics Canada's website: www.statcan.ca or by writing to the Postsecondary Section, Centre for Education Statistics, 17th Floor, R.H. Coats Building, Tunney's Pasture, Ottawa, K1A 0T6.

Transcripts

Copies of official grade transcripts will be issued at the student's request. In accordance with the Access to Student Record Policy, the student's signature is required for the release of records. Transcripts issued directly to the student are stamped "Issued to Student". Official transcripts are sent directly to other institutions or to third parties at the student's request.

Ordering Transcripts

Transcripts may be ordered in person at the Office of the Registrar, by mail, or through the Transcript request available on the University website. A fee must be paid for each copy of a transcript.

Requests must be accompanied by the following information:

1. Full name when registered as a student, and current name (if different)

2. Trent student number (or date of birth) and the degree pursued (e.g., B.A., B. Sc.)
3. Current mailing address and a daytime telephone number
4. Number of transcripts required
5. The complete name and address of where the transcript is to be sent
6. Payment information
7. Signature.

Picking up transcripts

If someone other than the student is required to pick up the transcript, the student must give that person a signed authorization identifying the person and indicating that they are authorized to pick up the transcript. Photo identification will be required.

Payment

Transcripts will be issued at the cost of \$10 (for regular processing); requests for 24-hour processing of transcripts will be charged \$25. The Office of the Registrar accepts cash, money orders and cheques (payable to Trent University), Visa and MasterCard. When paying by credit card, students must include their name, the type of credit card, the credit card number, the card's expiry date and their signature.

Transcripts will not be released for students who have an outstanding financial obligation to the University.

Final Examinations and Mid-year Tests

Scheduling

With the exception of laboratory examinations in the sciences, no in-class tests or final examinations which are worth more than 10% of the final grade may be held during the last two weeks of classes in the Fall or Winter term. In the Summer session the period during which in-class tests and examinations may not be held is the last two weeks for 12-week courses and the last week for 6- and 8-week courses.

The examination schedule is designed to avoid conflicts and to ensure that no student writes more than twice within a 24-hour period. In the case of take-home examinations or tests, the instructor assigns a submission date before the end of the examination period.

The writing time allotted is the same for all students in a course (with the exception of students with disabilities; see below).

Students who wish to observe cultural or religious holidays during an examination period must notify the Office of the Registrar in writing by the final Friday in September. If it is possible, scheduling will be adjusted to accommodate these dates. If it is not possible, students must submit a written request to their instructors for alternative arrangements, explaining the reason for the request and including supporting documentation.

Examinations and tests for students with disabilities who require disability-related supports – e.g. extra time or other assistance – are available. All requests must be made through the Disability Services Office at least two weeks before the examination or test, and must be supported by appropriate documentation from a qualified health care diagnostician. Information regarding documentation guidelines is available at www.trentu.ca/disabilityservices.

Student Identification

Students must bring their Trent student cards to all examinations. Cards must be visible to the Examination Invigilator. Students who fail to produce a valid student card must report to the Dean's Office, with their card, by 1 p.m. on the next working day. Students whose names are not printed on an attendance list are not registered in the course. They must report to the Office of the Registrar by 1 p.m. on the next working day to clarify their status. Failure to do so will result in a grade of zero for the course.

Missed Examinations

Students who miss an examination for reasons beyond their control should consult with their instructor immediately about the possibility of alternate arrangements. If such arrangements are not possible, students may petition for aegrotat standing. (See below for the requirements for aegrotat standing.)

Unsatisfactory Examination Results

There are no supplemental examinations. The only options available to students who are dissatisfied with the result of an examination are to appeal the final grade in the course (see Appeals of Final Grades below) or to repeat the course, if the final grade is D or F. (See Course Credits above.)

Student Access to Graded Examination Papers

Graded examination papers are the property of the University and are not intended to be available to students. They may be seen by students only if a formal appeal of a final grade has been unsuccessful (see Academic Appeals below). Requests to see an examination paper must be made in writing to the Office of the Registrar. There is a fee for each request.

Mid-year Review

Mid-year marks are available through myAcademic Record in January to help students assess their academic performance; they do not represent official grades, and mid-year grades do not appear on any formal document.

Official Final Grades

Final grades are official thirty days after they have been released by the Office of the Registrar. If errors in the calculation or recording of grades come to light after the grades have been released, all affected grades may be recalculated and raised or lowered with the approval of the Dean. However, this process must be completed, and corrected transcripts must be issued, before the thirty day period has passed. Instructors and/or departments are not permitted to release final grades. Final examination marks can be released to students only after final grades have been released by the Office of the Registrar.

Difficulties with the Completion of Course Work

There are three options available to students who have difficulties with the completion of their course work for reasons beyond their control: (1) if they cannot complete their course work before the end of the academic session, they may request incomplete standing; (2) if they cannot write the final examination in a course, they may request aegrotat standing; (3) if they wish to withdraw from the course altogether, but have missed the deadline for withdrawal without academic penalty, they may petition for late withdrawal. These three options are described in detail below.

1. Incomplete Standing

Incomplete standing permits students to prearrange with their instructor to submit any remaining work in a course by a specified date after the end of the academic session. Failure by students to organize their workload is not considered adequate grounds for incomplete standing. A petition for incomplete standing must be made to the instructor, and approved by the chair, before the department or program deadline (if there is one), but in any case before submission of final grades to the Office of the Registrar.

The instructor specifies the deadline for submission of outstanding work and the grade which will be assigned if the deadline is not met. The latest possible deadlines for the submission of outstanding work are:

- February 28 for courses completed in the Fall session
- June 30 for courses completed in the Winter session
- September 30 for courses completed in the Summer session.

2. Aegrotat Standing

Students may, if eligible, be exempted from writing the final examination in a course. A petition for aegrotat standing must be made to the instructor as soon as the relevant circumstances are known, and normally before the scheduled examination time. An aegrotat standing is granted only if all required term work has been completed and the student has a passing average. Students are advised to familiarize themselves with the policies and procedures for calculating aegrotat standing in the department(s) or program(s) involved.

3. Late Withdrawal

Late withdrawal is granted to students who have missed the deadline for withdrawal from courses without academic penalty but, for reasons judged to be compelling, have been unable to complete their course work. A petition for late withdrawal is made to the Committee on Undergraduate Petitions through the Senior Tutor as soon as possible and normally before the end of the academic session.

Academic Status

Assessment Average

A student's academic status is determined by a session average or by a cumulative average (see below).

- The cumulative average includes all courses for which a grade has been assigned and all attempted courses for all programs/degrees excluding repeated courses with a lower grade. (Transfer credits are given a pass grade and thus are not included in the average.)
- The session average includes all courses in the current session (Fall-Winter or Summer) for which a grade has been assigned.

The initial assessment average is calculated at the end of the academic session in which students have completed the third credit in their program. It includes all courses for which a grade has been assigned since beginning the program. Thereafter, the cumulative and session averages are calculated at the end of each academic session.

Categories of Academic Status

There are five categories of academic status: (1) good standing, (2) probation, (3) conditional probation, (4) academic suspension and (5) suspension – academic dishonesty. Regulations governing the categories differ, depending on whether the assessment averages are based on a full-time load (more than three credits) or a part-time load (three credits or fewer).

1. Good Standing

Full-time load: Students are in good standing if their session average is 60% or higher.

Part-time load: Students are in good standing if their cumulative average is 60% higher.

2. Probation

Full-time load: Students are initially placed on probation if their session average is 50 – 59.9%, or if they are returning from academic suspension. If their session average is 60% or higher upon the next assessment, probation is lifted.

Part-time load: Students are initially placed on probation if their cumulative average is 50 – 59.9%, or if they are returning from academic suspension. If their cumulative average is 60% or higher upon the next assessment, probation is lifted. Otherwise probation continues as long as the session average is 50-59.9%.

3. Conditional Probation

Students who are accepted into the Fresh Start Program will have an academic status of Conditional Probation for the session that they are in the program.

4. Academic Suspension

Full-time load: Students are suspended from the University for a year if their session average is less than 50%, or if they are on probation and it is less than 60%.

Part-time load: Students are suspended from the University if their initial assessment average is less than 50%, or if their session average while on probation is less than 50%. N.B. Students who are on suspension will not be awarded any transfer credits (regardless of the post-secondary institution attended) for the time period that they were on academic suspension from Trent University.

5. Suspension – Academic Dishonesty

Students may be placed on suspension by the Dean for repeated violations of the Academic Dishonesty Policy. The first time penalties of "Suspension – Academic Dishonesty" are imposed, their duration will be for periods of up to one year. Subsequent penalties will be for periods of up to three years. Appeals of the Dean's decision should be made to the Special Appeals Committee. Students seeking support with an appeal should consult their Senior Tutor or seek advice from faculty members. N.B. Students who are on suspension will not be awarded any transfer credits (regardless of the post-secondary institution attended) for the time period that they were on academic suspension from Trent University.

Continuing Post-Secondary Studies During Academic or Non-Academic Suspension

Students will normally not be permitted to complete studies at another Canadian university during the term of their suspension. Studies completed at another post-secondary institution during the term of suspension may be considered as a basis for re-admission to the university, but will not be eligible for transfer credit consideration.

Procedures for Students on Probation or under Academic Suspension

Students who are placed on academic suspension may, through the Senior Tutor of their College, petition the Committee on Undergraduate Petitions to have their status reconsidered. If the petition is successful and they are accepted into the Fresh Start Program, they will have their academic

standing changed to Conditional Probation. Fresh Start students will be permitted to continue their studies at a reduced course load under the supervision of their Senior Tutor for the Fall/Winter session immediately following their having been placed on Academic Suspension. Students may enroll in the Fresh Start Program one time only. In some cases, the student may be allowed to return on Probation. In all cases, students have the option of petitioning their academic suspension to the Committee on Undergraduate Petitions.

Dean's and President's Honour Rolls

All students who achieve an average of A- (80%) or better in their most recent session and have an overall cumulative average of B (75%) or better, will have their names placed on the Dean's Honour Roll.

All graduating students who achieve an overall cumulative average of A- (80%) or better will have their names placed on the President's Honour Roll.

The names of graduating students who are eligible for the Dean's Honour Roll and/or the President's Honour Roll will be noted in the convocation program.

Academic Appeals

Appeals of Grades on Term Work

Appeals of grades on term assignments and tests are made to the course instructor and subsequently, if necessary, to the chair of the department or program. Students are advised to familiarize themselves with the appeals policy of the department or program involved.

Appeals of Final Grades

Appeals of final grades are made in writing to the Office of the Registrar. There is a fee of \$25 for each appeal, which is refunded if the grade is raised. The grade of a student who is making an appeal cannot be lowered as a result of that appeal.

Only the following work may be reassessed in appeals of final grades:

- term work not returned to students before the submission of final grades to the Office of the Registrar
- final examinations

The deadlines for appeals of final grades are:

- September 19, 2008 for courses completed in the 2008 Summer session
- March 9, 2009 for courses completed in the 2008 Fall session
- July 6, 2009 for courses completed in the 2009 Winter session

Students are informed of the results of appeals of final grades as soon as possible after the appeal deadline, but, in any case, before the beginning of the next academic session after the appeal deadline.

Appeals of Academic Regulations

Students who believe that specific academic regulations have imposed undue hardship on them may petition the application of the regulations to the Committee on Undergraduate Petitions through their Senior Tutor.

Special Appeals

If all other levels of appeals or petitions have been exhausted and have been unsuccessful, students may make an appeal to the Special Appeals Committee through the secretary of the committee.

Such appeals must be made within four weeks of receipt of the previous ruling, and must be in writing on the appropriate forms available from the University Secretariat in Bata Library. All decisions of the Special Appeals Committee are final and take effect when issued.

Academic Dishonesty Policy

Application

This policy applies to students registered in undergraduate courses in the Faculty of Arts and Science and graduate students registered in graduate programs at Trent University.

Terminology

In this policy, "department" is used to cover undergraduate departments, programs, and schools as well as graduate programs. "Chair" is used to cover chairs and directors of undergraduate departments, programs, and schools as well as directors of graduate programs. "Dean" is used to refer

to the Associate Dean of Arts and Science (Undergraduate Studies) in the case of undergraduate students and to the Dean of Graduate Studies in the case of graduate students.

Academic Honesty

All members of the University community share the responsibility for the academic standards and reputation of the University. When students submit work for academic evaluation and credit, they imply that they are the sole authors of the work. Clear and careful attribution of the words and ideas of others is an essential part of academic scholarship. Academic honesty is a cornerstone of the development and acquisition of knowledge and is a condition of continued membership in the University community.

Academic Dishonesty

Academic dishonesty, including plagiarism and cheating, is ultimately destructive of the values of the University. Scholarly integrity is required of all members of the University. Engaging in any form of academic dishonesty or misconduct in order to obtain academic credit or advantage of any kind is an offence under this policy.

Plagiarism

Plagiarism is the presentation of the words, ideas, images, data, or any other form of scholarly work of another person (including essays, theses, lab reports, projects, assignments, presentations, and posters) in a way that represents or could be reasonably seen to represent the work as one's own. Plagiarism covers a wide range of academic offences, from failure to acknowledge sources correctly to submitting materials downloaded from the world wide web.

Cheating

Cheating includes dishonest academic conduct or attempted dishonest academic conduct during tests or examinations or in the preparation of any other course work or in the presentation of credentials for admission to the University or one of its programs. Some common examples are:

- submitting one's own original student work for credit in two or more different courses without the prior agreement of the instructors involved
- bringing aids, including electronic aids, that have not been authorized by the instructor into an examination or test
- impersonating another individual or colluding in an impersonation for an examination or test
- copying from another individual or knowingly permitting another individual to copy from one's test, examination paper, lab report, or assignment
- communicating in any way with another student during a test or examination
- purchasing from, or selling to, another any piece of work for submission, or facilitating the selling and purchasing of such material
- submitting any purchased material as one's own work
- falsifying or tampering with results in laboratory experiments or research assignments
- falsifying transcripts or tampering with documents used to make decisions about admissions to the University or one of its programs
- withholding transcripts or other required documents at the time of application to the University
- submitting false or misrepresentative medical certificates or other documentation in support of admission consideration to the University or requests for concessions on academic work or deadlines

Students who have any doubt as to what might be considered academic dishonesty in a particular course should consult the instructor of the course to obtain appropriate guidelines.

Penalties

A student who has been found to have committed an act of cheating or other academic offence will be subject to a penalty or penalties commensurate with the offence. Penalties may range from denial of admission to the University, a reprimand, and/or suspension from the University. Examples include the reduction of a mark on work submitted for evaluation, the requirement to submit another piece of work or to retake a test or examination, and a grade of "0 – Academic Dishonesty" on a student's transcript. For academic offences involving loss of marks, penalties more serious than a "0" on a piece of work submitted for evaluation will be imposed only by the Dean. The application of penalties imposed by the Dean will be overseen by the Registrar. In deciding on the appropriate sanction to be imposed for an act of academic dishonesty, consideration may be given to the following factors:

- the extent of the dishonesty
- whether the act in question was inadvertent or deliberate

- the importance of the work in question as a component of the course or program
- whether the student has been found to have committed any previous act of academic dishonesty
- whether the act in question was an isolated incident or part of repeated acts of academic dishonesty
- any other relevant circumstances.

Procedures

1. Evaluation of work by course instructors

- i. If an instructor has reason to believe academic dishonesty on the part of a student, the instructor will so inform the student within a reasonable time and invite the student to discuss the matter. If, after such discussion and reviewing the evidence, the instructor is satisfied that no academic dishonesty has occurred, no further action will be taken by the instructor unless new evidence comes to the attention of the instructor.
- ii. If, after such discussion or if the student fails to respond to the request for a meeting or does not attend a prearranged meeting, the instructor decides that academic dishonesty has occurred and decides that reduction of the earned mark on an assignment (including a test or examination) is appropriate, the instructor will provide the student with an Academic Dishonesty Form which records the reduced mark and the reason for it. The form, along with the documented evidence, will be filed at the department office. Filing the form constitutes the recording of an academic offence. If the student's name already appears on file at the department office for an incident of academic dishonesty, the student's name will be forwarded to the Office of the Dean. The instructor will explain to the student the consequences of having his/her name forwarded to the Office of the Dean. The student may appeal the decision of the instructor by writing to the chair of the department setting out the grounds for appeal within one week of notification of the instructor's decision. The chair should respond to the student within one week of receiving the appeal.
- iii. If, after such discussion or if the student fails to respond to the request for a meeting or does not attend a prearranged meeting, the instructor believes that academic dishonesty has occurred that would warrant a grade of "0" on an assignment (including a test or examination) because of the severity of the academic dishonesty, the instructor will report the matter to the chair. The chair will notify the student in writing of the allegation and will invite the student to meet within a reasonable time. If the student does not respond to the request for a meeting or does not attend a prearranged meeting, the chair will proceed to make a decision on the basis of the evidence before him/her. If, after reviewing the evidence, the chair is not satisfied that academic dishonesty occurred, the chair will inform the student in writing of his/her decision and no further action will be taken by the chair unless new evidence comes to the attention of the chair. If the chair is satisfied that academic dishonesty occurred, the chair will decide the appropriate penalty (up to and including a "0" in the piece of work) and inform the student in writing of his/her decision. In the latter case, the chair will inform the student that his/her name, along with the documented evidence, will be placed on file in the department office. The chair will also inform the student that his/her name will be forwarded to the Office of the Dean. The chair will explain to the student the consequences of having his/her name forwarded to the Office of the Dean. (See 4 below.) The student may appeal the decision of the chair by writing to the Dean setting out the grounds for appeal within two weeks of notification of the chair's decision. The Dean should respond to the appeal within two weeks of receiving the appeal.

2. Conduct during examinations or tests

Where an allegation of academic dishonesty arises during a test or examination, the responsible invigilator will collect the available evidence and report the incident to the chair of the relevant department. The chair will notify the student in writing of the allegation and will invite the student to meet within a reasonable time. If the student does not respond to the request for a meeting or does not attend a prearranged meeting, the chair will proceed to make a decision on the basis of the evidence before him/her. If, after reviewing the evidence, the chair is not satisfied that academic dishonesty occurred, the chair will inform the student in writing of his/her decision and no further action will be taken by the chair unless new evidence comes to the attention of the chair. If the chair is satisfied that academic dishonesty occurred, the chair will decide the appropriate penalty (up to and including a "0" in the test or examination) and inform the student in writing of his/her decision. In the latter case, the chair will inform the student that his/her name, along with the documented evidence, will be placed on file in the department office. The chair will also inform the student that his/her name will be forwarded to the Office of the Dean. The chair will explain

to the student the consequences of having his/her name forwarded to the Office of the Dean. (See 4 below.) The student may appeal the decision of the chair by writing to the Dean setting out the grounds for appeal within two weeks of notification of the chair's decision. The Dean should respond to the appeal within two weeks of receiving the appeal.

3. Applications to the University or one of its programs

Where the alleged academic dishonesty involves falsifying, misrepresenting, or withholding records or relevant documents for entry into the University or one of its programs, the Registrar will be informed. The Registrar will notify the student in writing of the allegation and will invite the student to meet within a reasonable time. If the student does not respond to the request for a meeting or does not attend a prearranged meeting, the Registrar will proceed to make a decision on the basis of the evidence before him/her. If, after reviewing the evidence, the Registrar is satisfied that no academic dishonesty occurred, the Registrar will inform the student in writing of his/her decision and no further action will be taken by the Registrar unless new evidence comes to the attention of the Registrar. If the Registrar is satisfied that academic dishonesty has occurred, the Registrar will decide the appropriate penalty and inform the student in writing of his/her decision. A written record of the incident, along with the documented evidence, will be kept on file at the Office of the Registrar. The Office of the Dean will be notified. The Registrar will explain to the student the consequences of having his/her name forwarded to the Office of the Dean. (See 4 below.) The student may appeal the decision of the Registrar by writing to the Dean setting out the grounds for appeal within two weeks of notification of the Registrar's decision. The Dean should respond to the appeal within two weeks of receiving the appeal.

4. Notification to the Office of the Dean

- i. The Dean will not proceed to consider a notice from the chair or the Registrar of an incident of academic dishonesty by a student until after any appeal has been determined or the relevant appeal period has expired. If no appeal has been made or if the finding of academic dishonesty has been upheld, the Dean will review the matter to consider whether further penalties should be imposed. If the Dean decides to request a meeting with the student, the student will be invited to meet within a reasonable time. If the student does not respond to a request for a meeting or does not attend a prearranged meeting, the Dean will proceed to make a decision as to whether further penalties should be imposed on the basis of the evidence before him/her. Upon reviewing the evidence, the Dean will impose such further penalties as he/she sees fit, up to and including a grade of "0 – Academic Dishonesty" in any course in which that student is registered and has been found guilty of academic dishonesty. The notation "0 – Academic Dishonesty" will appear on the student's transcript. The Dean will inform the student in writing of his/her decision. The student may appeal a decision of the Dean to impose further penalties to the Special Appeals Committee within four weeks of notification of the decision of the Dean. The decision of the Special Appeals Committee is final.
- ii. If, subsequent to any occasion on which the Dean has awarded one or more grades of "0 – Academic Dishonesty" to a student, the Dean receives notice of a further incident of academic dishonesty by that student, the Dean will invite the student to meet within a reasonable time, but not until after any appeal has been determined or the relevant appeal period has expired. If the student does not respond to the request for a meeting or does not attend a pre-arranged meeting, the Dean will proceed to make a decision as to whether further penalties should be imposed on the basis of the evidence before him/her. Upon reviewing the evidence, the Dean will impose such further penalties as he/she sees fit, up to and including the standing "Suspension – Academic Dishonesty" for a period of up to one year. The notation "Suspension – Academic Dishonesty" will appear on the student's transcript. The Dean will inform the student in writing of his/her decision. The student may appeal a decision of the Dean to impose further penalties to the Special Appeals Committee within four weeks of notification of the decision of the Dean. The decision of the Special Appeals Committee is final.
- iii. If a student has been readmitted to the University after having served a "Suspension – Academic Dishonesty" penalty and subsequently is reported to the Office of the Dean for academic dishonesty, the Dean will invite the student to meet within a reasonable time, but not until after any appeal has been determined or the relevant appeal period has expired. If the student does not respond to the request for a meeting or does not attend a prearranged meeting, the Dean will proceed to make a decision on the basis of the evidence before him/her. Upon reviewing the evidence, the Dean will impose such further penalties as he/she sees fit, up to and including the standing of "Suspension – Academic Dishonesty" for a period of up to three years. The notation "Suspension – Academic Dishonesty" will appear on the student's transcript. The Dean will

inform the student in writing of his/her decision. The student may appeal a decision of the Dean to impose further penalties to the Special Appeals Committee within four weeks of notification of the decision of the Dean. The decision of the Special Appeals Committee is final.

- 5. Assistance with the appeals procedure:** Students seeking support for an appeal may consult their Senior Tutor or seek advice from faculty members. For guidance on the appeals procedures at the University, please see the "Petitions and Appeals" section of the calendar.
- 6. Other allegations of academic dishonesty:** Any other allegations of academic dishonesty may be made in writing to the Dean. The Dean will determine the appropriate procedure to be followed.
- 7. No record of dropped allegations:** At any stage, if, after reviewing the evidence, the instructor, chair, or Registrar decides that the allegations are not supported by sufficient evidence, no record of the incident will be kept on file at the offices of the department, Registrar, or Dean.
- 8. Withdrawal is not a stay of proceedings:** A student's withdrawal from a course, program, or the University does not stay or prevent proceedings for academic dishonesty under this policy. Penalties for academic dishonesty determined under this policy will appear as appropriate on the student's record, including the student's transcript, despite any such withdrawal.
- 9. Removal of transcript notations:** If a student has a notation of "0 – Academic Dishonesty" or "Suspension – Academic Dishonesty" on his or her transcript, an application can be made in writing to the Vice President (Academic) to have the "Academic Dishonesty" notation removed from the transcript; "0" grades and notations of suspension cannot be removed. Such applications may not be initiated before a student graduates or until two years have lapsed since the penalty was imposed, whichever is later.

Graduation and Convocation

For students to graduate, Senate must confirm that they have successfully completed the academic requirements for their degree. Once students have graduated and are free of all financial obligations to the University, they are eligible to receive official transcripts, noting the successful completion of their degree, and to receive their degree or diploma at the Spring convocation ceremony.

In the year in which they intend to graduate, students must submit an Application to Graduate form to the Office of the Registrar. The Office of the Registrar will assess whether the students are enrolled in the courses required to complete the academic requirements for their degree, and will inform the students by letter of the result of this assessment. A fee is charged for late applications. See the University Diary for deadlines.

Once grades have been processed, the names of all students who have successfully completed the academic requirements for their degree are submitted to Senate for approval.

Students who have successfully completed the academic requirements for their degree, but who are not free of financial obligations to the University, may participate in Convocation but will not receive their degree or diploma until their financial obligations are met.

Students who have successfully completed the academic requirements for their degree too late for Convocation will have their names submitted to the next appropriate meeting of Senate, and are eligible to receive their degree or diploma at the next Spring convocation ceremony, assuming that they are free of all financial obligations to the University.

Petitions and Appeals

Students who foresee difficulties completing their course work may petition for incomplete or aegrotat standing or for late withdrawal, depending on the circumstances. Students may appeal grades which they have received, regulations which have caused them undue hardship, the penalty of academic suspension, and penalties for academic dishonesty. As a last resort, students may appeal the results of previous petitions or appeals through a special appeal.

The table below summarizes the procedures for petitions and appeals, indicating the appropriate situation for each ("why"), the persons responsible for dealing with them ("who") and the deadlines for submission ("when"). It is intended only as a convenient summary; before pursuing any of these options, students should consult the appropriate section of the calendar where the official procedures and requirements are laid out in full.

Although the procedures outlined below have been designed to be as thorough as possible, there may be situations which are not adequately covered by any of them. In such cases students are strongly advised to consult their Instructor, the chair of their department or program, their Academic Advisor, their Senior Tutor, or, the Dean of Arts and Science.

Why	Who	When
Petitions Concerning Incomplete Work		
• Incomplete Standing (p. 19)		
You will be unable to complete your course work by the end of term.	Course Instructor (with the approval of the chair)	Before department or program deadline (if there is one) but in any case before submission of final grades.
• Aegrotat Standing (p. 19)		
You will be unable to write the final examination.	Course Instructor	Normally before final examination.
• Late Withdrawal (p. 19)		
You were unable to withdraw from a course before the published deadline to withdraw without academic penalty.	Committee on Undergraduate Petitions (through Senior Tutor)	After the published date for withdrawal without academic penalty but normally before the end of the academic session
Appeals of Grades and Regulations		
• Term Work (p. 21)		
You wish to appeal a grade in a term assignment or test.	1. Course Instructor 2. Chair (if necessary)	Before department or program deadline (if there is one) but in any case before submission of final grades.
• Final Grades (p. 21)		
You wish to appeal a grade in a final examination or in term work which was not returned to you before the submission of final grades.	Office of the Registrar	See deadlines in calendar. (p. 21)
• Academic Regulations (p. 21)		
You wish to appeal an academic regulation.	Committee on Undergraduate Petitions (through Senior Tutor)	Consult Senior Tutor.
Appeals of Academic Suspension (p. 20)		
You have been suspended as a result of your academic standing.	Committee on Undergraduate Petitions (through Senior Tutor)	By July 9 for the previous Fall/Winter session, or within two weeks of receiving notice.
Appeals of Penalties for Academic Dishonesty (p. 23)		
You wish to have a penalty for academic conduct withdrawn (ranging from a reprimand to expulsion from the University).	1. Chair (appeal of Course Instructor's ruling)	Within 1 week of imposition of penalty
	2. Dean (appeal of Chair's ruling or Registrar's ruling)	Within 2 weeks of imposition of penalty
	3. Special Appeals Committee (appeal of Dean's ruling)	Within 4 weeks of imposition of penalty
Special Appeals (p. 21)		
You wish to appeal the result of any previous appeals or petitions.	Special Appeals Committee	Within 4 weeks of receipt of previous ruling.

DEGREE REQUIREMENTS

Trent University offers the following degree and diploma programs:

Degree Programs

Bachelor of Arts (Honours and General)
 Bachelor of Business Administration (Honours)
 Bachelor of Education Consecutive Program
 Bachelor of Science (Honours and General)
 Bachelor of Science in Nursing
 Bachelor of Science in Forensic Science

Diploma Programs

Canadian Studies
 Foundations of Indigenous Learning
 Indigenous Environmental Studies
 Indigenous Management &
 Economic Development
 Kanyen'keha (Mohawk) Language

- The University encourages students in the Bachelor of Arts and Bachelor of Science programs to plan an Honours degree. The Honours degree is the basic qualification for entry to graduate programs and generally enhances employment opportunities.
- The Honours Degree programs and the Bachelor of Science Degree programs in Nursing and in Forensic Science are 20 credit programs, normally requiring four years of full-time study.
- The General Degree programs are 15 credit programs, normally requiring three years of full-time study.
- The Diploma programs are one or two years of full-time study.

Applicable Calendar for Degree Completion

The regulations in force in the year in which a student applies to graduate are normally the ones listed in that year's Calendar. It is the responsibility of students to consult the Calendar each year and to follow regulations as stated.

Requirements for all Bachelor's degrees

For requirements for the Consecutive Bachelor of Education program see p. 93. Requirements for all other programs consist of:

1. requirements for specific programs as outlined in the Academic Programs section of this calendar
2. at least three credits leading to majors in different disciplines
3. no more than seven 100-level credits
4. a minimum grade of C- (60%) in a required introductory course for the degree, if there is one
5. a maximum of three credits with D grades (50 to 59%)
6. a maximum of one credit with a D grade (50 to 59%) in courses for a major; not applicable to students enrolled in Forensic Science or Nursing

	Honours Arts & Science	Honours Business Admin.	General Arts & Science	Nursing	Forensic Science
7. total credits required	20	20	15	20	20
8. minimum cumulative average required in Honours program *see p. 54	65	70*	n/a	n/a	65
9. minimum credits required beyond the 200-level – in some programs 200- and 300-level courses are equivalent	7	7	4	4	7
10. maximum credits unsuccessfully attempted in Honours program – includes D (50 to 59%) grades not for credit and F grades	6	6	n/a	n/a	3
11. maximum credits allowed in a discipline *see Business Administration program for details	13	n/a*	8	n/a	n/a
12. maximum credits which can be required in each discipline of a joint-major	8	8	6	n/a	n/a

Notes

- The minimum cumulative average required for Honours (see 8 above) includes only courses for which credit has been earned: neither F grades nor D grades beyond the maximum allowed for credit (see 5 and 6 above) are included in the average. Students in the Honours program who do not maintain this average, or who exceed the maximum of six credits unsuccessfully attempted, will be awarded a General degree, assuming they meet the requirements for the degree.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.

Requirements for a Bachelor of Science degree

Some programs lead to a B.Sc. degree. Other programs lead either to a B.A. or a B.Sc. degree, depending on the courses taken; for these programs, students must indicate on the Application to Graduate if they wish to be awarded a B.Sc.

B.Sc.

Biochemistry & Molecular Biology
Biology
Chemical Physics
Chemistry
Computing Systems & Physics
Environmental Chemistry
Mathematical Computer Science
Mathematical Economics
Mathematical Physics
Mathematics
Physics & Astronomy

B.A./B.Sc.

Anthropology
Computing Systems
Information Systems (joint-major only)
Economics
Environmental & Resource Science
Geography
Psychology

- Fourteen science credits (including one in Mathematics, but not MATH 2080, 2084H or 2085H) are required for the Honours degree.
- Eleven science credits (including one in Mathematics, but not MATH 2080, 2084H or 2085H) are required for the General degree.
- For science courses in the B.A./B.Sc. programs, see individual entries.
- The Forensic Science degree (B.Sc.F.S.) and Nursing degree (B.Sc.N.) are standalone professional degrees in science and are not subject to the same B.Sc. major requirements as the Programs noted above. Please see these Departments' specific degree requirements.

Requirement for a minor

Students who have fulfilled the requirements for a single-major or joint-major Honours degree may apply to the Office of the Registrar for a minor in a different subject. See individual department and program entries for details.

PROGRAMS

Academic Timetable

Please consult the on-line academic timetable: www.trentu.ca/admin/mytrent/TimeTable/TimeTableGen0.htm, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

Animal Care Course

This non-credit course deals with the ethical principles, legal aspects and practical considerations of animal research. The course has no prerequisites and is mandatory for all students whose course work or research will involve handling of and/or experimentation with live vertebrate animals. This course is offered online. Consult the “Animal Care Training” link on the Animal Care web page (www.trentu.ca/sciencedean/animalcare.php), the Associate Dean of Science or the departments of Biology, Chemistry, Psychology or the Environmental & Resource Science/Studies program for access information.

Ancient History & Classics

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Associate Professor and Chair of the Department

H. Elton, B.A. (Sheffield), D.Phil. (Oxford)

Professor

I. C. Storey, B.A. (Univ. Trin. Coll.), M.A., Ph.D. (Toronto), M.Phil. (Oxford) (*on leave 2008–2009*)

Associate Professor

J. P. Moore, B.A. (Wilfrid Laurier), M.A., Ph.D. (McMaster)

Assistant Professors

R. D. Fitzsimons, B.A., M.A. (Toronto), Ph.D. (Cincinnati); **J. Strang**, B.A. (Wilfrid Laurier), M.A., Ph.D. (Buffalo)

Professors Emeriti

K. H. Kinzl, Dr. Phil. (Vienna); **D.F.R. Page**, B.A., Dip. Ed. (Sheffield)

Classics is the study of the ancient Greek & Roman cultures (c. 3000 B.C.E. – 476 C.E.), the two intertwined civilisations that lie at the root of modern Western culture. Figures of myth, great leaders, creators of profoundly moving poetry and drama, great philosophers and artists who produced some of the world's most exquisite art and architecture – from Homer to Alexander the Great, from Julius Caesar to Constantine and beyond, the legacies of these individuals have deeply influenced many later ages and are still highly relevant today. We have more evidence about the Greeks and Romans than most other early cultures: poetry, plays, novels, prose treatises, histories, vases, sculpture, architecture, inscriptions, and papyri. At Trent, students can study ancient literature in all its forms, the history of Greece and Rome, art history and archaeology (including ancient Egypt), myth and religion, women in antiquity, philosophy, and the ancient languages themselves (Latin and ancient Greek).

Notes

- Special topics courses (3950/3955H and 4950/4955H) are offered according to faculty availability. Interested students should consult with the department by March of the preceding year. Students may take more than one such course in one year or in their overall program.
- Reading courses (3900/3905H and 4900/4905H designation) may be offered according to faculty availability. Interested students should consult with the department by March of the preceding year. Students may take more than one such course in their overall program.
- 4000-level courses are normally limited to students with a minimum of 12 credits.
- AHCL 3850 will be offered by the department if staffing permits it. Students may also pursue their special areas of interest in Mediterranean archaeology in field school courses offered by both other Canadian and non-Canadian universities for credit, with departmental approval.
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in Ancient Greek & Roman Studies, if they have met the requirements for the joint-major General degree (see below); or for a minor in Greek or in Latin if they have met the requirements listed under Greek and Latin Literature below. Students may obtain both their major and their minor within the department (for example, a major in Ancient Greek & Roman Studies with a minor in Greek), but no course in the major may be counted towards the minor as well.

- For the Emphasis in Archaeology, p. 232
- For the Emphasis in Classical History, p. 233
- For the most complete and up-to-date information on the department of Ancient History & Classics – courses, faculty, special events, internet resources, etc. – check the department of Ancient History & Classics website at www.trentu.ca/ahc.

Bachelor of Arts programs in Ancient History & Classics

- The department offers one principal major program (Ancient Greek & Roman Studies). An Honours program in Greek & Latin Language & Literature is available under certain circumstances.
- For the purposes of University regulations concerning the maximum number of credits in a single discipline (13 for Honours, 8 for General), Ancient Greek & Roman Studies and Greek & Latin are considered separate disciplines.
- Students who propose to pursue a single-major or joint-major degree within the department should consult the chair of the department at the end of first year or very early in second year.
- Students considering graduate work in Ancient History & Classics are strongly advised to include as many credits in Greek and Latin as possible (at least five credits is suggested) in their program, and to begin the study of German or French as undergraduates.

BACHELOR OF ARTS PROGRAM IN ANCIENT GREEK & ROMAN STUDIES

Notes

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- For students who entered the university before 2008, any course prerequisite of AHCL 1000 is waived; any AHCL credit may substitute for it in counting courses for a degree. For students who entered the university before 2008 AHCL 100 or 201 is considered the equivalent of AHCL 2100, AHCL 226 is considered the equivalent of AHCL 2200, and AHCL 150 is considered the equivalent of AHCL 2300.
- Ancient History & Classics courses at the 2000-level may be taken as 3000- or 4000-level credits with permission of the instructor (excluding AHCL – PHIL 210 and AHCL 2100, 2200 and 2300).

The single-major Honours program. At least 10 credits in Ancient History & Classics, including:

- 4.5 credits consisting of AHCL 1000, 2100, 2200, 2300 and either 4001H, 4002H or 4003H
- 5.5 credits in addition to the above, at least 4 at 3000- or 4000-level

The joint-major Honours program. At least 8 credits in Ancient History & Classics, including:

- 4.5 credits consisting of AHCL 1000, 2100, 2200, 2300 and either 4951H, 4952H or 4953H
- 3.5 credits in addition to the above, at least 2 at 3000- or 4000-level

The single-major General program. At least 7 credits in Ancient History & Classics, including:

- 4 credits consisting of AHCL 1000, 2100, 2200 and 2300
- 3 credits in addition to the above, at least 2 at the 3000- or 4000-level

The joint-major General program or minor. At least 5 credits in Ancient History & Classics, including:

- 4 credits consisting of AHCL 1000, 2100, 2200 and 2300
- 1 credit at the 3000- or 4000-level

BACHELOR OF ARTS PROGRAM IN GREEK & LATIN LANGUAGE & LITERATURE

Notes

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- The availability of a degree program in Greek & Latin Language & Literature, of a minor in Greek or Latin, and of Greek and Latin courses beyond the 2000-level is subject to departmental staffing conditions. Interested students must consult the chair of the department as early as possible in their degree program.

The single-major Honours program. At least 9 credits in Ancient History & Classics, including:

- 2 GREK credits
- 2 LATN credits
- 4 credits in GREK or LATN in addition to the above, at least 2 at the 4000-level
- 1 AHCL credit

The minor in Greek consists of 5 GREK credits.

The minor in Latin consists of 5 LATN credits.

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

AHCL 1000 – The Trojan War

An introduction to the study of ancient history and classics illustrated by the Trojan War, focusing on problems with Epic, Bronze Age Archaeology, and Roman Troy. Involves reading the *Iliad*, *Odyssey* and *Aeneid*.

AHCL – PHIL 210 – Ancient philosophy (see Philosophy)

AHCL 2100 – Introduction to ancient history

An introduction to the study of ancient history, focussing on Greek History from the Bronze Age to the Hellenistic era and Roman history from the foundation of the city of Rome in 753 BC to the collapse of the western Roman Empire in AD 476. Excludes CLHI 100, AHCL 100 and 201.

AHCL – ANTH 2200 – Introduction to classical archaeology and art history

An introduction to the archaeology and art history of the ancient world: including the methods and achievements of Classical archaeology and the material remains (e.g. architecture, pottery, sculpture, painting, etc.) of antiquity, including Bronze Age, Greek, Etruscan, and Roman cultures. Prerequisite: 4 credits. Excludes AHCL – ANTH 226 and CLCI – ANTH 224H, 226, 227H and 228H.

AHCL – ANTH 2201H – Introduction to Egyptian archaeology from the Pharaohs to the Romans

The methods and achievements of archaeologists and the art history of Egypt from the period of the Pharaohs, through the Persians and the Greeks to Romans. Prerequisite: 4 credits. Excludes AHCL – ANTH 220H.

AHCL – ANTH – GEOG 2230H – The ancient city

The developments, innovations and achievements of the city in the Greek and Roman world from the Bronze Age to the Late Empire. Prerequisite: 4 credits. Excludes CLCI – ANTH – GEOG 223H and AHCL – ANTH – GEOG 223H.

AHCL 2300 – Introduction to classical literature

An introduction to the literature of the classical world. Topics covered may include Greek and Roman drama, poetry, and prose. Excludes CLLI 100 and AHCL 150.

AHCL – WMST 2310H – Women in the Greek world, ca. 700– 300 B.C.

Material studied will be drawn from literature, philosophical and medical treatises, law codes and the visual arts and will be considered within the context of current trends of approach (e.g., sociological, anthropological, literary). Prerequisite: 4 credits. Excludes AHCL – WMST 231H.

AHCL – WMST 2320H – Women in the Roman world, 100 B.C.–A.D. 300

Topics will include the status of women in Roman law, the Roman family, sexuality and motherhood, feminine religious cults, women in Roman literature. The material will be considered within the context of current trends of approach (e.g. sociological, anthropological, literary). Prerequisite: 4 credits. Excludes AHCL – WMST 232H.

AHCL 2350 – Greek myths and mythology

Myths of the ancient Greeks, specifically those dealing with the gods and their relationship with humans; the generations of the gods; the primal creation; Titans and Olympians; the nature of “myth” itself, why people in all ages tell (and re-tell) stories, and how these stories have been read and interpreted. Prerequisite: 4 credits. Excludes CLLI 200 and AHCL 250.

AHCL 3070H – Alexander the Great and his age

A course offering both a survey of the life and deeds of Alexander and an examination of the background, the ancient sources (studied in English) and modern assessments. Prerequisite: 4 credits including AHCL 1000 and either AHCL 100 or 2100. Excludes AHCL 207H.

AHCL 3100H – The Athenian Empire

During the fifth century BC, the Athenian Empire controlled the Aegean. This course covers political, economic, and intellectual developments relating to events such as the construction of the Parthenon and the Melian Dialogue. Prerequisite: 4 credits including AHCL 1000 and either AHCL 100 or 2100. Excludes AHCL 410 and 410H.

AHCL 3120H – The Late Roman Empire, A.D. 305–ca. 600

The emergence of Christianity as the state religion under Constantine; the collapse of the Empire in the West and its replacement by Germanic kingdoms; the survival of the Empire in the east and the birth of Byzantine civilization. Prerequisite: 4 credits including AHCL 1000 and either AHCL 201 or 2100. Excludes CLHI 352H and AHCL 312H.

AHCL – ANTH 3220 – Cult and religion in the Graeco-Roman world

The evidence of eyewitness accounts, inscriptions and physical remains. Topics will include the Delphic oracle, mystery cults and sacrificial rites. Three hours weekly. Prerequisite: AHCL 1000 and either one credit from AHCL–ANTH 226, 227H, 228H, 2100 and 2200 or both AHCL 100 and 201. Excludes CLCI – ANTH 222 and ANTH – AHCL 322.

AHCL – ANTH 3240H – Etruscan archaeology, ca. 1000 – 200 B.C.

The material culture of the Etruscans, who rivaled the major Mediterranean powers in trade and warfare, and whose art, architecture and beliefs profoundly influenced ancient Roman culture. Prerequisite: AHCL 1000 and one credit from AHCL – ANTH 226, 227H, 228H or 2200. Excludes CLCI – ANTH 234H and AHCL – ANTH 334H.

AHCL – ANTH 3250H – The Aegean Bronze Age

The great civilizations of the Greek world 3000-1000 B.C., with special emphasis on the Minoan and Mycenaean Crete/Greece. Attention will be given to archaeological methods and to the physical remains (architecture, vases, sculpture, jewelry). Prerequisite: AHCL 1000 and one credit from AHCL – ANTH 226, 227H, 228H, 2200. Excludes AHCL – ANTH 325H and CLCI – ANTH 225H.

AHCL 3350 – Romance, fantasy and adventure in the ancient world

Did the ancients distinguish between “fiction” or “fantasy” and “non-fiction” as we do? Topics include the “quest theme” (*Gilgamesh*, *Odyssey*, *Voyage of Argo*, Lucian’s “*True*” *History*), the concept of Utopia (the myth of Atlantis), and stories of sex and love (*Ephesian Story*, *Satyricon*, *Golden Ass*). Prerequisite: 4 credits including AHCL 1000 and either AHCL 150 or 2300. Excludes AHCL 350 and CLLI 300.

AHCL 3850 – Field course in ancient Mediterranean archaeology

A field course in archaeological methods and techniques at a Classical or Near Eastern site in the Mediterranean. Spring/Summers only – confirm with the department office. Prerequisite: AHCL 1000 and either ANTH 212 or AHCL – ANTH 226 or AHCL 2200 or permission of the instructor. Limited enrolment. Excludes AHCL 330

AHCL 3900/3905H – Reading course

Students who require a reading course at the 3000-level must consult the Chair of the Department about what courses may be offered next year. Students who register in such courses without prior approval may find themselves de-registered from these courses. Prerequisite: 8 credits including AHCL 1000 and 2 other credits in AHCL, one of which must be at the 3000- or 4000-level.

AHCL 3950/3955H – Special topics course

Prerequisite: 8 credits including AHCL 1000 and two other credits in AHCL, one of which must be at the 3000- or 4000- level.

AHCL 4900/4905H – Reading course

Students who require a reading course at the 4000-level must consult the Chair of the Department about what courses may be offered next year. Students who register in such courses without prior approval may find themselves de-registered from these courses. Prerequisite: 8 credits including AHCL 1000 and 2 other credits in AHCL, one of which must be at the 3000- or 4000-level.

AHCL 4950/4955H – Special topics course

Prerequisite: 12 credits including 2 in AHCL, one of which must be at the 3000- or 4000-level.

AHCL 4001H, 4002H, 4003H – Senior seminar

Senior seminar on a topic chosen by instructor. Priority for registration given to graduating students in Ancient History & Classics. 30 student maximum. Prerequisite: Senior seminar courses may be taken by AHCL majors and joint-majors who have successfully completed 4 credits in AHCL (or permission of the Department).

Greek and Latin Courses

GREK 1000H – Elementary Greek 1

An introduction to the basic elements of ancient Greek providing the fundamentals of grammar and vocabulary. Some easy selections of ancient Greek will be read in this course. Excludes GREK 100.

GREK 1001H – Elementary Greek 2

A continued introduction to the basic elements of ancient Greek. Some easy selections of ancient Greek will be read in this course. Prerequisite: GREK 1000H or permission of the department. Excludes GREK 100.

GREK 2000H – Intermediate Greek 1

Continuation of ancient Greek syntax and grammar, followed by readings from ancient authors. Prerequisite: GREK 1001H or permission of the department. Excludes GREK 200.

GREK 2001H – Intermediate Greek 2

Completion of ancient Greek syntax and grammar, followed by readings from ancient authors. Prerequisite: GREK 2000H or permission of the department. Excludes GREK 200.

GREK 3900/4900 – Reading course

Students who require a reading course at the 3000- or 4000-level must consult the Chair of the Department about what courses may be offered next year. Students who register in such courses without prior approval will find themselves de-registered from these courses. Prerequisite: GREK 2001H and permission of the department.

GREK 3950 – Special topics course

Advanced Greek texts. Prerequisite: GREK 2001H and permission of the department.

GREK 4950 – Special topics course

Advanced Greek texts. Prerequisite: GREK 3950 and permission of the department.

LATN 1000H – Elementary Latin 1

An introduction to Latin through reading and comprehension, covering Wheelock ch. 1–15. Special emphasis will be placed on acquiring a working vocabulary and on a grasp of Latin syntax. For students who have little or no previous knowledge of the language but who wish to be able to understand “the basics.” Excludes LATN 100.

LATN 1001H – Elementary Latin 2

An introduction to Latin through reading and comprehension, covering Wheelock ch. 16–30. Special emphasis will be placed on acquiring a working vocabulary and on a grasp of Latin syntax. Prerequisite: LATN 1000H or permission of the department. Excludes LATN 100.

LATN 2000H – Intermediate Latin 1

Wheelock ch. 31–40 followed by selections from ancient authors. Prerequisite: LATN 1001H or permission of the department. Excludes LATN 200.

LATN 2001H – Intermediate Latin 2

Selections from ancient authors. Prerequisite: LATN 2000H or permission of the department. Excludes LATN 200.

LATN 3900/4900 – Reading course

Students who require a reading course at the 3000- or 4000-level must consult the Chair of the Department about what courses may be offered next year. Students who register in such courses without prior approval will find themselves de-registered from these courses. Prerequisite: LATN 2001H and permission of the department.

LATN 3950 – Special topics course

Prerequisite: LATN 2001H and permission of the department.

LATN 4950 – Special topics course

Prerequisite: LATN 3950 and permission of the department.

Anthropology

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Professor and Chair of the Department

J. R. Topic, B.A., M.A., Ph.D. (Harvard)

Associate Professor and Canada Research Chair

J. Conolly, B.A. (Toronto), M.A., Ph.D. (London)

Professors

J. Harrison, B.A. (Saskatchewan), M.A. (Calgary), D.Phil. (Oxford) (*on leave 2008–2009*);

P. F. Healy, B.A. (California-Berkeley), M.A., Ph.D. (Harvard); **S. M. Jamieson**, B.A. (McMaster), M.A. (Manitoba), Ph.D. (Washington State) (*on leave Winter term 2009*)

Associate Professors

S. Hepburn, B.A. (Calgary, Cambridge), M.A. (McGill), Ph.D. (Cornell); **G. Iannone**, B.A. (Simon Fraser), M.A. (Trent), Ph.D. (London); **A. Keenleyside**, B.A. (McMaster), M.A. (Alberta), Ph.D. (McMaster); **R. Lohmann**, B.A., M.A., Ph.D. (Wisconsin-Madison); **P. Manning**, B.A. (Reed), M.A., Ph.D. (Chicago) (*on leave 2008–2009*); **A. Meneley**, B.A. (McGill) Ph.D. (New York); **M. Munson**, B.A. (Miami, Ohio), M.A., Ph.D. (New Mexico) (*on leave 2008–2009*); **J. Solway**, B.A. (Oakland), Ph.D. (Toronto)

Assistant Professors

E. Morin, B.Sc., M.Sc. (Montréal), D.E.A. (Université Paris-X), Ph.D. (Michigan); **J.S. Williams**, B.A. (McMaster), M.A. (Western), Ph.D. (Calgary) (*on leave 2008–2009*)

Technician

K. Dougherty, B.Sc. (Trent), M.A. (Western Ontario)

Professors Emeriti

H. S. Helmuth, Dr. Rer. Nat., D.Sc., Dr. Habil. (Kiel); **J.K. So**, B.A., M.A., Ph.D. (SUNY, Buffalo),

E. M. Todd, B.A. (Toronto), Ph.D. (North Carolina); **J. M. Vastokas**, B.A., M.A. (Toronto), Ph.D. (Columbia); **R. K. Vastokas**, B.A., M.A. (Toronto), Ph.D. (Columbia)

Anthropology is the study of humankind. It is a discipline integrating four sub-fields: archaeology, linguistics, biological anthropology and sociocultural anthropology. Archaeologists recover material remains in order to interpret past cultures. Linguists study languages worldwide and in relation to society and culture. Biological anthropologists investigate human origins, growth and development in relation to environmental, genetic and sociocultural factors. Sociocultural anthropologists work with living groups world-wide, recording their ways of life and beliefs and interpreting their findings to better understand and explain the similarities and differences among people. Anthropologists investigate economic and social inequality; identity, ethnicity and nationalism; ethnocentrism and racism; gender and society; the individual and society; the role of technology and material culture; and tensions between global and local perspectives. A constant and distinctive feature of anthropology is its insistence upon the study of lived experience, the anthropology of everyday life.

Notes

- ANTH 100 or both ANTH 101H and 102H are prerequisites for all upper-level courses in Anthropology.
- For all third- and fourth-year courses in Anthropology the appropriate 200-level course is the required prerequisite. This requirement will only be waived in exceptional circumstances.
- Students who successfully completed all four of ANTH 200, 212, 231 and 240, may count one of them as equivalent to a 300-level credit in order to satisfy the University requirement for at least seven credits beyond the 200-level in the Honours program and at least four in the General program.
- Courses in Anthropology fulfilling University science course requirements for the B.Sc. are marked (Sc) in the individual course descriptions.
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in Anthropology, if they have met the requirements for the joint-major General degree (see below).
- For the Emphasis in Archaeology, see p. 232.

BACHELOR OF ARTS AND BACHELOR OF SCIENCE PROGRAMS IN ANTHROPOLOGY

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- The Anthropology department offers both a B.A. and a B.Sc. degree.
- Students undertaking the single-major Honours program in Anthropology have the option of bypassing 100-series Anthropology courses if they can demonstrate previous experience of the discipline, have an 80% 4U/M average or equivalent and include all four of ANTH 200, 212, 231 and 240 in their first 10 credits. An interview with, and the written permission of, the chair of the department are required in all cases. This will not alter the minimum number of Anthropology credits required for the degree.
- Students in the joint-major program in Anthropology and International Development Studies may substitute IDST – ANTH 221 for one of ANTH 212, 231 or 240 in their Anthropology requirements.
- Students planning to enter graduate school are strongly advised to take ANTH 200, 212, 231 and 240; if they are planning on continuing in archaeology they are strongly advised to take both ANTH 310 and 399.
- MODL 101 may be counted as part of the course requirements for a major in Anthropology.

The single-major Honours program. At least 10 credits in Anthropology. The program must include:

- 1 ANTH credit from ANTH 100 or from both ANTH 101H and 102H
- 3 ANTH credits from ANTH 200, 212, 231 or 240
- 1 ANTH credit from ANTH 310 or 399
- 5 ANTH credits in addition to the above, at least 4 beyond the 200-level
- for the B.Sc., 14 science credits in the program as a whole, including 1 MATH credit, preferably MATH 1050

The joint-major Honours program. At least 7 credits in Anthropology. The program must include:

- 1 ANTH credit from ANTH 100 or from both ANTH 101H and 102H
- 2 ANTH credits from ANTH 200, 212, 231 or 240
- 1 ANTH credit from ANTH 310 or 399
- 3 ANTH credits in addition to the above, at least 2 beyond the 200-level
- for the B.Sc., 14 science credits in the program as a whole, including 1 MATH credit, preferably MATH1050

The single-major General program. At least 6 credits in Anthropology. The program must include:

- 1 ANTH credit from ANTH 100 or from both ANTH 101H and 102H
- 3 ANTH credits from ANTH 200, 212, 231 or 240
- 1 ANTH credit from ANTH 310 or 399
- 1 ANTH credit in addition to the above, beyond the 200-level
- for the B.Sc., 11 science credits in the program as a whole, including 1 MATH credit, preferably MATH1050

The joint-major General program or minor. At least 5 credits in Anthropology. The program must include:

- 1 ANTH credit from ANTH 100 or from both ANTH 101H and 102H
- 2 ANTH credits from ANTH 200, 212, 231 or 240
- 1 ANTH credit from ANTH 310 or 399
- 1 ANTH credit in addition to the above, beyond the 200-level
- for the B.Sc., 11 science credits in the program as a whole, including 1 MATH credit, preferably MATH1050

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

ANTH 100 – Introductory anthropology (Sc)

Understanding and explaining humanity in all its variety. An interdisciplinary, comparative study of people and their cultures throughout the world (cultural anthropology), of human evolution, adaptation and genetics (physical anthropology), the recovery and development of prehistoric societies (archaeology) and language as an aspect of culture (linguistics). Excludes ANTH 101H, 102H. (offered only in Oshawa)

ANTH 101H – Biological anthropology and archaeology (Sc)

An introduction to the aspects of biological anthropology and anthropological archaeology. Topics covered include human evolution, the biology of peoples past and present, archaeological method, the development of culture, the domestication of plants and animals, and the rise of civilization and the state. Excludes ANTH 100.

ANTH 102H – An introduction to sociocultural anthropology

This course will cover topics such as the idea of culture and its role in shaping the way we see the world; the relationship between society and culture; and the role fieldwork plays in sociocultural anthropology. Students will read classic and/or contemporary ethnographies. Excludes ANTH 100.

ANTH 200 – Sociocultural anthropology

An introduction to the history, theory and ethnographic methods of cultural anthropology and their role in understanding religion, exchange systems, political and social organization, kinship, gender and issues of social and cultural change. Prerequisite: ANTH 100 or both ANTH 101H and 102H or SOCI 100 or permission of the instructor.

ANTH – MODL 201H – Phonetics (see Modern Languages & Literatures)

ANTH – MODL 202H – Historical linguistics (see Modern Languages & Literatures)

ANTH 203H – Technology and humanity

An introduction to the origin, development and diversity of technologies in human prehistory and ethnology. The course includes archaeological, biological, sociocultural and linguistic anthropological perspectives on the role of technologies in human evolution and culture change. (offered only in Oshawa)

ANTH 204H – Law and order in ancient and contemporary cultures

An examination of social control and organization in past and present societies around the world. The findings of archaeological, biological, sociocultural and linguistic anthropology are combined to understand the range of political and justice systems as ways of defining and solving human problems. (offered only in Oshawa)

ANTH 212 – Archaeology (Sc)

A study of the methods used by archaeologists to recover and analyze their data, and a survey of worldwide technological and cultural evolution from the first human ancestors to the earliest civilizations. Prerequisite: ANTH 100 or both ANTH 101H and 102H or permission of the instructor.

ANTH – AHCL 2200 – Introduction to Classical archaeology and art history (see Ancient History & Classics)

ANTH – AHCL 2201H – Introduction to Egyptian archaeology from the Pharaohs to the Romans (see Ancient History & Classics)

ANTH – IDST 221 – Agrarian change and the global politics of food (see International Development Studies)

ANTH – AHCL – GEOG 2230H – The ancient city (see Ancient History & Classics)

ANTH 231 – Language, culture and society

An introduction to the study of language in its social and cultural context. Students will be introduced to research in the ethnography of communication, sociolinguistics and linguistic anthropology. The course will cover topics relating language to gender, class, politics, ethnicity as well as multilingualism, poetics, ritual. Co-requisite: MODL 101 or ANTH 200. Excludes ANTH 332.

ANTH 240 – Biological anthropology (Sc)

The study of the genetics, evolution, growth and development, and biology of the human species. Prerequisite: ANTH 100 or both ANTH 101H and 102H or permission of the instructor.

ANTH – CAST – INDG 253 – Aboriginal art of North America

An introduction to the visual arts and architecture of the Aboriginal Peoples of North America. The historical development of these arts from antiquity to the present is traced, with an emphasis on Canadian First Nations. Prerequisite: ANTH 100 or both ANTH 101H and 102H or permission of the instructor.

ANTH 300 – Field methods and techniques in anthropology (Sc)

An introduction to methods and techniques of discovery, analysis and interpretation in a field situation in any one sub-discipline (archaeology, cultural, physical or linguistic anthropology). Summers only – confirm with the department office. Prerequisite: permission of the instructor. Limited enrolment. Excludes ANTH 211.

ANTH – IDST 301 – African culture and society

An introduction to contemporary African culture and society, focussing on culture history and indigenous institutions, the impact of colonial rule and present-day problems of development. Prerequisite: 9 credits including ANTH 200 or IDST 200 or permission of the instructor.

ANTH – MODL 302H – Romance linguistics (see Modern Languages & Literatures)**ANTH – MODL 303H – Germanic linguistics** (see Modern Languages & Literatures)**ANTH – IDST 304 – Latin American culture and society**

Examination of ethnic and historical foundations of contemporary Latin American societies. Problems of modernization with special emphasis on peasant movements, Aboriginal groups and interethnic relations. Prerequisite: 9 credits including ANTH 200 or IDST 200 or permission of the instructor.

ANTH 308H – Anthropology of tourism

This course examines some of the complex issues around the construction of tourist attractions and the sociocultural impacts of tourism development. Prerequisite: 9 credits including ANTH 200 or IDST 200 or permission of the instructor. Excludes ANTH 409H.

ANTH 310 – Key ideas in archaeology and bioarchaeology (Sc)

The lecture component of this course will outline the history of archaeological thought. The seminar component will provide a “hands-on” exploration of how method and theory are applied within archaeological interpretation. Key ideas in bioarchaeology, such as evolution, race, ethnicity, and repatriation will also be addressed. Prerequisite: 9 credits including ANTH 212 or permission of the instructor.

ANTH 311 – North American archaeology (Sc)

A survey of the Native cultures in North America (excluding Mexico) from the first humans to European contact. Prerequisite: 9 credits including ANTH 212 or permission of the instructor.

ANTH 312 – Old World prehistory: Pleistocene and recent periods (Sc)

A general survey of Old World prehistoric cultural adaptations to changing environments during the Pleistocene, followed by a more intensive study of post-Pleistocene European prehistory, concentrating on recent research to the end of the Neolithic. Prerequisite: 9 credits including ANTH 212 or permission of the instructor.

ANTH 313H – Peoples of the Southwest

This course examines continuity, change and interaction of Native, Hispanic, and Anglo cultures of the US Southwest. Topics include comparing the varying histories and worldviews of Hopi and Zuni Pueblos and the Navajo; tourism and the emergence and persistence of triculturalism in the 20th century; and contemporary romanticization of the Southwest. Prerequisite: 9 credits including ANTH 200 or 375H or permission of the instructor.

ANTH 314 – Archaeology, ethnohistory and ethnography of South America

An examination of Native societies of selected areas of South America with an emphasis on the Andean and Amazonian areas. Prerequisite: 9 credits including ANTH 200 and 212 or permission of the instructor.

ANTH 315 – Archaeological laboratory procedures (Sc)

The description and analysis of materials from archaeological contexts including artifacts and natural organic and inorganic remains. Prerequisite: 9 credits including ANTH 212 or permission of the instructor. Limited enrolment.

ANTH 316H – Peoples of Pacific Oceania

From tiny coral atolls to lush jungles to vast deserts, this course explores the diverse cultures of Polynesia, Micronesia, Melanesia, and Australia. Topics covered include the prehistoric settlement and geography of the islands, regional social and cultural patterns, the ethnography of several specific groups, and contemporary problems and triumphs. Prerequisite: 6 credits including ANTH 100 (or both ANTH 101H and 102H)

ANTH 3170 – Comparative early civilizations

This course provides a comparative analysis of early civilizations from around the world. Emphasis is placed on elucidating those cross-cultural regularities that appear to signify shared human responses to everyday existence, as well as cultural divergencies indicative of the uniqueness and diversity of the human experience. Prerequisite: 9 credits including ANTH 212 or permission of the instructor. Excludes ANTH 495.

ANTH – AHCL 3220 – Cult and religion in the Graeco-Roman world (see Ancient History & Classics)**ANTH 324H – Nonverbal communication**

The study of material signs in their social context, including all forms of nonverbal human communication. Topics include gesture and body adornment; material objects as signs, including houses, commodities and other objects of exchange; performances and rituals; religious icons; and anything that can be considered to act as a sign. Prerequisite: 9 credits including ANTH 200 and 231 or permission of the instructor Co-requisite: ANTH 399. Excludes ANTH 424H.

ANTH – AHCL 3240H – Etruscan archaeology, c. 1000 – 200 B.C. (see Ancient History & Classics)**ANTH – AHCL 3250H – The Aegean Bronze Age** (see Ancient History & Classics)**ANTH 326H – Culture and mortality**

Although cultures are diverse, people of all cultures die. In this course we will explore the questions of death from the perspectives of many cultures, as interpreted by anthropologists. In light of this cross-cultural examination we ask what it means to be “mortal.” Prerequisite: 9 credits including ANTH 200 or permission of the instructor. Excludes ANTH 425H and 426H.

ANTH 327H – Anthropology of religion

An exploration of how anthropologists have approached phenomena such as witchcraft, shamanism, ritual and myth as a way of understanding the epistemologies and cosmologies of people in diverse cultural contexts. Prerequisite: 9 credits including ANTH 200 or permission of the instructor. Excludes ANTH 405.

ANTH 328H – Biocultural explorations in anthropology of health (Sc)

Explorations of the anthropological approach to health and illness, focusing on history and theory, research methods, determinants of health, and comparative healing systems. Prerequisite: 9 credits including ANTH 240 or permission of the instructor. Excludes ANTH 348.

ANTH – BIOL 341 – Human osteology and forensic anthropology (Sc)

An introduction to forensic anthropology, a subfield of physical anthropology that focuses on the recovery, identification, and evaluation of human skeletal remains within a medicolegal context. Students learn the basic principles of human osteology, as well as methods of determining age, sex, stature, and other identifying characteristics of skeletal remains. Prerequisite: 9 credits including ANTH 240. Limited enrolment.

ANTH – BIOL 344H – Human genetics (Sc)

A survey of genetic principles as applied to the human being with special emphasis on clinical, populational and evolutionary genetics. Prerequisite: 9 credits including ANTH 240 or permission of the instructor. Excludes ANTH – BIOL 343.

ANTH 3450H – Plagues and people

This course focuses on the origins of plagues and the biological and social impact of major epidemics, past and present, on human societies. Themes explored include the role of human behaviour in the outbreak of disease, responses to epidemics, and human evolution and disease. Prerequisite: 9 credits including ANTH 240 or permission of the instructor.

ANTH – BIOL 346H – Biocultural explorations of human lifecourse (Sc)

A survey of the human lifecourse through a biocultural lens, focussing on life history theory, demography, growth and development, adaptive human biology, determinants of health, and aging. The human species on the individual and population levels is seen as a product of evolutionary and biological forces, and of culture and society. Prerequisite: 9 credits including ANTH 240 or permission of the instructor.

ANTH – BIOL 347H – Primate behaviour (Sc)

A general survey of the Order Primates, focussing on their history, classification, distribution, ecology and behaviour within an evolutionary/adaptive context, with emphasis on the comparisons of non-human primates with the human species. Prerequisite: 9 credits including ANTH 240 or permission of the instructor.

ANTH 348 – Medical anthropology (Sc)

An intensive and comparative exploration of the anthropology of health and illness, including history and theory; research methodology; biological, ecological and sociocultural determinants of health; and cross-cultural differences in healing systems. Prerequisite: 9 credits including ANTH 240 or permission of the instructor. Excludes ANTH 328H and 428H.

ANTH – BIOL 349H – Primate evolution (Sc)

General biology, systematics, anatomy and paleontology of non-human primates, including the importance of primates for understanding human evolution. Prerequisite: 9 credits including ANTH 240 or permission of the instructor. Excludes ANTH – BIOL 340.

ANTH 351 – Anthropology of art

This course examines the nature of visual art, aesthetics, and the artist in cross-cultural perspectives. Historic and contemporary case studies from the Northwest Coast, Australia, US Southwest, New Zealand, and other areas highlight the functions of art relative to religion, identity, and power. Prerequisite: 9 credits including one of ANTH 200, 212, 253 or permission of the instructor.

ANTH 3520 – Environmental archaeology

This course focuses on the concepts and methods used by archaeologists to investigate the long-term interactions between humans and the environment. The course concentrates on the wide diversity of approaches, including geomorphology, paleobotany, archaeozoology, paleoentomology and isotopic analyses. Prerequisite: 9 credits including ANTH 212 or permission of the instructor.

ANTH – COIS 363H – Computer applications in anthropology (Sc)

This course explores the method and theory of computational anthropology. Topics include quantitative modeling and analysis of anthropological datasets, application of geographical information systems and remote sensing to anthropological problems, and agent-based simulation of long-term, human behaviour. Prerequisite: 9 credits including any one of ANTH 200, 212, 231, or 240 and COIS 1010H (COSC 151H) or ERSC – GEOG 209H or equivalent.

ANTH 365H – Landscape and settlement archaeology (Sc)

The course explores the spatial dimension of archaeological data and its relationship to ecology and human behavior. Approaches to the distributions of artifacts and sites, the organization of buildings and settlements, and the interactions between cultures will be discussed. Both techniques of analysis and interpretative concepts will be presented. Prerequisite: 9 credits including ANTH 212 or permission of the instructor.

ANTH 370H – Psychological anthropology

This course examines the interrelationship of individual personality and cultural context. The course includes cross-cultural comparison of emotions, motivation, cognition, imagination, and perception. Personal adjustment, mental illness, states of consciousness, and the nature of mind are all explored from the holistic perspective of anthropology. Prerequisite: 9 credits including ANTH 200 or permission of the instructor.

ANTH 371H – The Maya (Sc)

Survey of the ancient and modern Maya of Central America. Examines the culture of the contemporary Maya, one of the largest Native groups of the Americas, as well as the archaeology of Pre-Columbian Maya civilization. Prerequisite: 9 credits including ANTH 212 or permission of the instructor.

ANTH 372H – Caribbean archaeology (Sc)

Survey of the prehistoric archaeology and ethnohistory of the Caribbean area, including an examination of the culture history of the Greater and Lesser Antilles. Focus is on the Arawak, Carib, and

Taino societies (art, architecture, religion, politics, economy, technology and subsistence) until the arrival of Columbus. Prerequisite: 9 credits including ANTH 212 or permission of the instructor.

ANTH 374H – Ritual language and performance

An exploration of a central theme in anthropology, ritual and similar performances, from both linguistic and sociocultural perspectives. Topics covered will include rituals as collective representations, interactional rituals, ritual and drama, ritual language and poetics. Prerequisite: 9 credits including ANTH 231 and 200. Co-requisite: ANTH 399.

ANTH 375H – Archaeology of the southwest (Sc)

An introduction to the prehistoric and early historic cultures of the US Southwest, from the Paleoindian period through the 1680 Pueblo Revolt against the Spanish. The course focuses on the Ancient Pueblo culture, with case studies of Mesa Verde, Chaco Canyon and the Pajarito Plateau. Prerequisite: 9 credits including ANTH 212 or permission of instructor.

ANTH – IDST 377 – Society, culture and development in Africa (see International Development Studies)**ANTH 382H – Culture and food**

This course examines classic issues in the anthropology of food. We focus on etiquette of food consumption, food and sex, food and religion and morality, food exchange and preparation, vegetarianism and meat eating, and cannibalism. Prerequisite: 9 credits including ANTH 200 or permission of the instructor. Excludes ANTH 494.

ANTH – IDST 389 – Andean, economy, culture and society (see International Development Studies)**ANTH 399 – Theories of society and culture**

Structured thematically, the course will survey the principle theoretical developments in the discipline. Prerequisite: 9 credits including ANTH 200. Excludes ANTH 420.

ANTH 401, 402D – Honours thesis (Sc depending upon topic)

ANTH 402 is a double credit in Anthropology. ANTH 401 is a single credit because the same thesis is submitted to the other department/program in a joint-major. Students undertake a specific research project and write a thesis of 12,000 to 15,000 words on a well-defined topic. Arrangements begin with the chair of the department March 1 and departmental approval must be completed before March 31. Prerequisite: 9 credits including ANTH 310 or 399; courses directly relevant to the thesis topic; and an A- (80%) minimum overall average in Anthropology courses.

ANTH – IDST 407 – Politics, economics and culture

Anthropological approaches to the study of politics and the economy in non-industrial and industrial societies with an emphasis on the symbolic, ritual and social dimensions of these endeavours. The change and transformation of local economic and political units in the context of contemporary state organization and transnational economic systems. Prerequisite: 9 credits including ANTH 200, IDST 200 or permission of the instructor.

ANTH 408H – The tourist

This course examines the idea of the tourist both within the context of a “pleasure seeker” and at a more metaphorical level; and the culture(s) and ethnographies of travel. Prerequisite: 12 credits including ANTH 200 or IDST 200 or permission of instructor. Recommended: ANTH 308H.

ANTH – SOCI 410H – Gifts and commodities

We explore the classic and contemporary discussions of the relationship between gifts and commodities. We trace contemporary debates back to their origins in Marx, Simmel, and Mauss. We consider the relationship between objects and persons, and the conditions of production, circulation, exchange, and consumption of objects. Prerequisite: 12 credits including ANTH 399, SOCI 345 or permission of the instructor.

ANTH 411 – Andean prehistory (Sc)

A detailed survey of the prehispanic civilizations of Peru and Bolivia. Archaeological evidence for the economy, ideology and social organization of Inca, Tiwanaku, Moche and other Andean civilizations will be reviewed. Prerequisite: 9 credits including ANTH 212 or permission of the instructor.

ANTH 412 – Archaeology of Ancient Mesoamerica (Sc)

A survey of the ancient Native civilizations of Mexico and Central America from the earliest settlement to the European conquest. The course includes a study of Aztecs, Maya, Olmec and other societies of Mesoamerica. Prerequisite: 9 credits including ANTH 212 or permission of the instructor.

ANTH 413 – Archaeology of the Intermediate Area (Sc)

Detailed survey of the ancient Native cultures of lower Central America and northern South America from the earliest settlement to the 16th century. The course examines Precolumbian evolution of cultures from Honduras to Ecuador, focussing upon Aboriginal arts and technologies and contacts with the civilizations of Mesoamerica and the Andes. Prerequisite: 9 credits including ANTH 212 or permission of the instructor.

ANTH 414H – Historic archaeology (Sc)

A survey of the methods and techniques that historical archaeologists use to define, describe, and analyze their data. Prerequisite: 9 credits including ANTH 212 or permission of the instructor. Recommended: ANTH 310.

ANTH 415H – Cultural heritage management (Sc)

An introduction to the approaches archaeologists use to address challenges and solve problems in the identification, evaluation, conservation, management, and interpretation of archaeological sites. Emphasis placed on examples from southern Ontario. Prerequisite: 9 credits including ANTH 212 or permission of the instructor. Recommended: ANTH 310.

ANTH 416 – Ethnographic method and theory in cultural anthropology

The course will cover research design, field methods, ethics, styles of ethnographic writing and on-going critical debates about methodology. Limited enrolment. Prerequisite: 12 credits including ANTH 200 and ANTH 399 or permission of the instructor. Excludes ANTH 309.

ANTH 417H – Archaeology and popular culture

This course provides a critical assessment of ways in which archaeology and archaeologists are portrayed in various forms of “popular culture”, including films, television dramas, documentaries, cartoons, fiction novels, magazines, video and board games, and science fiction. Prerequisite: 9 credits including ANTH 212 and ANTH 300 or 310 or permission of the instructor. Limited enrolment. Excludes ANTH 4931H.

ANTH 4180H – Collapse of complex societies

Using anthropological theory, and archaeologically generated data sets, this course explores the characteristics of, and reasons for, the “collapse” of complex societies. Implications for the contemporary world are also discussed. Prerequisite: 9 credits including ANTH 212 or permission of the instructor.

ANTH 4190H – The archaeology of inequality

Using broader theoretical perspectives from the social sciences and archaeological data sets from around the world, this course explores the factors leading to the emergence and exacerbation of social inequalities amongst pre-state societies. Prerequisite: 9 credits including ANTH 212 or permission of the instructor.

ANTH – WMST 422 – Gender: An anthropological perspective

A methodological and theoretical re-evaluation of anthropology’s approach to gender. Cross-cultural approaches to biology, sex roles, ideology, politics, economics, kinship, etc. Prerequisite: 9 credits including ANTH 200.

ANTH 426H – Advanced topics in culture and mortality

A continuation of Culture and Mortality, in which we explore in-depth a few topics relating to death depending upon student interest. Prerequisite: 9 credits including ANTH 326H or permission of the instructor.

ANTH 427H – Topics in religion and culture

A focused study of a particular topic in the study of religion and culture. Topics will change from year to year. In 2008–2009, the topic will be Buddhism, society, and culture. Prerequisite: 9 credits including ANTH 200, 327H or permission of the instructor. Co-requisite: ANTH 399.

ANTH 428H – Issues in anthropology of health (Sc)

A seminar-based course focusing on critical issues surrounding anthropology of health. Topics include anthropology of the body, critical versus clinical paradigms, mind-body interactions, therapeutic encounters across cultures, and applying medical anthropology to Canadian and International healthcare. Prerequisite: 9 credits including ANTH 240 and ANTH 328H or permission of the instructor. Excludes ANTH 348.

ANTH 4290H – Origins and spread of agriculture

This course provides students with a critical understanding of the theoretical models and archaeological evidence for the origins and spread of agricultural societies. The course will explore evolutionary,

ecological and social theories and review genetic, linguistic, archaeobotanical, zooarchaeological and settlement data from Southwest and Southeast Asia, Europe and the Americas. Prerequisite: 9 credits including ANTH 212 or permission of the instructor.

ANTH 442H – Palaeopathology (Sc)

This course focuses on the study of disease in human skeletal remains. Emphasis is placed on the description and diagnosis of bone pathology, theoretical issues underlying the reconstruction of the health of past populations, and recent molecular and microscopic approaches to the study of disease in bone. Prerequisite: 9 credits including ANTH 341 or permission of the instructor.

ANTH 4440H – Nutritional anthropology

This course examines human dietary behaviour as a product of interactions among ecology, culture and biology. It focuses on basic nutritional and ecological principles, diet from evolutionary, comparative and historical perspectives, cultural factors influencing diet, food as medicine, and the impact of undernutrition on human physiology and behaviour. Prerequisite: 9 credits including ANTH 240 or permission of the instructor.

ANTH 4450H – Human adaptability

This seminar focuses on basic issues in the study of human adaptation. The first half considers the principles of evolutionary biology as they apply to modern studies of human adaptations and the second half focuses on adaptations to particular stressors including high altitude hypoxia, disease and nutritional stress. Prerequisite: 9 credits including ANTH 240 or permission of the instructor.

ANTH – CAST 450H – Anthropology of race and racism

An exploration of the historical development of the race concept in science and society; its current status in teaching and research in anthropology and other social and biomedical sciences; and its representation in contemporary culture and society in Canada and elsewhere. Prerequisite: 9 credits including ANTH 200 or 240 or (for Canadian Studies majors only) CAST 300.

ANTH – IDST 475H – Perspectives on ethnicity (see International Development Studies)**ANTH – IDST 476H – Family and modernity** (see International Development Studies)**ANTH – INDG 477H – Anthropology of colonialism**

The course provides a historical anthropological exploration of colonialism. Drawing on case studies from Eurasia, Asia and Africa, it focuses on the colonial construction of categories of language, race, ethnicity, gender, and sexuality, and how such cultural categories have been transformed and/or reproduced in the postcolonial present. Prerequisite: 9 credits including ANTH 200. Co-requisite: ANTH 399.

ANTH 480H – Cultural dynamics

This course examines the active processes of culture, particularly the development of new cultural ideas, the spread of those ideas among individuals and societies, and long-term transformations in cultural patterns. We will explore cultural origins, the media of storage and transmission, and intercultural contact and exchange. Prerequisite: 9 credits including ANTH 200 or permission of the instructor.

ANTH 481H – Monsters: Societies seen through their others

This course examines the linguistic, semiotic and cultural constitution of figures of otherness or “alterity” that both define the boundaries and provide inverted images of societies and languages, paying particular attention to figures of monstrous alterity, both physical and linguistic monstrosity, and along various dimensions of difference. Prerequisite: 9 credits including at least one of ANTH 200, 231, 324H or 399 or permission of the instructor.

ANTH 483H – Food production in moral economies

This course explores moral and ethical dimensions of food production and circulation. The politics of excess and want, national cuisines, reactions to industrial and fast food (the Slow Food movement, culinary connoisseurship). Food distribution, from home to restaurants and fast food joints, is examined in the context of changing demands of work. Prerequisite: 9 credits including ANTH 200 or permission of the instructor.

ANTH 490, 491H, 492H – Reading course (Sc)

A course designed to pursue special interests largely through independent study. Signature of instructor and department required. Details to be arranged in advance consultation with faculty in Anthropology and proposals to be submitted to the chair of the department for approval and signature before registration.

ANTH – WMST 4932H – Sex, gender and science (see Women’s Studies)

Biochemistry & Molecular Biology

Program Coordinators

Chair of the Biology Department

C. Kapron, B.Sc. (Waterloo), M.Sc., Ph.D. (McGill)

Chair of the Chemistry Department

To be named

Faculty

See listing of faculty in Biology and Chemistry.

The chemistry of life processes is at the heart of all living things. The Biochemistry & Molecular Biology program is designed to provide a foundation in the chemistry of biological systems, combining study of analytical, organic and physical chemistry with biochemistry, molecular biology and cell physiology. Students completing the program will have a detailed understanding of the processes that control and mediate health, illness, reproduction, growth and ultimately life itself. Honours research projects introduce students to modern methods in protein chemistry, bioengineering and molecular biology.

Note

- There is no minor in Biochemistry & Molecular Biology.

BACHELOR OF SCIENCE PROGRAM IN BIOCHEMISTRY & MOLECULAR BIOLOGY

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The Biochemistry & Molecular Biology program is a sequence of courses offered by the departments of Biology and Chemistry that compose an integrated whole. It is not available as a joint-major degree.
- For information on individual courses see calendar entries for Biology and Chemistry.
- Students wishing to transfer to a single-major program in Biology or Chemistry should consult the chair of the appropriate department when they have successfully completed 8 to 10 course credits.
- A maximum of two credits in thesis or project courses may be counted toward a Biochemistry & Molecular Biology degree.
- An average of 75% in all previous Chemistry and Biology courses and permission of the co-ordinator are prerequisites for CHEM 4030 (456) and 4040D (457D).
- For the Specialization in Health Sciences, see p. 47.

The Honours program. At least 15 credits in Biology and Chemistry. The program must include:

- 3.0 BIOL credits consisting of BIOL 102H, 103H, 200H, 205H, 207H and 308H
- 2.0 BIOL credits from BIOL 325H, 326H, 383H, 384H, 408H, 416H, 426H, 432H, 437H, 438H; BIOL 328H or 428H; BIOL 460H or 484H
- 4.0 CHEM credits consisting of CHEM 1000H and 1010H (100); 2500H and 2510H (200); 2100H and 2110H (212); 2400H (240H) and CHEM – BIOL 2300H (231H)
- 1.0 CHEM credit from CHEM – BIOL 3300H (331H) and 3310H (332H)
- 1.0 CHEM credit from CHEM – BIOL 4300H (435H) and 4310H (436H)
- 1.0 CHEM credit at the 3000 (300)-level; or CHEM 2200H (321H) and 0.5 3000 (300)-level CHEM credit.
- 3.0 BIOL or CHEM credits in addition to the above, beyond the 2000 (200)-level
- 1.0 credit in MATH 1100 (110); or in MATH 1005H (105H) and another 0.5 MATH credit

The General program. At least 11 credit in Biology and Chemistry. The program must include:

- 3.0 BIOL credits consisting of BIOL 102H, 103H, 200H, 205H, 207H, 308H
- 2.0 BIOL credits from BIOL 325H, 326H, 383H, 384H, 408H, 416H, 426H, 432H, 437H, 438H; BIOL 328H or 428H; BIOL 460H or 484H
- 4.0 CHEM credits consisting of CHEM 1000H and 1010H (100); 2500H and 2510H (200); 2100H and 2110H (212); 2400H (240H) and CHEM – BIOL 2300H (231H)
- 1.0 CHEM credit from CHEM – BIOL 3300H (331H) and 3310H (332H)
- 1.0 CHEM credit in addition to the above, at the 3000 (300)-level or CHEM 2200H (321H) and 0.5 3000 (300)-level CHEM credit
- 1.0 credit in MATH 1100 (110); or in MATH 1005H (105H) and another 0.5 MATH credit

Biology

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Associate Professor and Chair of the Department

C. Kapron, B.Sc. (Waterloo), M.Sc., Ph.D. (McGill)

Professor and Canada Research Chair

B. White, B.Sc. (Nottingham), Ph.D. (McMaster) (*on leave 2008–2009*)

Associate Professor and Canada Research Chair

D. Murray, B.Sc. (McGill), M.Sc. (Alberta), Ph.D. (Wisconsin)

Professors

M. Berrill, B.Sc. (McGill), M.Sc. (Hawaii), Ph.D. (Princeton); **M. G. Fox**, B.Sc. (Pennsylvania), M.E. Des. (Calgary), Ph.D. (Queen's); **E. Nol**, B.Sc. (Michigan), M.Sc. (Guelph), Ph.D. (Toronto) (*on leave Winter term*); **J. F. Sutcliffe**, B.Sc. (Waterloo), M.Sc., Ph.D. (Toronto) (*on leave Winter term*)

Associate Professors

C. Brunetti, B.Sc., Ph.D. (McMaster) (*on leave Fall term*); **G. Burness**, B.Sc. (Memorial), M.Sc. (Brock), Ph.D. (U.B.C.); **N. Emery**, B.Sc. (Queen's), Ph.D. (Calgary); **J. Freeland**, B.Sc. (Saskatchewan), M.Sc., Ph.D. (Queen's); **J. Schaefer**, B.Sc. (McGill), M.Sc. (Manitoba), Ph.D. (Saskatchewan); **P. Wilson**, B.Sc., M.Sc., Ph.D. (McMaster)

Assistant Professors

I. Brenner, R.N., B.Sc., B. Phys. Ed., B.Sc.N. (Toronto), M.Sc. (Queen's), Ph.D. (Toronto) (*on leave 2008–2009*); **J. Cebek**, B.Sc., M.Sc. (Trent), Ph.D. (York); **M. Dorken**, B.Sc. (Guelph), M.Sc. (Queen's), Ph.D. (Toronto); **L. Kerr**, B.Sc. (Carleton), Ph.D. (British Columbia); **J. Mackie**, M.Sc., Ph.D. (Queen's); **S. Watmough**, B.Sc. (Liverpool Polytechnic, U.K.), Ph.D. (Liverpool John Moores, U.K.) (*on leave Fall term*); **M. Xenopoulos**, B.Sc., M.Sc. (Montreal), Ph.D. (Alberta); **J. Yee**, B.Sc. (Toronto), M.Sc. Queen's, Ph.D. (British Columbia)

Adjunct Faculty

M. Foellmer, B.Sc. (Free University Berlin), Ph.D. (Concordia); **J. Wang**, B.Sc. (University of Toronto), M.Sc. (University of Guelph), Ph.D. (McMaster University)

Senior Demonstrator

D. McKay, R.T., B.Sc. (Trent), M.Sc. (Toronto)

Demonstrators/Technicians

A. Armit, B.Sc. Agr (McGill); **S. Chow**, BSc. (Simon Fraser); **D. Lietz**, Lb.T. (Seneca); **W. Wilson**, R.T.

Professors Emeriti

R. L. Edwards, M.A., D.Phil. (Oxon); **T. C. Hutchinson**, B.Sc. (Manchester), Ph.D. (Sheffield), F.R.S.C.; **R. Jones**, B.Sc. (Wales), M.Sc. (Kansas), Ph.D. (Wales); **D. C. Lasenby**, B.Sc. (Trent), Ph.D. (Toronto); **P. M. Powles**, B.A. (McGill), M.Sc. (Western Ontario), Ph.D. (McGill); **I. M. Sandeman**, B.Sc. (St Andrews), FLS., Ph.D. (West Indies)

Biology is the study of life at all levels of organization, from molecular and cell to population and community. Students who complete a single major in Biology will have a broad introduction to these topics, along with the opportunity to specialize in aspects of biology that particularly interest them. Many courses provide an opportunity for independent research projects. The Biology department offers two Specializations, one in Conservation Biology, the other in Health Sciences. As well, the Biochemistry & Molecular Biology program is shared with the Chemistry department. Students may choose to do joint-major degrees with other departments or programs, including Environmental & Resource Science/Studies, Chemistry, Geography, Anthropology and Psychology, among others.

Revision of Program

- The Biology department has undertaken a revision of its program. The new regulations will apply to all students declaring their major at the end of the 2005–2006 academic year. Students already in the program will have the option of completing their degree under the new regulations or the old. For the old regulations check the Trent calendar for 2005–2006 or the Biology department website (www.trentu.ca/biology).
- In the revised program some courses that were previously offered at the 200-level are now being offered at the 300-level, and vice versa. In each case it is the level at which a student took the course that will be considered when calculating the number of credits beyond the 200-level required for the student's degree (7 for the Honours degree, 4 for the General degree).

Notes

- BIOL 105 does not serve as a prerequisite for any upper-level Biology course.
- All 300-level courses except BIOL 310H (which requires prior completion of 10 credits) may be taken at any time after completion of prerequisites and 7.5 credits; some will be offered only in alternate years.
- All 400-level courses except BIOL 401, 402D, 440, 445, 462H, 490, 491H and 492H (which require prior completion of 13.5 credits) may be taken after completion of 10 credits.
- Students in second year who wish to register in a course beyond the 200-level may if they have the necessary prerequisites; otherwise they must obtain the permission of the instructor.
- A student may take a maximum of two credits in reading courses in Biology (1 credit in BIOL 390, 391H, 392H and 393H plus one credit in BIOL 490, 491H, 492H and 493H), but may not take both in the same academic session.
- If fewer than 10 students enroll in a course the format may be changed. If fewer than five students enroll in a course, it may be cancelled.
- Any course involving work with live vertebrate animals requires the Animal Care Course which is described on p. 29 of the calendar. The Animal Care Course requirement is indicated in some course descriptions but may also apply to others. Check with the department secretary or course instructor if in doubt.
- Charges may be made for field trips in some courses.
- Transfer students should consult with the chair of the department before selecting courses.
- For the Biochemistry & Molecular Biology program, see the Biochemistry & Molecular Biology section of the calendar.
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in Biology, if they have met the requirements for the joint-major General degree (see below).

BACHELOR OF SCIENCE PROGRAM IN BIOLOGY

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- MATH 1100 or 110, MATH 1050 or 150 or MATH 1005H or 105H and MATH 1550H or 155H are strongly recommended for fulfilling the University requirement of one credit in Mathematics in the B.Sc. program. (Psychology majors and joint-majors may substitute PSYC 215.)
- The following courses are also recommended for students planning to major in Biology: either CHEM 1000H and 1010H or 100; either CHEM 2100H and 2110H or 212, CHEM 2300H or 231H, ERSC 100, 350, GEOG 104H, MATH 1350H or 135H, PHIL 472H and PHYS 100.
- It is recommended that courses taken in the fourth year of the Honours program be beyond the 200-level.
- Students intending to take the Graduate Record Examinations (GRE) Advanced Biology Test, required by some Canadian and American Graduate Schools, should include the following courses in their program: BIOL 205H, 207H, 362H; BIOL 206H or 308H; BIOL 260H or 361H; BIOL – ERSC 226H or both BIOL 216H and 217H; either CHEM 1000H and 1010H or 100; MATH 1100 or MATH 110.
- Students intending to pursue graduate studies should take BIOL 401 or 402D.
- For the Specializations in Conservation Biology and in Health Sciences, see below.

The single-major Honours program. At least 10 credits in Biology. The program must include:

- 2.5 BIOL credits consisting of BIOL 102H, 103H, 200H, 205H and 207H
- 0.5 BIOL credits from BIOL 260H or 361H
- 0.5 BIOL credit from BIOL – ERSC 226H or 216H or 217H
- 6.5 BIOL credits in addition to the above
- either CHEM 1000H and 1010H or 100
- 1 credit in MATH

The joint-major Honours program. At least 7 credits in Biology. The program must include:

- 2.5 BIOL credits consisting of BIOL 102H, 103H, 200H, 205H and 207H
- 0.5 BIOL credits from BIOL 260H or 361H
- 0.5 BIOL credit from BIOL – ERSC 226H or 216H or 217H
- 3.5 BIOL credits in addition to the above
- 1 credit in MATH

The single-major General program. At least 6 credits in Biology. The program must include:

- 2.5 BIOL credits consisting of BIOL 102H, 103H, 200H, 205H and 207H
- 0.5 BIOL credits from BIOL 260H or 361H
- 0.5 BIOL credit from BIOL – ERSC 226H or 216H or 217H
- 2.5 BIOL credits in addition to the above
- either CHEM 1000H and 1010H or 100
- 1 credit in MATH

The joint-major General program or minor. At least 5 credits in Biology. The program must include:

- 2.5 BIOL credits consisting of BIOL 102H, 103H, 200H, 205H and 207H
- 0.5 BIOL credits from BIOL 260H or 361H
- 0.5 BIOL credit from BIOL – ERSC 226H or 216H or 217H
- 1.5 BIOL credits in addition to the above
- 1 credit in Mathematics

SPECIALIZATION IN CONSERVATION BIOLOGY

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Program Co-ordinators

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The Specialization in Conservation Biology is available to students in the Honours program in Biology. The Specialization is designed to provide students with theoretical and practical training in the conservation of living organisms. It capitalizes, in part, on the expertise and activities of collaborating regional, provincial or national agencies such as the Ministry of Natural Resources, Rare Breeds Canada, and the Otonabee Regional Conservation Authority. A distinctive feature of the Specialization is the opportunity for an internship with a collaborating agency.

The transcripts of students graduating with an Honours degree in Biology, who have successfully completed the requirements of the Specialization, will contain the notation “with a Specialization in Conservation Biology.”

BIOL 440 – Internship in Conservation Biology

An apprenticeship at a collaborating agency working in biological conservation. Students will assist in a project pertaining to research and conservation of living things for the equivalent of approximately six hours per week. Evaluation is based on a written appraisal from the agency, as well as a written report and an oral presentation. Open to Honours students in Biology after the completion of at least 13.5 credits with a cumulative average of 75%. BIOL 440 may be taken jointly with BIOL 401 where the project warrants, but the student may not receive credit for a single-credit thesis in another department or program. Enrolment is limited and is competitive. Students must apply in the academic year before enrolment in the course. Applications can be obtained from the Biology office. Prerequisite: BIOL 362H; BIOL – ERSC 226H or 216H or 217H; Co-requisite: BIOL 439H.

Other courses. In addition to BIOL 440, the Specialization in Conservation Biology requires 5.5 credits in Biology and Environmental & Resource Science/Studies, including:

- 1.0 credit consisting of BIOL 362H and 439H
- 1.0 credit from BIOL – ERSC 226H, 216H, 217H, 338H
- 0.5 credit on a topic related to Conservation Biology from BIOL 390, 391H, 392H, 393H, 490, 491H, 492H or 493H
- 3.0 credits from BIOL 305, 309H, 314H, 319H, 324H, 327H, 336H, 385H, 386H, 387H, 388H, 411H, 414H, 417H, 418H, 433H; ERSC 316H, 320, 330, 335H, 351H, 424H, 452H, 464H, 467H, 480; BIOL 321H or 420H; BIOL 328H or 428H; BIOL 250H or 350H; BIOL 260H or 361H

SPECIALIZATION IN HEALTH SCIENCES

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Program Co-ordinators

C. Kapron, B.Sc. (Waterloo), M.Sc., Ph.D. (McGill); **L. Kerr**, B.Sc. (Carleton), Ph.D. (British Columbia)

The Specialization in Health Sciences is available to students in the Honours B.Sc. programs in Biology or in Biochemistry & Molecular Biology. It is intended for students who are interested in a career related to health care or research. The Specialization will give students training in the practical, as well as the theoretical, aspects of a diversity of medically related topics. A distinctive feature of the Specialization is the opportunity for an internship with a collaborating agency or individual sponsor in a Health Science setting.

The transcripts of students graduating with an Honours degree in Biology or Biochemistry & Molecular Biology, who have successfully completed the requirements of the Specialization, will contain the notation "with a Specialization in Health Sciences."

Notes

- The Specialization is open to students in the Honours programs in Biology or in Biochemistry & Molecular Biology who have earned a minimum of 13.5 credits.
- Students who choose courses in non-science departments should keep in mind that a university-level mathematics course is required to obtain a B.Sc.
- Many medical schools require General Biology, General Chemistry, Physics and a Humanities or Social Sciences course for admission. Students should consult each school for specific requirements.

BIOL 445 – Internship in Health Sciences

Students must successfully complete BIOL 445 which consists of a placement in a medically related setting for the equivalent of six hours a week for 24 weeks. Students are required to write a report on their placement. BIOL 445 is open to students who have earned at least 13.5 credits and achieved a cumulative average of at least 75%. Prerequisite: BIOL 205H, 206H or 308H, 207H and either CHEM 1000H and 1010H or 100. Co-requisites: BIOL 383H and 384H. Enrolment is limited and competitive. Students are eligible to apply in the year before anticipated enrolment in the course. Application forms can be obtained from the Biology office; they must be submitted to the course co-ordinator before April 1. Students may not apply retroactively.

Other Courses. In addition to BIOL 445, the Specialization in Health Sciences requires 8 credits:

- 3.0 credits consisting of BIOL 102H, 103H, 205H, 207H, 383H, 384H
- 0.5 credit from BIOL 206H or 308H;
- 1.0 credit consisting of either CHEM 1000H and 1010H or 100
- 0.5 credit on a topic related to Health Sciences from 390 or 490 series reading courses in BIOL, CHEM, ERSC or PSYC
- 3.0 credits from the following:
 - ANTH 328H, 346H, 428H
 - BIOL 211H, 304H, 307H, 310H, 325H, 408H, 411H, 416H, 419H, 426H, 432H, 462H, 484H;
 - 326H or 437H; 335H or 438H
 - CHEM 2300H or 231H, 3300H or 331H, 3310H or 332H, 4300H or 435H
 - ECON – CAST 384H
 - ERSC 240, 313H, 370, 412H
 - PSYC 343H, 372H, 375H, 376H, 435H
 - SOCI 363
 - PHIL 239H, 439H

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

BIOL 102H – Current issues in biology I

An examination of the biological principles underlying questions concerning biodiversity and evolution. The course will begin with a discussion of biodiversity and the implications of its loss. This will be followed by consideration of the evolution of life on earth, exploring the underlying processes of natural selection and ecological interactions. Prerequisite: 4U Biology or its equivalent or permission of the department.

BIOL 103H – Current issues in biology II

An examination of the biological principles underlying questions of biomedical interest. The course will consider topics such as reproductive technology, physiological adaptation to extreme environments, the cellular basis of disease, and genetic engineering and biotechnology. Prerequisite: 4U Biology or its equivalent or permission of the department.

BIOL 105 – Human anatomy and physiology

A comprehensive survey of the structures and functions of the human organ systems. Topics covered include the integumentary, skeletal, nervous, endocrine, muscular, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Emphasis is on the importance of homeostasis and how it is maintained. Prerequisite: 4U Biology and Chemistry. Recommended: 4U Kinesiology. Open only to students enrolled in the Bachelor of Science in Nursing and the Bachelor of Science in Forensic Science programs.

BIOL 200H – Methods of biological inquiry

This course provides experience in asking and answering questions in biology, exploring the power of the scientific method and the importance of critical analysis. Examples will involve a wide diversity of organisms and approaches, involving the use of a variety of statistical tools. Prerequisite: BIOL 102H or 103H.

BIOL 205H – Introduction to genetics

This course will develop a basic understanding of genetics. Mendelian inheritance, chromosome structure, genetic recombination, mutation, the structure of DNA, the nature of genes and current topics in genetics will be investigated using examples from plants, animals, insects, bacteria, fungi and viruses. Prerequisite: BIOL 103H and BIOL 102H or 105.

BIOL 207H – Cell biology

An introduction to cell structure and function, including the organization, physiology, architecture and interactions of cells. Cellular mechanisms of differentiation, development, cancer and the immune response will be explored. Prerequisite: BIOL 103H. Recommended: Either CHEM 1000H and 1010H or 100.

BIOL – ERSC – GEOG 208H – Natural science statistics (see Geography)

BIOL 210H – Biology of Invertebrates

An introduction to the diversity of invertebrate animals emphasizing their evolutionary relationships and functional, behavioural and ecological aspects of their biology. Prerequisite: BIOL 102H or 103H. Excludes BIOL 315H.

BIOL 211H – Vertebrate zoology

The evolution, ecology, life history, structural and functional morphology of the vertebrates. Prerequisite: BIOL 102H and BIOL 103H. Required dissections.

BIOL 213H – Pharmacology for health sciences

This course is open only to students enrolled in the B.Sc.N. program. It is a comprehensive syllabus emphasizing an overview of foundational drug classifications and pharmacotherapeutic effects on the body, and a discussion of the mechanisms by which drugs enter and leave the body. Prerequisite: 4U Biology and Chemistry, BIOL 105. Pre- or co-requisite: CHEM 1700H (155H). Co-requisite: NURS 203H.

BIOL 214H – Clinical microbiology for health sciences

This course is open only to students enrolled in the B.Sc.N. program. The course is an introduction to the study of infectious diseases commonly encountered in health care and the principles governing the prevention and control of these diseases. Topics will include a discussion of bacteria, viruses and fungi and their associated diseases. An emphasis will be placed on infection control principles and practices. Prerequisite: 4U Biology and Chemistry; BIOL 105 and CHEM 1700H (155H).

BIOL – ERSC 226H – Introductory ecology

An examination of the interactions between organisms and their environment at the individual, population and community level. The course will cover basic concepts, theories and methods used in ecology and the application of these to ecological and environmental problems. Prerequisite: BIOL102H. Excludes BIOL – ERSC 216H and 217H.

BIOL 229H – Plants in society

An examination of the importance of plants in society. Topics include an in-depth look at the role of plants in human population growth, biotechnology, food safety, medicines and commercial products. Prerequisite: BIOL 102H. Excludes BIOL 329H.

BIOL – CHEM 2300H – Biochemical concepts (see Chemistry)**BIOL 260H – Evolution**

A study of the pattern of the evolution of life over the past billion years focusing on key events and transitions, and the underlying processes that made them happen. Prerequisite: BIOL 102H, BIOL 103H, BIOL 205H. Excludes BIOL 361H.

BIOL – ERSC 270 – Environmental science for teacher education (see Environmental & Resource Science/Studies) (Cannot be used for credit toward any major in Biology)**BIOL 304H – Histology**

A study of the four basic animal tissue types and how these tissues are subsequently organized into organ systems. An important emphasis will be the relation of tissue form to function. Lab will include a practical component involving hands-on experience in methods of tissue fixation, embedding, sectioning, staining and digital photography. Prerequisite: BIOL 103H and BIOL 207H or 211H.

BIOL 305 – Limnology

Ecology of freshwater ecosystems, biology, geochemistry and physics of freshwater lakes, rivers and streams. Prerequisite: BIOL – ERSC 226H or BIOL – ERSC 216H or 217H. Recommended: either CHEM 1000H and 1010H or 100. Field trips.

BIOL 307H – Electron microscopy

The biological applications of transmission and scanning electron microscopy. Course emphasizes practical instruction in use of microscopes and preparation of biological materials for the electron microscope. Prerequisite: BIOL 304H. Field trips. There will be a maximum charge of \$20 to cover field trips and photographic printing.

BIOL 308H – Molecular biology

Fundamental concepts in molecular biology with emphasis on the exploration of structure, function, and cellular synthesis of DNA and RNA. Techniques in recombinant DNA technology as well as their applications in biomedical, forensic, and pharmaceutical research will also be discussed. Basic techniques in molecular biology as well as scientific calculations will be introduced in the laboratory portion of the course. Prerequisite: BIOL 103H, 205H, either CHEM 1000H and 1010H or 100. Excludes BIOL 206H.

BIOL 309H – Biology of insects

An introduction to the organization and diversity of insects. Lectures emphasize insect physiology, ecology and behaviour. Prerequisite: BIOL 102H and BIOL 103H. An insect collecting kit for making required insect collection will be available for cash deposit from Biology department in April preceding the beginning of the course.

BIOL 310H – Medical entomology

A study of medically important insects and the disease conditions they produce in humans and animals. Prerequisite: minimum of 10 credits including BIOL 102H and BIOL103H. Strongly recommended: BIOL 309H.

BIOL 314H – Fish ecology

The biology of fishes with emphasis on biotic and abiotic factors that affect their life histories, distribution, population dynamics, feeding and growth. Prerequisite: BIOL – ERSC 226H or BIOL – ERSC 216H or 217H. Field work. Strongly recommended: MATH 1050 or MATH 150, BIOL – ERSC – GEOG 208H.

BIOL 317H – Plants and their ancestors

This course examines the story of the evolution of plants from the first photosynthetic organisms to colonize the earth to the tremendous diversity of flowering plants, through the study of modern plants, their living ancestors and the fossil record. Prerequisite: BIOL 102H and at least one full Biology credit at the 200 level. Recommended: BIOL 103H. Excludes BIOL 218H.

BIOL 318H – Plants in action

Due to a sessile nature and exceptional demands, plant functioning is unique and highly dynamic. Emphasizing the flowering plants, this course provides an introduction to plant anatomy, physiology and molecular biology. It examines the mechanisms by which plants work and survive in their role as energy providers to the biosphere. Prerequisite: BIOL 102H and 103H, and at least one credit in Biology at the 200 level. Strongly recommended: BIOL 218H or 317H. Excludes BIOL 219H.

BIOL 319H – Wild plants of Ontario

An introduction to the flora of Ontario, with emphasis on the recognition of common flowering plant families. Lecture topics include the history and principles of taxonomy, and the conservation of rare plant species. A major plant collection is made during the summer months, instructions for which are available in April. Prerequisite: BIOL 218H or 317H.

BIOL 325H – Microbiology

An introductory course in microbiology with consideration given to the diversity of microscopic forms, their presence in various habitats and their impact on humanity. This course places heavy emphasis on laboratory work. Prerequisite: BIOL 207H.

BIOL – CHEM 3300H – The essence of metabolism (see Chemistry)**BIOL – CHEM 3310H – Protein chemistry and enzymology** (see Chemistry)**BIOL – FRSC 3330H – Forensic entomology**

Many insect species associated with the process of decay of corpses and their maggots have been used as an important tool for identifying both the timing and location of death. This course explores the relationship between insects and the decay of corpses. Prerequisite: BIOL 103H. Excludes BIOL 397H – Special topic: Forensic entomology

BIOL 3340H – Herpetology

This course introduces the biology of amphibians and reptiles. It will include an overview of past and current diversity, the use of amphibians and reptiles as model organisms for biological research, the importance of these animals in ecological communities, and issues in conservation and management. Prerequisite: at least two credits in Biology. Excludes BIOL 396H – Special topic: Herpetology

BIOL – PSYC 336H – Behavioural ecology

An introduction to the ecological, physiological, and evolutionary mechanisms which influence the behaviour of animals, with particular emphasis on kin selection and coevolution. Field trip. Prerequisite: at least one credit in Biology at the 200 level including BIOL 216H or 226H.

BIOL – ERSC 338H Advanced ecology

This course will examine current theoretical and applied problems in ecology. Emphasis will be placed on developing problem solving skills, critical evaluation of ecological studies, modeling, and an in-depth look at recent advances in theories and techniques used in solving problems in individual, population, community and ecosystem ecology. Prerequisite: BIOL – ERSC 226H or BIOL – ERSC 216H or 217H.

BIOL – ANTH 341 – Human osteology and forensic anthropology (see Anthropology)**BIOL – ANTH 344H – Human genetics** (see Anthropology)**BIOL – ANTH 346H – Biocultural explorations of human lifecourse** (see Anthropology)**BIOL – ANTH 347H – Primate behaviour** (see Anthropology)**BIOL – ANTH 349H – Primate evolution** (see Anthropology)**BIOL 350H – Biogeography**

Major patterns of distribution and abundance of animal and plant species as affected by geological, ecological and evolutionary processes. Prerequisite BIOL 102H, 103H; one of BIOL 226H, 216H or 217H. Excludes BIOL 250H.

BIOL 362H – Population genetics

This course introduces students to microevolutionary processes. A study of sources of genetic variation, genetic composition of populations and forces that determine and change that composition. Laboratory component will be in the form of group projects on population genetics of *Drosophila* or *Daphnia*. Prerequisite: BIOL 205H.

BIOL – PSYC 375H – Principles of the nervous system (see Psychology)**BIOL – PSYC 376H – Neuropsychology** (see Psychology)**BIOL 383H – Animal physiology I**

The processes of digestion, osmoregulation and excretion, circulatory systems and gaseous exchange, muscles, respiration, metabolism and their control are considered. The course uses a comparative approach first discussing the basic principles of the physiology of these processes and then examining the means whereby different organisms perform them. Prerequisite: either CHEM

1000H and 1010H or 100, BIOL 207H. Strongly recommended: CHEM 2300H or 231H and Animal Care Course (p. 29).

BIOL 384H – Animal physiology II

Fundamental concepts in sensory, endocrine and reproductive physiology. Prerequisite: either CHEM 1000H and 1010H or 100, BIOL 207H and Animal Care Course (p. 29).

BIOL 385, 386H, 387H, 388H – Field courses

Spring and Summer courses are offered through the Ontario Universities Program in Field Biology.

BIOL 389, 389H – Community-based research project

Students are placed in research projects with community organizations in the Peterborough area. Each placement is supervised jointly by a faculty member and a representative of a community organization. For details see “Community-Based Education Program” (p. 226). Open to students who have earned at least three credits in Biology in courses taught by members of the Trent Biology department, and who have achieved a cumulative average of at least 75%.

BIOL 390, 391H, 392H, 393H – Reading course

This course provides an opportunity for more intensive or broader study of a selected topic under the guidance of a faculty member. Open to students who have earned at least three credits in Biology in courses taught by members of the Trent Biology department and have achieved a cumulative average of at least 75% in Biology courses. Application forms are available from the Biology Office. All University deadlines as specified in the University Calendar apply. These courses may not be taken in the same academic session as BIOL 490, 491H, 492H and 493H.

BIOL 395, 397H, 398H – Special topics in biology

These courses are not established as part of the regular Biology program and are offered when staffing is available. The topics are in the fields of interest and expertise of the instructor. If offered, the courses will be advertised by the Biology department.

BIOL 401, 402D – Research thesis

BIOL 402D is a double credit in Biology. BIOL 401 is a single credit because the same thesis is submitted to the other department/program in a joint-major or is submitted in conjunction with BIOL 440. In this research course students will investigate a specific field of interest under the guidance of a faculty member. The Animal Care Course (p. 29) is a prerequisite, if applicable. Open to students who have earned at least 15 credits, achieved a cumulative average of at least 75% in Biology courses, and obtained the agreement of a faculty member to supervise the project. (In some cases, it may be possible to take BIOL 402D with a cumulative average of 70% in Biology courses if recommended by a faculty member willing to supervise it.) To be accepted into a joint thesis course the student must meet the requirements of both programs.

BIOL – ERSC 403H – Research design and data analysis

Practical instruction in design of research projects, with emphasis on appropriate statistical analyses through the use of statistical software; some instruction in appropriate presentation of results.

Prerequisite: MATH 1050 or 150 or BIOL – GEOG – ERSC 208H and a minimum of 10 credits including at least one second-year Biology credit. Excludes BIOL 303H and GEOG 303H.

BIOL – CHEM 4040D – Project course in biochemistry (see Chemistry)

BIOL – GEOG – ERSC 406H – The geochemistry of natural waters (see Environmental & Resource Science/Studies)

BIOL – GEOG – ERSC 407H – The fate of contaminants in the aquatic environment (see Environmental & Resource Science/Studies)

BIOL 408H – Developmental biology

An exploration of the cellular and molecular bases of embryonic development. Emphasis will be placed on how the intricate and diverse processes of embryogenesis are dependent on common mechanisms, including cell division, cell death, adhesion, migration, gene expression, and intra- and inter-cellular signalling. Prerequisite: BIOL 207H.

BIOL 411H – Infectious disease biology

An examination of current concepts of the nature, development and spread of pathogenic agents. Topics include emerging disease, drug resistant bacteria, vaccines, pathogen evolution and virulence. Prerequisite: Minimum of 10 credits including BIOL 207H or 325H.

BIOL – ERSC 412H – Environmental carcinogenesis (see Environmental & Resource Science/Studies)

BIOL 414H – Ornithology

An introduction to the study of birds. Course covers broad areas in ornithology including field identification, systematics, ecology, behaviour, anatomy, physiology, management and conservation. Prerequisite: at least two credits in Biology at the 200-level. Field trip at cost to student.

BIOL 415H – Biology of marine mammals

This course will investigate the biology, ecology and evolutionary history of marine mammals (whales, dolphins, sirenians, and seals). Emphasis will also be placed on the use of scientific inquiry and critical thinking to evaluate marine mammal research methodology and conservation. Prerequisite: BIOL 102H, 103H and one of 226H, 216H, 217H.

BIOL 416H – Immunology

An introduction to the immune system, including a discussion of the organs, cells and molecules that constitute, as well as regulate, the immune system. Health-related aspects of the immune system, such as immunodeficiency, tumour immunology and allergies will also be explored. Prerequisite: BIOL 207H.

BIOL 417H – Marine ecology in the 21st century

An assessment of the impact of current and predicted environmental changes on the structure and function of marine coastal and oceanic communities. Prerequisite: BIOL 226H or both BIOL 216H or 217H.

BIOL 418H – Mammalogy

An exploration of the evolution, anatomy, ecology, behaviour, and management of terrestrial mammals. Labs will be devoted to adaptive radiations and species identification, with emphasis on Canadian forms. Prerequisite: BIOL 211H and BIOL 216H, 217H or 226H.

BIOL 419H – Biology of physical activity

This course will examine the physiological and biochemical adaptations to acute and chronic exercise with specific emphasis placed upon the oxygen transport system. The effects of a variety of conditions including age, gender, environmental conditions and disease on these adaptations will also be considered. Prerequisite: BIOL 383H.

BIOL 420H – Plant ecology

A study of the relationships of plants to one another and to their environment. Prerequisite: BIOL 226H, 216H or 217H. Strongly recommended: BIOL 317H and 318H. Field work. Excludes BIOL 321H.

BIOL – ERSC 424H – Fisheries assessment and management (see Environmental & Resource Science/Studies)**BIOL 426H – Virology**

This course discusses current virology topics with a particular emphasis on the impact of viruses on society. The biology and biochemistry of animal viruses will be examined with analysis of selected topics including emerging viral diseases, viral gene therapy, viruses and immune system, viruses and cancer, and bioterrorism. Prerequisite: BIOL 207H and BIOL 206H or 308H.

BIOL 428H – Physiological ecology of plants

An examination of how plants physiologically acclimate, adapt or suffer in response to their environment. Prerequisite: BIOL 102H, 219H or 318H or permission of the instructor. Background knowledge of plant anatomy, ecology and physiology will be assumed. Recommended: BIOL 206H or 308H, 207H. Excludes BIOL 328H.

BIOL – CHEM 4300H – Bioinorganic chemistry (see Chemistry)**BIOL – CHEM 4310H – Current topics in biochemistry** (see Chemistry)**BIOL 432H – Pharmacology**

An introduction to human pharmacology. This course is divided into two sections: pharmacokinetics and pharmacodynamics. Drugs to be studied include mainstream medications such as antibiotics, ethanol, and drugs used in the treatment of pain, high blood pressure, asthma, ulcers and depression, as well as a brief discussion of alternative medications. Prerequisite: either CHEM 1000H and 1010H or 100, BIOL 207H and BIOL 383H or 384H.

BIOL – ERSC 433H – Global change of aquatic ecosystems

This course will emphasize the causes and consequences of global environmental change and their interactions with ecological processes in freshwater ecosystems. Issues such as biodiversity, population growth and water use, global warming, land use, emergent diseases, dams, aquaculture, fisheries, water supply and sustainability will be discussed. Prerequisite: MATH 1050 or 150, BIOL 200H or BIOL– ERSC 217H or 226H. Recommended: GEOG – BIOL – ERSC 208H.

BIOL – CHEM 4300H – Bioinorganic chemistry (see Chemistry)**BIOL – CHEM 4310H – Current topics in biochemistry** (see Chemistry)**BIOL 437H – Advanced microbiology**

This course will examine the impact of microorganisms on scientific research, the environment, and human health and disease. Particularly emphasis will be placed on new or emerging areas of micro-

biology such as analysis of sequenced microbial genomes, phylogeny and evolution of eukaryotes and prokaryotes, and microbial ecology. Prerequisite: BIOL 325H. Excludes BIOL 436H.

BIOL 438H – Advanced molecular biology

An introduction to mechanisms controlling gene expression and applications of recombinant DNA technology to this field of study will be discussed. Topics will include the transcription initiation and post-transcriptional regulation, structure of transcription factors, and specific examples of genetic switches in both prokaryotes and eukaryotes. Discussion and analysis of journal articles on gene expression research will take place during the seminar portion of the course. Prerequisite: BIOL 206H or 308H. Excludes BIOL 335H.

BIOL – ERSC 439H – Conservation biology

Focuses on the causes and consequences of reductions to biodiversity and the design of strategies to counterbalance these reductions. The course attempts to provide a balanced overview of the discipline outlining both biological and human oriented dimensions. Prerequisite: BIOL – ERSC 226H or BIOL – ERSC 216H or 217H.

BIOL 450H – Population dynamics

Analysis of animal and plant population demography, including theoretical population ecology, population size and survival estimation, patterns and mechanisms in population growth and regulation, multispecies population dynamics, harvesting, and population projection models. Prerequisite: BIOL 338H; BIOL – ERSC 226H or 216H or 217.

BIOL 4520H – Biology of invasions

This course examines of the biology of invasions, animal and plant, focusing on the life history adaptations and dispersal strategies which contribute to their success at both the individual and population levels. Examples will be drawn from around the planet. Prerequisite: BIOL 102H, 103H and BIOL 226H or 216H or 217H. Excludes BIOL 498H.

BIOL – CHEM 4040D – Project course in biochemistry (see Chemistry)**BIOL 460H – Applied molecular genetics**

This seminar-based evening course introduces students to the application of DNA profiling to forensics, medical genetics and natural resource management (molecular ecology/conservation genetics). Prerequisite: BIOL 362H or permission of the instructor.

BIOL 461H – Evolutionary ecology

All organisms are adapted to survive and reproduce in the environments of their parents and often have remarkable morphological, physiological, or behavioural features that allow them to do so. The major goal of this course is to explore how these features arise and how they are maintained in natural populations. Prerequisite: BIOL 260H or 361H and BIOL-ERSC 226H or 216H or 217H.

BIOL 462H – Biotechnology, genetic engineering and public policy

This course covers a range of current and controversial biotechnology and genetic engineering topics in relation to public policy. Some of the in-class sessions involve debates in which students take different perspectives or role-play. Topics covered: human genetic engineering, somatic and germline gene therapy and genetically modified foods. Prerequisite: a minimum of 13.5 credits.

BIOL – PSYC 484H – Neuroendocrinology

Explores the interactions between the central and endocrine systems, focussing on the hypothalamic-pituitary-adrenal axis. The course will examine the control of hormone release, including neurotransmitter modulation and steroid feedback during both homeostatic and stressor-induced states. Also, the interaction among stressors, behaviour, endocrine system and disease will be considered. Prerequisite: BIOL 384H or PSYC – BIOL 375H.

BIOL 490, 491H, 492H, 493H – Reading course

Provides an opportunity for more intensive or broader study of a selected topic under the guidance of a faculty member. Open to students who have earned at least five Biology credits and have achieved a cumulative average of at least 75% in Biology courses. Application forms are available from the Biology Office. These courses may not be taken in the same academic session as BIOL 390, 391H, 392H and 393H.

BIOL 495, 496H, 497H – Special topics in biology

Not established as part of the regular Biology program. Offered only when staffing is available. The topics are in the fields of interest and expertise of the instructor. If offered, these courses will be advertised by the Biology department.

Business Administration

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Associate Professor and Chair of the Program

K. Bates, B.A. (Macalester College), Ph.D. (Minnesota)

Professors

J. Bishop, B.A. (New Brunswick), M.A., M.B.A. (McMaster), Ph.D. (Edinburgh); **B. M. Patterson**, M.A., M.L.S. (Western Ontario)

Associate Professors

B. Ahlstrand, B.A. (Toronto), M.Sc. (L.S.E.), D.Phil. (Oxford); **K. Campbell**, B.A. (Trent), M.B.A. (Toronto); **R. Dart**, B.Sc. (Trent), M.E.S., Ph.D. (York); **D. Newhouse**, (Onondaga) B.Sc., M.B.A. (Western Ontario); **M. Quaid**, B.A. (McGill), M.Sc. (L.S.E.), D.Phil. (Oxford); **A. Zohar**, B.A., M.E.S., Ph.D. (York)

Assistant Professors

A. El-Amir, B.A. (American University, Cairo), M.Sc. (Stirling), Ph.D. (Stirling) (*on leave Winter term*); **E. Ng**, B.Comm. (British Columbia), M.B.A. (Simon Fraser), Ph.D. (McMaster); **S. Simola**, B.S.W., B.A. (McMaster), M.A. (Queen's), M.B.A. (Wilfrid Laurier), Ph.D. (Queen's); **M. Wallace**, B.A.S. (Guelph), C.A., M.Ed. (OISE/Toronto), Ph.D., (Saint Mary's)

Lecturer

M. Konopaski, B.B.A. (Loyola), M.B.A. (Loyola)

The Business Administration program at Trent University is a four-year Honours program leading to a Bachelor of Business Administration (B.B.A.) degree. The program enables students to develop an understanding of the nature of organizational life, to communicate more effectively, to learn the techniques of financial and management accounting, and to gain knowledge of managerial planning and strategy formation. In addition to core business subjects, the program emphasizes communication and creative problem-solving skills that are essential to future career success. Small classes and a strong emphasis on group work provide an ideal environment in which to practice these skills. An essential feature of the program is its focus on the human side of organizations – to recognize and value the people who actually make organizations work. We encourage our students to develop a broad base of knowledge, an understanding of the larger social issues facing organizations, and the capacity for critical analysis.

Notes

- A minimum grade of C- (60%) in each of ADMN 100H, 101H, 102, and ECON 101H and 102H is required for the B.B.A. and the joint-major Honours B.A. or B.Sc. in Business Administration.
- A grade of C- (60%) or higher is required in any course if it is to serve as a prerequisite for another course in the program.
- For the minor in Business Administration, see below.

BACHELOR OF BUSINESS ADMINISTRATION PROGRAM

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The Business Administration program offers a single-major Honours B.B.A. degree and a joint-major Honours B.A. or B.Sc. degree. There is no General degree.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- To remain in the program, students must maintain a cumulative average of B- (70%) in all Business Administration courses completed. Students who are unable to maintain a B- average may switch to a joint major program with Business Administration or transfer to a B.A. or B.Sc. program in another discipline, provided they can make up any degree requirements for a major. Students who do not meet this criteria will not be admitted to 400-level required courses (400, 410).
- Students entering the program are strongly encouraged to have completed a secondary school senior level mathematics course in good standing.
- Students transferring into the program from another university or community college will have their transcript assessed by the Office of the Registrar for course credit transfer. Students transferring into the program from another department or program should consult with the Director of the program to review their course of study.
- Students who have completed 14 credits are encouraged to review their course selection to ensure that all program requirements are met.

- For the Specialization in Human Resource Management, see below.
- For the Specialization in Indigenous Management & Economic Development, see p. 146.

The single-major Honours program. At least 10.5 credit in Business Administration. The program must include:

Year 1

- 2.0 ADMN credits consisting of ADMN 100H, 101H and 102
- 1.0 credit consisting of ECON 101H and 102H
- 2.0 elective credits

Year 2

- 3.0 ADMN credits consisting of ADMN 202H, 210H, 222H, 251H, ADMN – ECON 220H and 225H
- 2.0 elective credits

Year 3

- 2.0 ADMN credits consisting of ADMN 320H, 330H and 350
- 1.5 ADMN credits beyond the 200-level in addition to the above
- 1.5 elective credits

Year 4

- 2.0 ADMN credits consisting of ADMN 400 and 410
- 3.0 elective credits

The joint-major Honours program. At least 7 credits in Business Administration. The program must include:

- 4.5 ADMN credits consisting of ADMN 100H and 101H, 102, 202H, 210H, 222H, 251H and 330H
- 1.0 ADMN credit from ADMN 400 or 410
- 1.5 ADMN credits in addition to the above, beyond the 200-level
- 1.0 credit consisting of ECON 101H and 102H

Minor in Business Administration

- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in Business Administration if they have successfully completed the courses listed below.
- No course in a student's major subject may be counted towards a minor in Business Administration.

The minor in Business Administration consists of at least 5 credits in Business Administration including:

- 2.5 credits consisting of ADMN 100H, 101H, 102 and 251H
- 1.5 credits in addition to the above, beyond the 200-level
- 1 credit in addition to the above

SPECIALIZATION IN HUMAN RESOURCE MANAGEMENT

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Program Co-ordinator

M. Quaid, B.A. (McGill), M.Sc. (L.S.E.), D.Phil. (Oxford)

The Specialization in Human Resource Management (involving 5.5 credits) is available to students in the B.B.A. program and the joint-major Honours B.A. and B.Sc. programs in Business Administration.

The transcripts of students graduating with an Honours degree who have successfully completed the requirements of the Specialization will contain the notation "with a Specialization in Human Resource Management."

Upon successful completion of the courses associated with the Specialization, students will have satisfied all of the course requirements for the "Certified Human Resources Professional Designation"™ and be eligible to write the National Knowledge Exam™. By HRPAO standards, successful completion is a minimum grade of 65% in each course and a cumulative average of 70% in all ten courses. In order to take the exam, students must be an enrolled member of Human Resources Professionals Association of Ontario, which involves a monetary fee to the Association.

The "Certified Human Resources Professional Designation"™ is the only legislated certification for Human Resources Professionals in North America. Currently, the HRPAO requires the completion of nine subject areas, which Trent now offers. CHRP, NKE and NPPA are trademarks of HRPAO and used under license. Licensing does not equate to program review, approval, or endorsement.

Course Requirements**HRPAO Required Courses**

ADMN 102, 202H, 222H, 223H, 322H, 323H, 326H, 327H, 328H, and ECON 350H

SPECIALIZATION IN INDIGENOUS MANAGEMENT & ECONOMIC DEVELOPMENT

See Indigenous Management & Economic Development (p. 146).

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

ADMN 100H – Contemporary issues in management and organization

This course provides a macro framework and context for the management discipline by examining a wide selection of issues which affect both the practice and the conceptualization of management and organization. Issues studied include globalization, information technology, demographics, diversity, sustainability and recent developments in management theory. Excludes ADMN 105.

ADMN 101H – Management skills

This course examines the theory and practice of foundational skills important to management and organization in private, nonprofit and public sectors. The course has a focus on conceptual skills, communication skills, and interpersonal skills. Excludes ADMN 105.

ADMN 102 – Fundamentals of financial accounting

An introduction to the basic concepts and principles underlying financial accounting and to the practices followed in the preparation of financial statements for various forms of organizations. The focus is on analysis and the ability to evaluate financial statements with the use of critical thought. Excludes ADMN 201H.

ADMN – COIS 1620H – Introduction to information systems (see Computing & Information Systems)**ADMN 202H – Fundamentals of management accounting**

An introduction to the basic concepts and procedures used in the collection and manipulation of accounting data for on-going management decision-making. Topics include: manufacturing accounting; cost accounting and variance analysis; cost allocation; cost-volume-profit analysis; introduction to budgeting. Prerequisite: ADMN 102 or 201H.

ADMN 208H – Managerial and market research

This course will focus on primary research and its use in problem solving and decision making. The course will cover qualitative and quantitative research design, planning, implementation and analysis. Research methods studied will include surveys, focus groups, analytical interviews, ethnography and action research. Prerequisite: ADMN 100H and 101H. Excludes ADMN 308H.

ADMN 210H – Introduction to marketing

This course aims to give students a basic understanding of marketing and its core concepts: how a marketing approach can be implemented and managed in a range of markets, situations and organizations. Prerequisite: ADMN 100H and 101H or permission of instructor. Excludes ADMN 310H.

ADMN – ECON 220H – Introduction to statistics for economics and management (see Economics)**ADMN 222H – Organizational behaviour**

A conceptual and methodological analysis of how individuals react to their employment environment. Topics include motivation, job satisfaction, leadership, group dynamics and decision-making. Prerequisite: ADMN 100H or 101H or permission of the instructor.

ADMN 223H – Human resource management

A survey of the concepts and practices in the major functions of human resource management. Topics include human resource forecasting, human rights, recruitment and selection, training and development, collective bargaining, performance appraisal and compensation. Prerequisite: ADMN 222H or equivalent or permission of the instructor.

ADMN – ECON 225H – Introduction to mathematics for economics and management (see Economics)**ADMN 251H – Organization theory**

An introduction to organization theory and an examination of specific organizations. Structure, process, environment and other aspects of organizations are approached through different frames,

images and perspective analysis. Prerequisite: ADMN 100H and 101H or permission of the instructor. Excludes ADMN 250.

ADMN – COIS 2620H – Systems analysis and design (see Computing & Information Systems)

ADMN 315H – Advertising

Students will learn how advertisements work, the many techniques used in advertising, and the impact of advertisements on the individual and society. The power of image and identity ads are emphasized. Prerequisite: ADMN 210H or 310H.

ADMN 316H – Branding

This course introduces the concept of branding and reviews the theoretical approaches guiding the management of the branding process. Students will learn, through tales of best practice, the tools to create and sustain brands via integrating strategic marketing with marketing communications. Prerequisite: ADMN 210H or 310H. Strongly recommended: ADMN 315H.

ADMN 317H – Introduction to retail marketing

This course will introduce students to retailing and will provide an understanding of the types of businesses, strategies, operations, formats and environments through which retailing are carried out. Prerequisite: ADMN 210H or 310H.

ADMN 320H – Financial management

A survey of the fundamental concepts of corporate finance including: the tax environment, financial planning and control, working capital management, capital budgeting, the market for long term securities, debt and preferred shares, valuation and rates of return, and the cost of capital. These concepts will be applied to particular cases. Prerequisite: ADMN 100H, ADMN 101H, and ADMN 102.

ADMN 322H – Organizational selection in the Canadian workplace

This course is designed to help students understand the matching process that takes place between individuals and organizations. It seeks to understand the principles, issues, trends and legislative requirements affecting the recruitment and selection process. Prerequisite: ADMN 222H and 223H.

ADMN 323H – Leadership, training and development: A cross-cultural approach

This is an interdisciplinary course which deals with training and development from a cross-cultural perspective. Particular attention is given to theory and results of relevant comparative and organizational research. Coaching, leadership and workplace diversity are important components of this course. Prerequisite: ADMN 222H and 223H.

ADMN 325H – The legal environment of business

The course will direct itself to the legal limits in which business operates and the laws with which business decisions must comply. The course utilizes actual case decisions and engages in examination of public and private law, and contemporary issues in terms of human rights, the Charter, administrative law, and employment issues in relation to the operation of a business. Prerequisite: ADMN 100H and 101H or permission of the instructor.

ADMN 326H – Perspectives on occupational health and safety

This course will focus on the legislative, technical, political, and social issues associated with the effective management of occupational health and safety concerns in contemporary Canadian organizations. Prerequisite: ADMN 222H and 223H or permission of the instructor.

ADMN 327H – Human resource planning

This course provides an understanding of the essential elements of the human resource planning process in organizations. Students will acquire knowledge in analyzing and programming for human resource requirements in the challenging environment of technological change, corporate repositions, rightsizing, cost containment, and pro-structuring improvements. Prerequisite: ADMN 222H and 223H.

ADMN 328H – Motivation and compensation systems

The purpose of this course is to provide the student with an understanding of the process, issues and techniques involved in developing and administering compensation programs. Students will gain knowledge of the theoretical and applied aspects of the compensation function, the linkage between the compensation function and the overall management process. Prerequisite: ADMN 222H and 223H.

ADMN 330H – Personal ethics in organizations and business

This course is an introduction to personal ethics in business and organizations. Major theories of ethics will be applied to case studies. Students will learn to identify ethical issues, to reflect on their own values, and to support their ideas with rational discussion. Prerequisite: completion of nine credits consisting of at least 3 ADMN credits including ADMN 100H and 101H.

ADMN – SOCI 333H – Social organizations (see Sociology)

ADMN 341H – Communications in organizations

Verbal and non-verbal communication, social cognition, self-perception/concept, conflict theory, and their relevance to life in groups and organizations. Prerequisite: ADMN 100H and 101H or permission of the instructor.

ADMN 342H – Entrepreneurship

This course will focus on issues and questions of entrepreneurship and entrepreneurs, covering issues ranging from the creation and development of business ideas and models to sociological, psychological and economic considerations of the origin and function of entrepreneurs in business as well as nonprofit and community settings. Prerequisite: ADMN 251H or equivalent or permission of the instructor. Excludes ADMN 340.

ADMN 343H – New venture planning and design

This course is a hands-on exercise in business planning, business design, and business management with a focus on start-up and small business contexts. Primary course work will be undertaken in the development of a feasible business plan, including structural, financial, marketing and human resource considerations. Prerequisite: ADMN 102. Excludes ADMN 340.

ADMN 344H – Introduction to the third sector – nonprofit and nongovernmental organizations

This course introduces the “third sector” – organizations variously characterized as nonprofit, NGO, social enterprise and civil society. Special focus will be on organizations in health, social development, environment and international development domains. Prerequisite: ADMN 100H and ADMN 101H or permission of the instructor. Prerequisite: 10 credits.

ADMN 350 – Politics of budgeting

Planning, budgeting and control are studied from a critical, deconstructionist perspective. Extended attention is given to budgeting as the most pervasive, problematic enactment of planning and control, to achieve an integrative understanding of the political and behavioural. Prerequisite: ADMN 251H or equivalent and ADMN 102.

ADMN 355H – Operations management, concepts and cases

This course is concerned with how organizations transform inputs into outputs, taking a systems approach to organizations. Students will learn to recognize and analyze operations of both service and manufacturing organizations, addressing the design of both types of organizations and the management of quality, inventory, and supply change issues. Prerequisite: ADMN 102, ADMN – ECON 220H and ADMN 251H or permission of instructor.

ADMN 3600H – International business

Many organizations have become multinational, even small organizations. This course addresses how firms enter new markets for producing or marketing from a strategic and societal perspective. Topics include exporting strategies, trade barriers, local markets, virtual entry strategies, strategic alliances, contract manufacturers, market-oriented alliances, joint venture, cross-border acquisitions and wholly-owned subsidiaries. Prerequisite: ADMN 100H, 101H, 251H and ECON 311H. Excludes ADMN 398H.

ADMN 3700H – Investments

This course offers an introduction to the fundamental principles and concepts of the financial markets and instruments available in Canada. The course emphasizes understanding the investment background; developments in investment theory; valuation principles and practices, and ethical investments. Prerequisite: ADMN 102, 202H and 320H. Excludes ADMN 396H.

ADMN 3710H – Taxation

This course provides an opportunity for more intensive or broader study of the fundamental principles, concepts, and application of Canadian Federal income tax legislation. The course emphasizes understanding of the conceptual structure of the *Income Tax Act* and the application of its rules to practical cases. Prerequisite: ADMN 102 and 202H. Excludes ADMN 397H.

ADMN – COIS 3750H – Online business principles (see Computing & Information Systems)**ADMN 395 – Special topics**

For course details offered in a particular academic year please contact the program office.

ADMN – INDG 3959H – Special Topic: The meaning of work in the contemporary world (see Indigenous Studies)**ADMN 400 – Strategic management**

The course focuses on the definition and analysis of strategic problems faced by business and government organizations in adapting to changes in their internal and external environments. Students will be expected to draw broadly on knowledge and skills developed over their first three years. Restricted to single- and joint-major students in Business Administration who have completed

at least 13 credits consisting of at least 5 ADMN credits including 210H or 310H and ADMN 330H or permission of instructor.

ADMN 410 – Management thought

The course is an exploration of the intersection and interconnectedness of management theory, personal values, attitudes and beliefs and managerial action. This guided exploration in this often invisible landscape is undertaken using a variety of material: classical and contemporary writings on management, art, literature and film. Restricted to single- and joint-major students in Business Administration who have completed at least 13 credits consisting of at least 5 ADMN credits including 210H or 310H and ADMN 330H or permission of instructor .

ADMN – PHIL 420 – Business ethics

This course examines the ethical issues encountered in business, corporations and other organizations, and the ethical issues raised by contemporary capitalism. The purpose of the course is to encourage identification and careful reflection on moral problems. Prerequisite: Restricted to single- and joint-major students in Business Administration who have completed at least 13 credits consisting of at least 5 ADMN credits including 210H or 310H and ADMN 330H or permission of instructor (or standing in the Philosophy Honours or General degree with an Emphasis in Applied Ethics); ADMN 330H or both PHIL 105 and 230.

ADMN 445H – Perspectives and practices for organizational sustainability

This course introduces students to the “triple bottom line” approach by defining sustainability in organizations as balanced progress towards economic performance, social justice and environmental quality. The course examines approaches and methods of the sustainability paradigm, and how they are used in a variety of areas. Prerequisite: Restricted to single- and joint-major students in Business Administration who have completed at least 13 credits consisting of at least 5 ADMN credits including 210H or 310H, ADMN 251H and ADMN 330H or permission of the instructor.

ADMN 4600H – International human resource management

This course covers international aspects of HRM including cross-cultural and comparative management. The objective is to help students learn to plan, implement, and evaluate IHRM programs that will be effective for organizations operating abroad. Topics covered include globalization and culture, IHRM roles, international assignments, sustainable multinational strategies, and cross-cultural management. Restricted to single- and joint-major students in Business Administration who have completed at least 13 credits consisting of at least 5 ADMN credits including 210H or 310H, ADMN 223H and ADMN 330H or permission of instructor. Excludes ADMN 496H.

ADMN 465 – Family business

In an intensive seminar format, the course examines the current literature on family business, with specific attention to problem identification and theory development. Research methodologies appropriate to qualitative field work are reviewed to support individual and team-based field work. Restricted to single- and joint-major students in Business Administration who have completed at least 13 credits consisting of at least 5 ADMN credits including 210H or 310H and ADMN 330H or permission of instructor.

ADMN 482, 483H – Community-based research project

Students are placed in research projects with community organizations in the Peterborough area. Each placement is supervised jointly by a faculty member and a representative of a community organization. For details see “Community-Based Education Program” (p. 226). Prerequisite: Approval of Director of the program normally before early registration.

ADMN 490 – Reading course

Open only to single- and joint-majors in the Business Administration program who have completed at least 13 credits consisting of at least 5 ADMN credits including 210H or 310H and ADMN 330H. This course provides an opportunity for more intensive or broader study of a selected topic under the guidance of a faculty member. Prerequisite: permission of the instructor and director of the program at the time of early registration.

ADMN 491H, 492H, 493H – Reading course

Open only to single- and joint-majors in the Business Administration program who have completed at least 13 credits consisting of at least 5 ADMN credits including 210H or 310H and ADMN 330H. This course provides an opportunity for more intensive or broader study of a selected topic under the guidance of a faculty member. Prerequisite: permission of the instructor and director of the program at the time of early registration.

ADMN 495, 497H, 498H – Special topic

For course details offered in a particular academic year please contact the program office.

Canadian Studies

Telephone: (705) 748-1011 ext. 1817
 Fax: (705) 748-1715

E-mail: canadianstudies@trentu.ca
 Web: www.trentu.ca/canadianstudies

Professor, Canada Research Chair, and Chair of the Department

B. D. Palmer, M.A., Ph.D. (SUNY, Binghamton), F.R.S.C.

Founding President and Vanier Professor Emeritus

T. H. B. Symons, O.C., B.A. (Toronto), M.A. (Oxford), LL.D. (Concordia, Dalhousie, Laurentian, Manitoba, Mount Allison, New Brunswick, Prince Edward Island, Trent, Wilfrid Laurier, York), D.U. (Ottawa), D.Litt. (Colombo), Diplôme d'Études collégiales (Dawson), F.R.S.C.

Professors

J. S. Milloy, B.A. (St. Patrick's), M.A. (Carleton), D.Phil. (Oxford) (*on leave 2008–2009*);

J. E. Struthers, M.A. (Carleton), Ph.D. (Toronto),

Associate Professors

S. Chivers, B.A. (Calgary), Ph.D. (McGill) (*on leave 2008–2009*); **M. Lacombe**, B.A. (McGill), M.A., Ph.D. (York)

Assistant Professors

D. Bhandar, M.A., Ph.D. (York) (*on leave Winter term*); **J. Greene**, B.A. (Manitoba), M.A. (Wilfrid Laurier), Ph.D. (Queens)

Adjunct Faculty

S. D. Grant, M.A. (Trent); **S. G. D. Smith**, B.A. (McGill), M.A., B.Litt. (Oxford), D.Litt. (Trent)

Associated Faculty

Anthropology: **J. Harrison** (*on leave 2008–2009*), **A. Keenleyside**, **M. Munson**, (*on leave 2008–2009*) **J. So**, **S. M. Jamieson** (*on leave Winter term*). *Cultural Studies*: **J. Bordo**, (*on leave 2008–2009*) **S. H. W. Kane**, **D. Torgerson**. *Economics*: **B. Lew** (*on leave Winter term*), **J. Muldoon**. *English Literature*: **G. A. Johnston**, **O. S. Mitchell**, **J. E. Neufeld**, **M. A. Peterman**, **Z. H. Pollock** (*on leave Winter term*), **M. Steffler** (*on leave 2008–2009*). *Environmental & Resource Science/Studies*: **S. Bocking**, **S. Hill**, **T. Whillans**. *Geography*: **A. G. Brunger**, **S. Wurtele**. *History*: **D. Anastakis**, **D. C. Belanger**, **J. Miron**, **J. Sangster** (*on leave 2008–2009*), **S. C. Varty**, **K. Walden**, **R. A. Wright**. *Politics*: **N. Changfoot**, **D. Torgerson**. *Sociology*: **G. Balfour**, **D. Clarke**, **J. Conley**, **B. L. Marshall**, **D. White**. *Women's Studies*: **M. Hobbs**.

Professor Emeriti

J. H. Wadland, M.A. (Waterloo), Ph.D. (York); **A. Wilson**, M.A. (Dalhousie), Ph.D. (Toronto)

Through a critical interdisciplinary examination of themes such as sovereignty, nationalism, indigeneity, regionalism, multiculturalism, immigration, labour, and peacekeeping, as well as by exploring representations of Canada in film, art, and literature, Canadian Studies fosters a greater understanding of the diverse and often contested meanings of the Canadian experience and Canadian citizenship.

Notes

- Students normally must have completed fifteen credits before enrolling in a 400-level course in Canadian Studies. Exceptions are by the permission of the instructor only, with notice to the chair of the program.
- For the Diploma program in Canadian Studies, see below.
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in Canadian Studies, if they have met the requirements for the joint-major General degree (see below).

BACHELOR OF ARTS PROGRAM IN CANADIAN STUDIES

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- At least one Indigenous Studies credit is included in degree requirements for the B.A. program in Canadian Studies. If cross-listed with Canadian Studies it may also count as one of the credits in Canadian Studies required for the degree. As of 2004–2005, CAST – GEOG – ERST – INDG 204 may not be counted for this purpose.
- The program brochure provides detailed information on course options, scholarships and prizes,

reading course requirements and graduate studies.

- Students who have taken CAST – HIST 101 may count it as equivalent to CAST 100 for the fulfillment of their Canadian Studies degree requirements.

The single-major Honours program. At least 9 credits in Canadian Studies. The program must include:

- 2 CAST credits consisting of CAST 100 and CAST – POST – SOCI 300
- 1 CAST credit from CAST – WMST 200 or CAST – GEOG – ERST – INDG 204
- 1 CAST credit from CAST – HIST 302 or CAST – ENGL 352
- 5 CAST credits in addition to the above, at least 3 at the 400-level
- 1 credit in INDG

The joint-major Honours program. At least 7 credits in Canadian Studies. The program must include:

- 2 CAST credits consisting of CAST 100 and CAST – POST – SOCI 300
- 1 CAST credit from CAST – WMST 200 or CAST – GEOG – ERST – INDG 204
- 1 CAST credit from CAST – HIST 302 or CAST – ENGL 352
- 3 CAST credits in addition to the above, at least 2 at the 400-level
- 1 credit in INDG

The single-major General program. At least 6 credits in Canadian Studies. The program must include:

- 2 CAST credits consisting of CAST 100 and CAST – POST – SOCI 300
- 1 CAST credit from CAST – WMST 200 or CAST – GEOG – ERST – INDG 204
- 1 CAST credit from CAST – HIST 302 or CAST – ENGL 352
- 2 CAST credits in addition to the above
- 1 credit in INDG

The joint-major General program or minor. At least 5 credits in Canadian Studies. The program must include:

- 1 CAST credit consisting of CAST 100
- 1 CAST credit from CAST – WMST 200 or CAST – GEOG – ERST – INDG 204 or CAST – POST – SOCI 300
- 1 CAST credit from CAST – HIST 302 or CAST – ENGL 352
- 2 CAST credits in addition to the above
- 1 credit in INDG

DIPLOMA IN CANADIAN STUDIES

The Canadian Studies program offers a Diploma for students who wish to undertake a single academic year (September – April) focussed directly upon Canadian political economy, society, environment and culture. Students wishing to enroll in the Diploma program must apply, in writing, to the chair of the program, indicating course preferences. As the number of spaces is limited, acceptance is not automatic. A committee made up of faculty members teaching in the Canadian Studies program, selects the successful candidates in consultation with the Admissions Committee.

Eligibility

Applicants must either be students registered in, or graduates of, an accredited post-secondary educational institution normally other than Trent University. An official transcript, including evidence of the content of courses completed and grades received must accompany the application.

Language requirements

In accordance with University regulations applicants must have a competence in written and spoken English. Facility in the French language is desirable but not compulsory.

Special events

All students admitted to the Diploma program attend field trips, films, special lectures and conferences as part of their curricular activity.

Visas, fees and accommodation

International students admitted to the Diploma program are expected to make their own arrangements for visas, financing and accommodation during the year at Trent. Nevertheless, every effort will be made to assist in this process.

The Diploma

The Diploma is awarded in the Spring. With it is included a Trent University transcript identifying all courses undertaken and grades received. Upon successful completion of the Diploma, students may apply for admission to the B.A. program in Canadian Studies. Credits earned in the Diploma program are transferable to the B.A. degree.

Courses

- The Diploma program consists of four credits including CAST 100 and one credit from each of the categories below.
- Students must obtain C- (60%) or better in each of the courses in the program to qualify for the Diploma.
- For students taking a fifth credit, INDG 100 is recommended.

A		B		C	
Studies in the Social Sciences		Studies in Regionalism and the Environment		Studies in Culture	
102	371H	204	324	200	383
201	373H	221H	326H	228H	403
211H	384H	222H	332H	2360	408H
235	387H	230	333H	253	420
255	388H	232	337H	254	426
260H	3962H	250	363H	266	435
261H	400	263H	364H	267H	445
270	424	274H	372H	275H	455
271H	425	285	376H	3071H	466
300	440	302	378H	3072H	475
304	443	305H	380H	316	4040
308	450H	310	407	325	4210
309	460H	315	467H	352	4290
322H	476			356	4570
341H	477			361H	4955
362H					
366H					

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

CAST 100 – Producing Canada

This course will provide interdisciplinary approaches to the social, political, economic and cultural production of Canada. Themes will include nationalism, immigration, citizenship, globalization, labour, peacekeeping, film, art and literary productions of Canada. These topics will allow us to understand, through the concept of production, how ideas of Canada are made material.

CAST – HIST 102 – Nation and citizenship: interpreting Canada (see History)

CAST – WMST 200 – Documenting Canada

This course explores attempts to document “real” aspects of Canadian life in order to question how we think we know about Canada. We will discuss the genres of documentary film, poetry, and prose, the questions of power they raise, and the forms of creativity they generate. Excludes ENGL 3550.

CAST – POST 201 – Canadian politics (see Politics)

CAST – ERST – GEOG – INDG 204 – Canada: The land

An interdisciplinary enquiry into the function and idea of the land in Canadian traditions. Themes include Aboriginal rights, settlement, sources of land law, post-colonialism, regionalism, urban/rural conflict over natural resource extraction and waste disposal, sustainability, environmental racism, energy, climate change, and representations of land and landscape in literature and the visual arts.

CAST – WMST 211H – The history of feminism in Canada (see Women’s Studies)

CAST – HIST – POST 221H – “Empire Ontario” 1867 – 1945

Ontario as a political, economic and cultural region. Provincial political culture and state formation; writers and artists; farms, factories and cities; education policy; First Nations; the provincial north; Ontario in the Great Depression; Ontario and Canada.

CAST – HIST – POST 222H – Ontario since 1945: From the “common good” to “common sense”

Transformations in Ontario politics, culture, social and economic life from the Second World War to the present. Themes include immigration, human rights, Toronto’s growth, the Ontario north, economic restructuring from the Autopact to NAFTA, health, education, and social policy, and the impact of the common sense revolution. Excludes CAST – HIST 221 and CAST – HIST – POST 221H.

CAST – HIST – POST 228H – Canada in the 1960s: Irony and identity

The course explores the 1960s, a decade of shifting meanings of “Canadian.” The accent is on the ironies of Canadian identity. Topics include fiscal policy; youth cultures; the women’s movement; racial identity and the Chuvalo-Ali fight; sex scandals and politics; working-class revolt; upheavals in Quebec; and the challenge of aboriginal rights.

CAST – HIST 230 – The making of Canada, 1760 – 1873 (see History)**CAST – INDG – CUST 2300 – Introduction to the key concepts and issues in post-colonial theory****CAST – INDG – HIST 2305 – Colonial encounters** (see Indigenous Studies)**CAST – HIST 232 – The history of education in the 19th and 20th century** (see History)**CAST – HIST 2360 – Canadian history through murder, execution, assassination and suicide from Confederation to the War on Terror** (see History)**CAST – ERST 250 – Environmental and resource management: Canadian perspectives** (see Environmental & Resource Science/Studies)**CAST – ENGL 2500 – Foundations in Canadian literature** (see English Literature)**CAST – ANTH – INDG 253 – Aboriginal art of North America** (see Anthropology)**CAST – HIST 254 – Canada and the modern experience** (see History)**CAST – HIST – INDG 255 – History of the Indians of Canada**

A study of Indigenous involvement in the fur trade and imperial politics of the eighteenth century, the development of European “civilizing” policies and the growth and ideology of the modern Indigenous political movement. Prerequisite: CAST 100 or INDG 100 or HIST 100 or permission of the instructor.

CAST – HIST – INDG 256 – First Nations and Metis of Western Canada (see Indigenous Studies)**CAST – ECON 260H – Canadian economic development I** (see Economics)**CAST – ECON 261H – The Canadian economy** (see Economics)**CAST – GEOG 263H – Historical geography** (see Geography)**CAST – ENGL – WMST 266 – Canadian women’s writing**

Survey of Canadian women’s prose fiction and life-writing from the nineteenth century to the present. Includes mainstream authors such as Moodie, Montgomery, Laurence, Munro and Atwood; less well known Indigenous, immigrant and (translated) francophone writers; and recent work by young authors.

CAST – INDG – HIST 270 – History and politics of the Métis (see Indigenous Studies)**CAST – GEOG 271H – Cities: An introduction to urban geography** (see Geography)**CAST – WMST 274H – Women in Canada: Region and place**

Exploration of place and region in the lives of Canadian women, as represented through women’s history and literature. Excludes CAST – WMST 275.

CAST – WMST 275H – Women in Canada: Women and the arts

Selected studies in Canadian women’s artistic expression, with particular attention to the visual arts and life-writing. Includes fiction about gender and the arts in Canada. Excludes CAST – WMST 275.

CAST – POST – SOCI 300 – Reading the social: Space, difference, and power in Canada

An interdisciplinary study of the social practices of space, race, community, identity and difference in Canada. First term: We “unmap” the relationship between place and identity through selected case studies from British Columbia, Atlantic Canada, and the North. Second term: We examine immigration, multiculturalism, globalization and diaspora.

CAST – HIST 302 – Quebec since 1867 (see History)**CAST – HIST 304 – Canada and the world since 1900** (see History)

- CAST – POST – SOCI 305H – Society and politics in Quebec** (see Politics)
- CAST – HIST 306 – Canadian intellectual history** (see History)
- CAST – HIST 3071H – Public history I** (see History)
- CAST – HIST 3072H – Public history II** (see History)
- CAST – HIST 308 – Business history: The Canadian experience in international perspective** (see History)
- CAST – POST 309 – Law and constitutional issues** (see Politics)
- CAST – ERST – POST 310 – Public policy and the Canadian environment** (see Environmental & Resource Science/Studies)
- CAST – ERST – WMST 315 – Women, health and the environments** (see Women's Studies)
- CAST – HIST – WMST 316 – Canadian women's history** (see History)
- CAST – POST 321H – Ordering world politics II: Canadian foreign policy in the 20th century and beyond** (see Politics)
- CAST – GEOG – WMST 322H – Gender, society and space** (see Geography)
- CAST – HIST 324 – Canada: The North**
The historical and contemporary Canadian North in both its arctic and sub-arctic contexts. Emphasis will be intellectual and social.
- CAST – FREN 325 – Théâtre et poésie du Québec** (see French studies)
- CAST – POST 326H – North American Politics** (see Politics)
- CAST – GEOG 332H – Settlement geography** (see Geography)
- CAST – ERST – GEOG 333H – Wilderness resources** (see Geography)
- CAST – ERST 334H – The Canadian food system: A community development approach** (see Environmental & Resource Science/Studies)
- CAST – GEOG 337H – Critical geography of tourism** (see Geography)
- CAST – ENGL – INDG 3481H – Studies in Indigenous fiction** (see English Literature)
- CAST – ENGL – INDG 3483H – Studies in Indigenous poetry** (see English Literature)
- CAST – ENGL 3501H – Studies in Canadian literature: Landscapes** (see English Literature)
- CAST – ENGL 3503H – Studies in Canadian literature: Genres** (see English Literature)
- CAST – ENGL 3505H – Studies in Canadian literature: Communities** (see English Literature)
- CAST – ENGL 352 – Literary Landscapes of Montreal**
This course looks at literature (poetry, fiction and life-writing) from the 19th century to the present. English-language and translated French-language texts are read in relation to changing contexts for Montreal literary, cultural and intellectual landscapes. Excludes CAST – ENGL 352H,
- CAST – CUST 356 – Landscape, wilderness and the environmental witness** (see Cultural Studies)
- CAST – POST 362H – Democratic strategy and public policy** (see Politics)
- CAST – GEOG 363H – Historical geography of Canada before 1900** (see Geography)
- CAST – GEOG 364H – Geography of the Polar regions** (see Geography)
- CAST – POST 366H – Canadian political economy**
This course interrogates the political economy tradition in Canada from its roots to more contemporary approaches, examining the dynamics of Canadian economic, political and social development. It addresses issues associated with the development of a resource based and branch-plant economy, globalization and continental integration, and inequality, discrimination and social justice. Prerequisite: POST 201, 220, 223, 240 or permission of the instructor.
- CAST – POST – WMST 367 – Women and politics in Canada** (see Politics)
- CAST – GEOG 371H – Urban planning** (see Geography)
- CAST – GEOG – ERST 372H – Urban environments** (see Geography)
- CAST – GEOG 373H – Urban social geography** (see Geography)
- CAST – GEOG 376H – The rural-urban fringe** (see Geography)
- CAST – ERST – ECON 378H – Canadian renewable resource economics** (see Environmental & Resource Science/Studies)

CAST – GEOG 380H – Regional economic geography of Canada (see Geography)

CAST 381, 382H, 383H – Community-based research project

Students are placed in research projects with community organizations in the Peterborough area. Each placement is supervised jointly by a faculty member and a representative of a community organization. For details see “Community-Based Education Program” (p. 226).

CAST – FREN 383 – Le roman québécois (see French Studies)

CAST – ECON 384H – Health economics (see Economics)

CAST – SOCI – WMST 386H – Gender, race and class (see Women’s Studies)

CAST – SOCI – WMST 387H – Immigrant women in Canada (see Women’s Studies)

CAST – SOCI 388H – Selected topics in Canadian social structure (see Sociology)

CAST 390, 391H, 392H, 393H – Reading courses

A structured course arranged between student and instructor, approved by the chair of the program, involving independent study of material. Regular meetings and detailed written work. See program brochure for further details and requirements.

CAST – HIST 3957 – Canada west: a history (see History)

CAST – WMST 3962H – Women and the Law (see Women’s Studies)

CAST – HIST – INDG 400 – Research seminar in Indigenous history

The seminar will focus on ethnohistorical method and Indigenous historiography. The course and course work is structured to give students experience in all the elements involved in producing a piece of professional historical research. Prerequisite: INDG 100, CAST 100 or HIST 100

CAST 401 – Single credit Honours thesis

Arrangements to be made through the chair of the program.

CAST 402D – Honours thesis

A double credit. Arrangements to be made through the chair of the program.

CAST – HIST 403 – History of night (see History)

CAST – HIST 4040 – Issues in the history of Canadian foreign policy (see History)

CAST – POST 405 – Contemporary Canadian problems (see Politics)

CAST – HIST 407 – The Canadian-American frontier (see History)

CAST – HIST 420 – Canadian images

This course explores ways of seeing, looking at and representing Canada and its cultures in visual media, including painting, photography, the graphic arts, and video art. Analysis is nested in the traditions of Canadian art history and the international literature on theories of visual culture.

CAST – HIST 4210 – The car in history: business, culture, society and the automobile in North America (see History)

CAST – IDST – POST 424 – Canada, globalization, and international development (see International Development Studies)

CAST – HIST – INDG 425 – The evolution of the settlement commonwealth (see Indigenous Studies)

CAST – FREN 426 – Étude approfondie du théâtre et de la poésie du Québec (see French Studies)

CAST – HIST 4290 – Conflict and convergence: Canadian-American relations since 1776 (see History)

CAST – HIST – POST 435 – History of the radical book in Canada, 1860 – 1970

This course reviews the history of the radical book in Canada from the 1860s and Confederation to the 1960s and upheavals associated with the struggle for a just society and the explosion of an independence movement in Quebec.

CAST – POST 440 – Space, power and citizenship

By engaging in debates found in cultural studies, political and social theory, this course is designed to question the negotiation of contemporary citizenship practices inclusive of multicultural citizenship, feminist citizenship, sexual citizenship, Aboriginal citizenship and post-national articulations of citizenship.

CAST – POST – WMST 443 – Women, the welfare state and globalization in Canada (see Women’s Studies)

CAST – SOCI 445 – The media and communications in Canada (see Sociology)

CAST – ANTH 450H – Anthropology of race and racism (see Anthropology)

CAST – ENGL 4500/4501H Research seminar in Canadian literature (see English Literature)

CAST – SOCI – WMST 455 – The dynamics of difference: Gender, disability, and Canadian cultural representations

This course explores how difference – especially who is labelled “different” – changes according to social, political and cultural factors and interests. We will focus on disability and its intersection with other identity-based categories including gender, race, and sexuality. Readings come from Canadian literature and film, critical theory, social policy and the mass media.

CAST – ERST – POST 460H – Public policy in global perspective (see Environmental & Resource Science/Studies)

CAST – ENGL – WMST 466 – Representations of the other in contemporary Canadian writing

Advanced studies in modern and contemporary Canadian fiction, with particular attention to Aboriginal, racial-ethnic minority, francophone, and women writers and their relationship to the so-called mainstream of Canadian literature.

CAST – ERST – HIST 467H – Environmental history (see Environmental & Resource Science/Studies)

CAST – HIST 475 – History of everyday life (see History)

CAST-HIST 476 – Canadian and Australian working class history

This course will compare and contrast working class history in Canada and Australia from the mid-nineteenth century to the present. Issues of class, gender and ethnicity will be a focus. Topics will include the Industrial Workers of the world, sex work, Aboriginal labour, the New Left and the labour process.

CAST – HIST – POST 477 – Studies in Canadian social policy

This course examines the evolution of social policy from the 19th to the 21st century. Governmental, professional and organizational responses to poverty, health care, old age, children’s rights, mental illness, physical disability, family fragmentation, and caregiving.

CAST – HIST 478 – North American popular culture (see History)

CAST – HIST 479 – Canadian intellectual history (see History)

CAST 481, 482H, 483H – Community-based research project

Students are placed in research projects with community organizations in the Peterborough area. Each placement is supervised jointly by a faculty member and a representative of a community organization. For details see “Community-Based Education Program” (p. 226).

CAST – FREN 483 – Étude approfondie du roman québécois (see French Studies)

CAST 485, 486H, 487H, 488H – Field course

A structured course of supervised activity in the field, including detailed written work. Arrangements to be made through the chair of the program.

CAST 490, 491H, 492H, 493H – Reading course

A structured course arranged between student and instructor, approved by the chair of the program, involving independent study of material. Regular meetings and detailed written work. See program brochure for details and requirements.

CAST 495, 496H, 497H, 498H – Special topics

CAST – HIST 4950 – Descent into war in Canada, 1939–1940 (see History)

CAST – HIST – WMST 4955 – Special Topic: Women, gender and the family in Canadian history (see History)

Chemical Physics

Program Co-ordinators

Chair of the Chemistry Department

To be named

Chair of the Department of Physics & Astronomy

D.R. Patton, B. Math (Waterloo), Ph.D. (Victoria)

Professors

See listing of faculty in Chemistry, Mathematics and Physics & Astronomy

The Chemical Physics program is designed for students who are interested in the study of the physics and physical chemistry of molecular and atomic-scale systems, and condensed matter. Course emphasis is on the physics and physical chemistry of atomic, molecular and bulk systems, as well as the mathematical techniques and approaches needed to do quantitative work in these areas. A Chemical Physics education at Trent involves working closely with faculty and staff in formal lecture and informal laboratory and tutorial/workshop settings. Students enroll in either a General or an Honours program. Honours research projects offer an opportunity for students to obtain first-hand experience in modern chemical physics research design and methods.

Note

- There is no minor in Chemical Physics.

BACHELOR OF SCIENCE PROGRAM IN CHEMICAL PHYSICS

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The Chemical Physics program is a sequence of courses offered by the departments of Chemistry, Physics & Astronomy and Mathematics that compose an integrated whole. It is not available as a joint-major degree.
- For information on individual courses see calendar entries for Chemistry and Physics & Astronomy.
- Students wishing to transfer to a single-major program in Chemistry or Physics should consult the chair of the appropriate department when they have successfully completed 8 to 10 course credits.

The Honours program. At least 14 credits in Chemistry, Physics and Mathematics. The program must include:

- 3 CHEM credits consisting of CHEM 1000H and 1010H (100); 2500H and 2510H (200); 3500H (301H) and 3510H (302H)
- 1 CHEM credit from CHEM 4500H (401H), 4510H (408H), 4220H (423H), or 4400H (441H)
- 4 PHYS credits consisting of PHYS 100, 202H, 203H, 3210 and 400
- 3 MATH credits consisting of MATH 1100 (110), 2110H (201H), 2120H (202H), 2150H (205H) and 3150H (305H)
- 2 CHEM, PHYS or MATH credits in addition to the above at the 4000 (400)-level
- 1 CHEM, PHYS or MATH credit in addition to the above, beyond the 1000 (100)-level

The General program. At least 10 credits in Chemistry, Physics and Mathematics. The program must include:

- 2 CHEM credits consisting of CHEM 1000H, 110H (100), 2500H and 2510H (200)
- 1 CHEM credit from CHEM 3500 (301H), 3510 (302H), 4500H (401H), 4510H (408H), 4220H (423H) or 4400H (441H)
- 3 PHYS credits consisting of PHYS 100, 202H, 203H and 3210 (321)
- 3 MATH credits consisting of MATH 1100 (110), 2110H (201H), 2120H (202H), 2150H (205H) and 3150H (305H)
- 1 CHEM, PHYS or MATH credit in addition to the above, beyond the 1000 (100)-level

Chemistry

Telephone: (705) 748-1011 ext. 7505
 Fax: (705) 748-1625

E-mail: chemistry@trentu.ca
 Web: www.trentu.ca/chemistry

Chair of the Department

To be named

Professors

P. Dillon, M.Sc., Ph.D. (Toronto); **H. Hintelmann**, B.Sc., Ph.D., (Hamburg); **E. G. Lewars**, B.Sc. (London), Ph.D. (Toronto); **J. M. Parnis**, B.Sc., Ph.D. (Toronto); **I. Svishchev**, M.Sc. (Moscow State), Ph.D. (USSR Academy of Sciences)

Associate Professors

S. P. Rafferty, B.Sc. (Waterloo), Ph.D. (British Columbia); **A. J. Vreugdenhil**, B.Sc. (Queen's), Ph.D. (McGill)

Assistant Professors

D. A. Ellis, B.Sc. (Glasgow), M.Sc. (Aberdeen), M.Sc. (Toronto), Ph.D. (Toronto); **C. Guéguen**, M.Sc. (Western Brittany), Ph.D. (Geneva); **J. Yee**, B.Sc. (Toronto), M.Sc. (Queen's), Ph.D. (British Columbia)

Adjunct Faculty

R. C. Makhija, M.Sc., Ph.D. (Lucknow), C.Chem., FCIC

Senior Demonstrator

H. Al-Haddad, B.Sc. (Baghdad), Ph.D. (Strathclyde), C.Chem.

Demonstrators/Technicians

B. Best, B.Sc. (Trent); **J. Carswell**, B.Sc. (Trent), **T. Hayward**, B.Sc. (Trent), M.Sc. (Queen's); **S. Landry**, B.Sc. (Trent), **J. LaPlante**

Professors Emeriti

P. F. Barrett, M.Sc. (Queen's), Ph.D. (Toronto), FCIC; **S. A. Brown**, B.S.A. (Toronto), M.S., Ph.D. (Michigan State); **D. Mackay**, B.Sc., Ph.D. (Glasgow); **R. E. March**, B.Sc. (Leeds), Ph.D. (Toronto), FCIC; **K. B. Oldham**, Ph.D., D.Sc. (Manchester), FCIC; **A. H. Rees**, M.A., Ph.D. (Cambridge), M.A. (Oxford), Ph.D. (London), FCIC, MRCS; **R. A. Stairs**, B.Sc. (McGill), M.Sc. (Western Ontario), Ph.D. (Cornell), FCIC

Chemistry is the central discipline of science, with interdisciplinary links to all other physical and life science disciplines. The Chemistry department offers a comprehensive range of courses in the fundamentals of analytical, biochemical, environmental, inorganic, organic and physical chemistry. Upper-level courses include study in advanced fundamentals, as well as computational, bioinorganic and materials chemistry. Chemistry education at Trent involves working closely with faculty and staff in formal lecture and informal laboratory and tutorial/workshop settings. Students enroll in either a General or an Honours program. Many students in the Honours program choose to do a research project in which they obtain first-hand experience in modern chemical research design and methods.

Notes

- CHEM 1000H and 1010H (100) is a prerequisite for all upper-level Chemistry courses.
- A 4U Chemistry or equivalent is a prerequisite for CHEM 1000H and 1010H. Students without this prerequisite should contact the departmental office for advice before Early Registration.
- All students taking Chemistry courses that have a laboratory component will be expected to pay for breakage of equipment and/or glassware on a per-item basis, billed monthly to their student account.
- For the Biochemistry & Molecular Biology, Environmental Chemistry and Chemical Physics programs see the relevant sections of the calendar.
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in Chemistry, if they have met the requirements for the joint-major General degree (see below).

BACHELOR OF SCIENCE PROGRAM IN CHEMISTRY

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- The single-major Honours degree program in Chemistry is accredited by the Canadian Society for Chemistry.
- A maximum of two credits may be taken in Chemistry project courses.
- An average of 75% in all previous Chemistry courses and permission of the instructor are prereq-

uisites for CHEM 4010 (451); 4020D (452D); 4030 (456); and 4040D (457D).

- No more than two credits from thesis or project courses may be counted towards any degree offered wholly or jointly by the Chemistry department.

The single-major Honours program. At least 10.5 credit in Chemistry. The program must include:

- 5.0 CHEM credits consisting of CHEM 1000H and 1010H (100); 2500H and 2510H (200); 2100H and 2110H (212); 2400H (240H); 2200H (321H); 3200H (323H) and CHEM – BIOL 2300H (231H)
- 0.5 CHEM credit from CHEM – ERSC 3400H (342H) or 3410H (343H)
- 2.0 CHEM credits in addition to the above, at the 3000 (300)-level
- 3.0 CHEM credits at the 4000 (400)-level, including at least 1.5 credits in lecture courses
- 1.0 science credit at the 4000 (400)-level or 1.0 CHEM credit at the 3000 (300)- or 4000 (400)-level in addition to the above
- 1.0 credit consisting of PHYS 100
- 1.0 credit from MATH 1100 (110); or from MATH 1005H (105H) and one of MATH 1350H (135H) or 1550H (155H)
- 0.5 credit in MATH or COIS in addition to the above

The joint-major Honours program. At least 7 credits in Chemistry. The program must include:

- 1.0 CHEM credit consisting of either CHEM 1000H and 1010H or 100
- 2.0 CHEM credits at the 2000 (200)-level
- 2.0 CHEM credits at the 3000 (300)-level
- 2.0 CHEM credits at the 4000 (400)-level
- 1.0 credit from MATH 1100 (110); or from MATH 1005H (105H) and one of MATH 1350H (135H) or 1550H (155H)
- 0.5 credit from MATH or COIC in addition to the above

The single-major General program. At least 6 credits in Chemistry. The program must include:

- 1.0 CHEM credit consisting of either CHEM 1000H and 1010H or CHEM 100
- 2.5 CHEM credits consisting of either CHEM 2500H and 2510H or CHEM 200; either CHEM 2100H and 2110H or CHEM 212; and 2400H (240H)
- 2.5 CHEM credits in addition to the above, at least 2.0 beyond the 2000 (200)-level
- 1.0 credit in MATH

The joint-major General program or minor. At least 5 credits in Chemistry. The program must include:

- 1.0 CHEM credit consisting of either CHEM 1000H and 1010H or 100
- 2.0 CHEM credits at the 2000 (200)-level
- 2.0 CHEM credits at the 3000 (300)-level
- 1.0 credit in MATH

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

CHEM 1000H – Introductory Chemistry I

Essential aspects of general, molecular and intermolecular chemistry. Topics include atomic structure, bonding, equilibrium, acids-bases, gases, liquids, solutions and the solid state. Emphasis is on the relation between molecular and physical properties. Prerequisite: 4U Chemistry or equivalent or permission of the instructor (see notes). Excludes CHEM 100.

CHEM 1010H – Introductory Chemistry II

Essential aspects of physical, inorganic, organic and biological chemistry. Topics include redox chemistry, kinetics, thermodynamics and an introduction to inorganic, organic and biological chemistry. Prerequisite: CHEM 1000H or equivalent or permission of the instructor (see notes). Excludes CHEM 100.

CHEM 1700H – Introductory chemistry for the health sciences

An introduction to aspects of chemistry directly relevant to health professionals. A brief introduction to clinically relevant concepts of general chemistry will be followed by the study of functional groups commonly found in organic and pharmacologically important molecules. Emphasis on basic principles of biochemistry in living systems, foods and drugs. Prerequisite: 4U chemistry or equivalent. Open only to students enrolled in the B.Sc.N. program. Excludes CHEM 155H.

CHEM 2100H – Introductory Synthetic Organic Chemistry

An introduction and overview of organic compounds and reactions within synthetic methodology will be presented for alkanes, alkenes, alkynes and alkyl halides. The concepts of stereochemistry

will be introduced. The driving force behind reactions will be examined. Prerequisite: either CHEM 1000H and 1010H or 100 . Excludes CHEM 212.

CHEM 2110H – Introductory Physical Organic Chemistry

The thermodynamics and kinetics pertaining to mechanistic organic chemistry will be investigated with case example classes of compounds. The application and theory of MS, IR, UV and NMR spectroscopy in the structural determination of organic compounds will be introduced. Prerequisite: CHEM 2100H. Excludes CHEM 212.

CHEM 2200H – Transition metal chemistry

The bonding and structure of coordination compounds of the d-block transition metals; mechanisms of ligand exchange and redox reactions; physical and chemical properties of d- and f-block elements. Prerequisite: CHEM 2500H or 200. Excludes CHEM 321H.

CHEM – BIOL 2300H – Biochemical concepts

This course introduces key molecules and concepts in biochemistry. Topics include the properties of water, the behaviour of biomolecules in water, protein structure and function, and enzyme properties and regulation. Computer labs introduce students to molecular graphics and electronic accessing of biochemical information such as biomolecular structures, protein sequences, and scientific literature. Prerequisite: either CHEM 1000H and 1010H or 100 . Excludes CHEM 231H.

CHEM 2400H – Analytical chemistry

The theory of chemical equilibrium as it applies to chemical analysis; experiments in gravimetric and volumetric analysis. Prerequisite: either CHEM 1000H and 1010H or 100. Excludes CHEM 240H.

CHEM 2500H – Elements of Physical Chemistry: Quantum Mechanics and Reaction Kinetics

An introduction to the properties of atoms and molecules, and the theory and practice of chemical reaction kinetics. Prerequisite: either CHEM 1000H and 1010H or 100; MATH 1100 (110) or 1005H with permission of the instructor). Excludes CHEM 200.

CHEM 2510H – Elements of Physical Chemistry: Thermodynamics

An introduction to thermodynamics: the First and Second laws. The properties of gases, thermochemistry and principles of chemical equilibrium. Phase diagrams of typical materials. Prerequisite: CHEM 1000H and 1010H (100) and MATH 1100 (110); or MATH 1005H (105H) with permission of the instructor. Excludes CHEM 200.

CHEM – ERSC 2600 – Environmental chemistry

Chemical principles of environmental issues. Chemistry of the atmosphere, natural waters and soils. Organic and inorganic pollutants and their distribution in the environment; hazardous wastes. Water treatment methods. Prerequisite: either CHEM 1000H and 1010H or 100 Students are encouraged to enroll in CHEM 2500H and 2510H before or concurrently with CHEM 2600. Excludes CHEM – ERSC 241.

CHEM 3100 – Advanced organic chemistry

Structure and reactivity of reactants and transition states in the determination of thermodynamics and kinetics of chemical reactions. Introduction to potential energy surfaces as functions of molecular structure and as guides to understanding chemical reactions. There will be several hands-on computer-based exercises illustrating structural and mechanistic aspects of organic chemistry. Prerequisite: CHEM 2100H and 2110H (or 212). Strongly recommended: CHEM 2500H and 2510H (or 200). Excludes CHEM 310.

CHEM 3200 – Chemistry of the main-group elements

Structure and bonding in compounds of the main group elements, including symmetry and the correlation of physical and chemical properties with electronic structure. Qualitative comparison of the second-row elements with the heavier elements in the groups. Prerequisite: CHEM 2500H and 2510H (or 200). Excludes CHEM 323H.

CHEM – BIOL 3300H – The essence of metabolism

This course addresses the following question: how does life extract energy from its surroundings, and what does it do with this energy? Topics will include the nature of high-energy biomolecules, the pathways by which they are formed, their use in biosynthesis of other molecules, and how these pathways are regulated. Prerequisite: CHEM – BIOL 2300H (231H); CHEM 2100H and 2110H (or 212). Excludes CHEM – BIOL 331H.

CHEM – BIOL 3310H – Protein chemistry and enzymology

This course deals in detail with the properties of proteins, as well as their purification and biophysical characterization. It will also emphasize the catalytic properties of enzymes. In the laboratory component the student will design and execute their own enzyme purification scheme, extending the skills they obtained in CHEM – BIOL 3300H (331H). Prerequisite: CHEM – BIOL 3300H (331H). Excludes CHEM – BIOL 332H.

CHEM – ERSC 3400H – Spectrophotometry and spectroscopy

Modern analytical spectroscopic instrumentation, techniques and application to the analysis of organic, inorganic and biochemical contaminants with a particular focus on the forensic and environmental fields are addressed. Prerequisite: CHEM 2400H (240H). Strongly recommended: CHEM 2100H and 2110H (or 212). Excludes CHEM 342H.

CHEM – ERSC 3410H – Chromatography

Theory and practice of chromatography, sampling and quality control. Particular emphasis will be placed on applications in environmental analysis. Prerequisite: CHEM 2400H (240H). Excludes CHEM 343H.

CHEM 3500H – Quantum chemistry and spectroscopy

Fundamentals and applications of quantum mechanics in chemical systems and spectroscopy. Wave functions, rotational and vibrational motion, structure of atoms and molecules, bonding theories. Prerequisite: CHEM 2500H and 2510H (or 200) and MATH 1100 (110) or permission of the instructor. Recommended: MATH 2110H (201H) and MATH 2120H (202H) (or 200). Excludes CHEM 301H.

CHEM 3510H – Chemical thermodynamics and reaction kinetics

Modern chemical thermodynamics and kinetics. Introduction to statistical thermodynamics: molecular interpretation of entropy and internal energy. Reaction rate theories: gas phase, surface and solution kinetics. Prerequisite: CHEM 2500H and 2510H (or 200) and MATH 1100 (110) or permission of the instructor. Recommended: MATH 2110H (201H) and MATH 2120H (202H) or MATH 200. Excludes CHEM 302H.

CHEM 3600H – Advanced environmental chemistry I

This course focuses on the inorganic processes and on the chemistry at the terrestrial-aquatic interface. The principles and applications of chemical weathering, adsorption-desorption and redox reactions will be particularly emphasized. This course combines theory and environmental applications. Prerequisite: CHEM 2400H (240H) and CHEM 2600 (241). Excludes CHEM 344H.

CHEM 3610H – Advanced environmental chemistry II

This course focuses on the parameters controlling the natural water chemistry in surface and subsurface systems. These key processes involve chemical reactions and kinetics, pH control of equilibria, chemical speciation and photochemical processes. This course combines theory and environmental applications. Prerequisite: CHEM 2400H (240H) and 2600 (241). Recommended: CHEM 3600H (344H). Excludes CHEM 345H.

CHEM 4010 – Project course in chemistry

Study, usually involving experimental research, under the supervision of a faculty member including two seminars and a written thesis. At least eight hours per week. Prerequisite or co-requisite: two chemistry lecture half-courses at the 4000 (400)-level. Permission required. Contact co-ordinator as soon as possible and no later than the end of the previous Winter session. Excludes CHEM 451.

CHEM 4020D – Project course in chemistry

A double credit. About 16 hours per week; otherwise, as CHEM 4010. Excludes CHEM 452D.

CHEM 4030 – Project course in biochemistry

Study, usually involving experimental research, under the supervision of a faculty member, including two seminars and a written thesis. At least eight hours per week. Prerequisite or co-requisite: two CHEM or BIOL lecture half-courses at the 4000 (400)-level. Permission required. Contact co-ordinator as soon as possible and no later than the end of the previous Winter session. This course is only available to students who are pursuing the Biochemistry & Molecular Biology degree and may not be combined with more than one credit in a project course in any other discipline. Excludes CHEM 456.

CHEM – BIOL 4040D – Project course in biochemistry (double credit)

At least 16 hours per week; otherwise as CHEM 4030. May not be combined with any other project courses for credit toward the Biochemistry & Molecular Biology degree. Excludes CHEM 457D.

CHEM 4100H – Qualitative spectroscopic analysis

Application of UV-visible, infrared, nuclear magnetic resonance and mass spectrometry to the elucidation of molecular structure. Prerequisite: CHEM 2500H, 2510H, 2100H, 2110H (or 200 and 212). Excludes CHEM 410H.

CHEM 4110H – Modern organic synthesis

Retrosynthetic strategies for the preparation of complex molecules from accessible starting materials. Methods for carbon-carbon bond formation, reagents for oxidation and reduction, and the use of protecting groups. Introduction to information resources for organic chemistry. Prerequisite: CHEM 3100 (310). Excludes CHEM 412H.

CHEM 4120H – Computational chemistry

The use of molecular mechanics, semi-empirical *ab initio* methods in the investigation of molecular structure and reactivity. Prerequisite: CHEM 2500H, 2510H, 2100H, 2110H (or 200 and 212). Excludes CHEM 413H.

CHEM 4130H – Applications of NMR spectroscopy

This course focuses on the practical employment of NMR within organic, biochemical and environmental fields. It will provide a review of the basic theory and instrumentation of NMR, introduce simple 1D, followed by more complex 2 and 3D spectral acquisition and interpretation techniques, and will include heteronuclear elements. Prerequisite: CHEM 2100H, 2110H, 3400H (or 212 and 342H). Excludes CHEM 414H.

CHEM 4200H – Organometallic chemistry

Chemistry of organic and inorganic ligands at metallic centres including the carbon-metal bond, catalysis, organic ligand transformations and reactions at metallic centres. Prerequisite: CHEM 2200H (321H) or both CHEM 3200H (323H) and 4220H (423H). Excludes CHEM 421H.

CHEM – PHYS 4210H – Principles and applications of symmetry and group theory

Principles and applications of symmetry and group theory in molecular systems. Quantum mechanics, molecular orbital theory, ligand field theory, electronic and vibrational spectroscopy. Prerequisite: one of CHEM 3500H (301H); 3510H (302H); 2200H (321H); 3200H (323H), PHYS 203H or permission of the instructor. Excludes CHEM 422H.

CHEM 4220H – Inorganic materials

Structure and bonding theory in inorganic molecules is reviewed and expanded for extended structures (polymers and solids). Topics include band structures in metals, semiconductors, and insulators; superconductors and nanoscale materials. Prerequisite: CHEM 3200H (323H) or both CHEM 2200H (321H) and 4200H (421H). Excludes CHEM 423H.

CHEM – BIOL 4300H – Bioinorganic chemistry

The essential biological roles of metals are usually acknowledged but seldom discussed in most biochemistry courses. This course includes an introduction to coordination chemistry and a survey of the roles of metals in enzyme catalysis, oxygen transport, photosynthesis, cell mobility, gene expression and environmental toxicity. Prerequisite: CHEM – BIOL 3300H (331H) and 3310H (332H); (or CHEM 2200H). Excludes CHEM 435H.

CHEM – BIOL 4310H – Current topics in biochemistry

A survey of the questions that are of greatest interest to biochemists. This course will rely extensively on reading and understanding primary literature sources published within the last four years. Students will give presentations in class as part of the course evaluation. Pre-requisite: CHEM – BIOL 3300H (331H) and 3310H (332H). Excludes CHEM 436H.

CHEM 4400H – Mass spectrometry

An introduction to the principles and modern applications of mass spectrometry in chemical analysis. Topics include: fundamentals of ion chemistry, ionization techniques, mass-analyzer and detector design, and applications of hybrid and tandem instrumental design in analytical and organic chemistry and biochemistry. Prerequisite: CHEM 2500H and 2510H (or 200). Excludes CHEM 441H.

CHEM – ERSC 4410H – Advanced analytical chemistry

Theory of spectrometric techniques for elemental analysis. Students will become acquainted with the current literature and research in analytical/environmental chemistry. Prerequisite: CHEM – ERSC 3400H (342H) or 3410H (343H) or permission of the instructor. Excludes CHEM 442H.

CHEM 4500H – Photochemistry

Application of quantum mechanics and spectroscopy in the area of photochemistry. Topics include: interaction of matter with light, unimolecular decomposition, energy transfer processes, photochemical activation, organic photochemistry, as well as applications in environmental and industrial processes. Prerequisite: CHEM 2500H and 2510H (or 200). Excludes CHEM 401H.

CHEM 4510H – Modern physical environmental chemistry

Molecular-level understanding of natural phenomena. Unique physical properties and structure of water, hydrogen bonding and hydrophobic effect. More advanced topics may include partitioning of chemicals in the environment, colloidal stability and molecular simulations of water. Prerequisite: CHEM 2500H and 2510H (or 200). Recommended: CHEM – ERSC 2600 (241). Excludes CHEM 408H.

CHEM 4900, 4901H, 4902H – Reading course

Topics from one of the following fields: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, physical chemistry and theoretical chemistry. Project work outside the laboratory may be involved. Offered only by prior arrangement through department office.

Computing & Information Systems

Telephone: (705) 748-1011 ext. 7802

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Web: www.trentu.ca/cois

Associate Professor and Chair of the Department

B. G. Patrick, B.C.S. (Concordia), M.Sc. (Queen's), Ph.D., M.B.A. (McGill)

Professors

R. T. Hurley, B.Sc. (New Brunswick), Ph.D. (Waterloo); **J. W. Jury**, B.Sc., M.Sc., Ph.D. (Toronto)

Associate Professors

W. Feng, B.Sc. (Hebei), M.Sc. (Shaanxi), Ph.D. (Glasgow); **S. B. Regoczei**, B.Sc., M.Sc. (Toronto)

Assistant Professor

S. M. McConnell, B.Sc., M.Sc., Ph.D. (Queen's)

Lecturer

B. F. Hircock, B.Sc., M.Sc. (Trent)

Laboratory Demonstrator

J. Mitchell, B.Sc. (Trent)

The study of computing and information systems is central to our understanding of how the world processes, manages and communicates information using digital technologies. It is a field which impacts on all disciplines and has redefined how we work, interact and conduct our day-to-day lives. The Department of Computing & Information Systems offers two streams of study: Computing Systems (major, joint-major and minor) and Information Systems (joint-major and minor). Under the Computing Systems stream, two specializations are also offered: Computer Science and Software Engineering.

The computing systems specialist designs, implements and integrates software applications which may execute on any system of computing devices, from supercomputers to game boards. He or she uses theories, methodologies and techniques which help ensure that the system is robust and useable. The information systems specialist, on the other hand, is concerned with the flow, storage and access to information both within and across organizational boundaries, encompassing systems which are both computational and non-computational. He or she requires a broad systems perspective and an appreciation of both technical matters such as databases, networks and telecommunications as well as non-technical matters such as ethics, law and digital culture.

Notes

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The Department offers both a B.Sc. and a B.A. degree for all single-majors, joint-majors, minors and specializations.
- All courses in the Department, except where indicated, are designated as science credits.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in Computing Systems or Information Systems, if they have met the requirements for a joint-major General degree in Computing Systems or Information Systems, respectively (see below).
- Students whose interests span the three disciplines of Computing Systems, Physics and Mathematics may be interested in the single-major Honours program in Computing Systems & Physics. Please consult the Computing Systems & Physics section of the calendar for details.

BACHELOR OF SCIENCE AND BACHELOR OF ARTS PROGRAMS IN COMPUTING & INFORMATION SYSTEMS

The single-major Honours program in Computing Systems. At least 11 credits in Computing & Information Systems. The program must include:

- 3.0 COIS credits consisting of COIS 1010H, 1020H, 2020H, 2240H, 2300H and 3400H (COSC 101H, 102H, 202H, 362H, 230H, and 340H)
- 1.0 COIS credit consisting of either COIS – MATH 2600H and 0.5 additional COIS credit; or COSC – MATH 260
- 1.5 COIS credits in addition to the above
- 3.5 COIS credits in addition to the above at the 3000- or 4000-level

- 2.0 COIS credits in addition to the above at the 4000-level
- MATH 1350H (135) and 1550H (155H)
- MATH 1005H (105H) or 1100 (110); MATH 1100 (110) is recommended
- for the B.Sc., 14 science credits in the program as a whole

The joint-major Honours program in Computing Systems. At least 7 credits in Computing & Information Systems. The program must include:

- 3.0 COIS credits consisting of COIS 1010H, 1020H, 2020H, 2240H, 2300H and 3400H (COSC 101H, 102H, 202H, 362H, 230H, and 340H)
- 1.0 COIS credit consisting of either COIS – MATH 2600H and 0.5 additional COIS credit; or COSC – MATH 260
- 0.5 COIS credit in addition to the above
- 1.5 COIS credits in addition to the above at the 3000- or 4000-level
- 1.0 COIS credit in addition to the above at the 4000-level
- MATH 1350H (135) and 1550H (155H)
- MATH 1005H (105H) or 1100 (110); MATH 1100 (110) is recommended
- for the B.Sc., 14 science credits in the program as a whole

The joint-major Honours program in Information Systems. At least 7 credits in Computing & Information Systems. The program must include:

- 3.0 COIS credits consisting of COIS 1010H, 1520H, COIS-ADMN 1620H, 2620H, COIS 3030H (COSC 101H, 152H, COST-ADMN 162H, 262H, COSC 303H) and 3850H
- 2.0 COIS credits in addition to the above
- 1.5 COIS credits in addition to the above at the 3000- or 4000-level
- 0.5 COIS credit in addition to the above at the 4000-level
- for the B.Sc., 14 science credits in the program as a whole, including 1 science credit in MATH

The single-major General program in Computing Systems. At least 8 credits in Computing & Information Systems. The program must include:

- 3.0 COIS credits consisting of COIS 1010H, 1020H, 2020H, 2240H, 2300H and 3400H (COSC 101H, 102H, 202H, 362H, 230H, and 340H)
- 1.0 COIS credit consisting of either COIS – MATH 2600H and 0.5 additional COIS credit; or COSC – MATH 260
- 1.5 COIS credits in addition to the above
- 2.5 COIS credits in addition to the above at the 3000- or 4000-level
- MATH 1350H (135) and 1550H (155H)
- MATH 1005H (105H) or 1100 (110); MATH 1100 (110) is recommended
- for the B.Sc., 11 science credits in the program as a whole

The joint-major General program or minor in Computing Systems. At least 5 credits in Computing & Information Systems. The program must include:

- 1.5 COIS credits consisting of COIS 1010H, 1020H and 2020H (COSC 101H, 102H and 202H)
- 1.5 COIS credits in addition to the above
- 2.0 COIS credits in addition to the above at the 3000- or 4000-level
- MATH 1350H (135) and 1550H (155H)
- MATH 1005H (105H) or 1100 (110); MATH 1100 (110) is recommended
- for the B.Sc., 11 science credits in the program as a whole

The joint-major General program or minor in Information Systems. At least 5 credits in Computing & Information Systems. The program must include:

- 2.0 COIS credits consisting of COIS 1010H, 1520H, COIS-ADMN 1620H and 2620H (COSC 101H, 152H, COST – ADMN 162H and 262H)
- 1.0 COIS credit in addition to the above
- 2.0 COIS credits in addition to the above at the 3000- or 4000-level
- for the B.Sc., 11 science credits in the program as a whole, including 1 science credit in MATH

SPECIALIZATION IN COMPUTER SCIENCE

Telephone: (705) 748-1011 ext. 7802 E-mail: cois@trentu.ca
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Program Coordinator

B. G. Patrick, B.C.S. (Concordia), M.Sc. (Queen's), Ph.D., M.B.A. (McGill)

The computer scientist studies and develops software systems which interface most closely with the underlying hardware. These systems are grounded in both mathematical and non-mathematical paradigms such as object-orientation, relations and complexity theory. Because the computer scientist bridges the gap between software and hardware systems, he or she develops applications which exploit the speed and power of digital computation, designing new models of computation and new methods of problem-solving. The specialization in Computer Science is available to students in the Honours program in Computing Systems and fully prepares them to pursue graduate studies in both theoretical and applied Computer Science.

The Specialization in Computer Science consists of at least 11 credits in Computing & Information Systems. The program must include:

- 6.5 COIS credits consisting of COIS 1010H, 1020H, 2020H, 2240H, 2300H, 2320H, 3030H, 3050H, 3320H, 3380H, 3400H, 4050H and 4100H (COSC 101H, 102H, 202H, 362H, 230H, 232H, 303H, 305H, 332H, 338H, 340H, 405H and 410H)
- 1.0 COIS credit consisting of either COIS – MATH 2600H and 0.5 additional COIS credit; or COSC – MATH 260
- 0.5 COIS credit in addition to the above
- 2.0 COIS credits in addition to the above at the 3000- or 4000-level
- 1.0 COIS credits in addition to the above at the 4000-level
- MATH 1350H (135) and 1550H (155H)
- MATH 1005H (105H) or 1100 (110); MATH 1100 (110) is highly recommended
- for the B.Sc., 14 science credits in the program as a whole

SPECIALIZATION IN SOFTWARE ENGINEERING

Telephone: (705) 748-1011 ext. 7802 E-mail: cois@trentu.ca
 Fax: (705) 748-1066 Web: www.trentu.ca/cois

Program Coordinators

B. F. Hircock, B.Sc., M.Sc. (Trent); **R. T. Hurley**, B.Sc. (New Brunswick), Ph.D. (Waterloo)

The software engineer works as part of a team to design, implement, test, maintain and document software solutions. Because these solutions are typically large and complex, the software engineer must deal on several levels of abstraction and draw on sound methodologies and practices to produce software which is correct, robust, maintainable and extensible. The software engineer therefore bridges the gap between the requirements of a client and the software solution to meet those requirements. He or she must have not only technical skills, but also interpersonal skills to work within the dynamics of a group. The capstone of the specialization in Software Engineering is a full-year team project (COIS 4000) which exercises all phases of software development on a real-world application. The specialization in Software Engineering is available to students in the Honours program in Computing Systems.

The Specialization in Software Engineering consists of at least 11 credits in Computing & Information Systems. The program must include:

- 7.5 COIS credits consisting of COIS 1010H, 1020H, 2020H, 2240H, 2300H, 3030H, 3040H, 3050H, 3320H, 3380H, 3400H, 3420H, 4000 (COSC 101H, 102H, 202H, 362H, 230H, 303H, 304H, 305H, 332H, 338H, 340H, 342H and either 400 or 402) and 3850H
- 1.0 COIS credit consisting of either COIS – MATH 2600H and 0.5 additional COIS credit; or COSC – MATH 260
- 0.5 COIS credit in addition to the above
- 1.0 COIS credit in addition to the above at the 3000- or 4000-level
- 1.0 COIS credit in addition to the above at the 4000-level
- MATH 1350H (135) and 1550H (155H)
- MATH 1005H (105H) or 1100 (110); MATH 1100 (110) is recommended
- for the B.Sc., 14 science credits in the program as a whole

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

COIS 1010H – The digital world

Digital systems have redefined how we work, communicate and play; just think about the World Wide Web, mobile camera phones, video games and e-business. Core topics examine the underlying technologies of both computing and information systems and how they have become an integral and indispensable part of our daily lives. Excludes COSC 101H and COSC 151H.

COIS 1020H – Programming for computing systems

Programming for computing systems requires a solid foundation in the software development process including algorithmic design, abstraction, implementation, testing and documentation. Core topics include sequencing, selection, iteration, simple data types, expressions and arrays, as well as the object-oriented notions of classes, methods, inheritance and polymorphism. Prerequisite: COIS 1010H (COSC 101H). Excludes COSC 102H.

COIS 1520H – Programming for information systems

Programming for information systems requires a solid foundation in the basic programming constructs and how programs interact with databases, networks and human users. Core topics include sequencing, selection, iteration, simple data types, expressions and arrays, as well as graphical user interfaces, database connectivity, programming for the Web and file management. Prerequisite: COIS 1010H (COSC 101H). Excludes COSC 152H.

COIS – ADMN 1620H – Introduction to information systems

Wherever and whenever information is required, an information system is also required. Core topics include the use of information systems for strategic advantage, their basic underlying technologies, the types of information systems and how they are constructed, managed and replaced, as well as their ethical and legal use. Prerequisite: COIS 1010H (COSC 101H). Excludes COST – ADMN 162H and 261H.

COIS 2020H – Data structures and algorithms

Data structures define how data is represented, whereas algorithms define how the data structures are manipulated. Core topics include the concepts of encapsulation, information hiding, inheritance and time complexity, as well as dynamic arrays, linked lists, binary heaps, hash tables, binary search trees, balanced trees, adjacency lists/matrices and sorting. Prerequisite: COIS 1020H (COSC 102H). Recommended: MATH 1350H (135H). Excludes COSC 202H.

COIS – MATH 2180H – Introduction to numerical and computational methods (see Mathematics)

COIS 2240H – Software design and modelling

Good software design and modelling is a necessary prerequisite for the production of software which is correct, robust and maintainable. Using the standard Unified Modeling Language (UML) to specify design, core topics include classes and class membership; aggregation, composition and inheritance; virtual classes and polymorphism; exception handling; and templates. Prerequisite: COIS 1020H (COSC 102) or COIS – ADMN 2620H (COST – ADMN 262H). Excludes COSC 362H.

COIS – PHYS 2250H – Electronics (see Physics and Astronomy)

COIS 2300H – Computer organization

Computer organization is the level of abstraction between the digital logic and the operating system. At this level, computing subsystems refer to hardware pieces built from lower-level building blocks. Core topics include the central processing unit, memory hierarchy and input/output organization. Topics are supplemented with assembly language programming. Prerequisite: COIS 1020H (COSC 102H) or COIS 1520H (COSC 152H). Excludes COSC 230H and COSC 230.

COIS – PHYS 2310H – Computational physics (see Physics and Astronomy)

COIS 2320H – Digital logic

Digital logic describes how computer hardware actually works at the logic gate and circuit level. Core topics include Boolean algebra, Karnaugh maps, the minimization of Boolean functions and the design of combinational and sequential circuits including adders, decoders, multiplexers, flip-flops and memory circuits. Prerequisite: COIS 1020H (COSC 102H). Excludes COSC 232H and COSC 230.

COIS – PHIL 240H – Symbolic logic (see Philosophy)

COIS – MATH 2600H – Discrete structures (see Mathematics)

COIS – ADMN 2620H – Systems analysis and design

Systems analysis and design identifies the informational needs/resources of an organization and specifies appropriate information systems to meet the needs and exploit the resources for strategic advantage. Core topics include the current methodologies, techniques and tools used for both the analysis and design. Managerial and organizational issues are also discussed. Prerequisite: COIS – ADMN 1620H (COST – ADMN 162H). Excludes COST – ADMN 262H.

COIS 2750H – Computer crime and forensics

Computer crime is the fast-growing area of illegal activity in the world. Users beware! Core topics include the various types of computer crime including Internet scams, phishing, pharming, identity theft and sexual predators, as well as the forensic techniques used to follow-up on e-evidence and to prevent victimization. Recommended: COIS 1010H (COSC 101H). Excludes COSC 275H.

COIS 2800H – Digital culture

Interactive digital technology and the convergence of computing, communications, public media and entertainment have had profound cultural implications. Core topics address current concerns such as the World Wide Web, multimedia design, virtual spaces, social domains and the blogosphere. Recommended: COIS 1010H (COSC 101H). Excludes COST 280H. This course cannot be counted as a science credit.

COIS 2830H – Multimedia and design

Computers today have been transformed into multimedia machines; consider iPods and digital cameras. Hence, good design is more important than ever. Adopting the perspective of the comprehensive designer à la Buckminster Fuller, a critical examination of the design of everyday objects helps us to detect flaws in software design itself. Recommended: COIS 1010H (COSC 101H). Excludes COST 283H.

COIS 3030H – Software specification and development

The development of large software systems relies on sound methodologies and techniques to manage the inherent complexity and to produce quality software which satisfies the client or customer. Core topics include various software development paradigms and their usage, as well as the importance of feasibility studies, requirements analysis and specification. Prerequisite: COIS 2020H (COSC 202H) or COIS – ADMN 2620H (COST – ADMN 262H). Excludes COSC 303H and COSC 304H.

COIS 3040H – Software architecture and testing

Software architecture is concerned with the high-level design, interface and relationship among all components that make up a software system. Testing ensures that these components work properly on their own and within an integrated system. Core topics include architecture description languages, as well as maintenance strategies and various testing methodologies. Prerequisite: COIS 2020H (COSC 202H), COIS 2240H (COSC 362H) and COIS 3030H (COSC 303H). Excludes COSC 304H and COSC 401H.

COIS 3050H – Formal languages and automata

Formal languages and automata are the underlying theoretical foundations of computer science. Core topics include regular languages and finite automata, context-free languages and pushdown automata, the Turing machine and its languages. Real world applications, unsolvable problems and their relevance to the semantics of programming are also discussed. Prerequisite: COIS 1020H (COSC 102H). Recommended: COIS – MATH 2600H or COSC – MATH 260. Excludes COSC 305H.

COIS – MATH 3210H – Mathematical cryptography (see Mathematics)**COIS – PHYS 3210 – Electricity and magnetism** (see Physics and Astronomy)**COIS 3320H – Fundamentals of operating systems**

An operating system is the software component of a computing system which is responsible for the management and accessibility of the hardware resources. Core topics include process management, synchronization, processor allocation, primary and secondary storage management, file management, security and user interfaces. Topics are illustrated using contemporary operating systems. Prerequisite: COIS 2020H (COSC 202H) and COIS 2300H (COSC 230H). Excludes COSC 332H.

COIS – MATH 3350H – Linear programming (see Mathematics)**COIS – PHIL 337H – Cyberethics** (see Philosophy)

This course cannot be counted as a science credit.

COIS 3380H – Systems programming

Systems programming produces software which provides services to the computer hardware. Using systems programming techniques in a Unix-style environment and using machine-oriented programming languages such as C/C++, core topics include procedural programming, shell programming, pipes, file processing, system calls, signals and basic network programming. Prerequisite: COIS 2300H (COSC 230H). Excludes COSC 338H.

COIS 3400H – Database management systems

A database is a structured collection of data, whereas a database management system facilitates the creation, querying and maintenance of databases. Core topics include the relational model, entity-relationship diagrams, relational algebra, SQL, database application development, storage and indexing and normalization. Topics are illustrated using a relational DBMS. Prerequisite: COIS 1020H (COSC 102H) or COIS – ADMN 2620H (COST – ADMN 262H). Excludes COSC 340H.

COIS – PHIL 341H – Logics and logical theories (see Philosophy)

This course cannot be counted as a science credit.

COIS 3420H – Web application development

The development of Web applications is an integral component of software development in an Internet-based world. Core topics include front-end design, client-side scripting, server-side programming, database connectivity, data persistence, security, extensible mark-up, usability and accessibility. Prerequisite: COIS 1020H (COSC 102H) or COIS 1520H (COSC 152H). Recommended: COIS 3400H (COSC 340H). Excludes COSC 342H.

COIS 3580H – Interface design and implementation

In the current drag-and-drop computing culture, a good user interface is as important as solid functionality in making a successful software product. Core topics include human-computer interaction, designing usable interfaces, interface events, windows, dialogs and inputs, as well as an introduction to APIs and Frameworks for creating graphical user interfaces. Prerequisite: COIS 2020H (COSC 202H) or both COIS 1520H (COSC 152H) and COIS – ADMN 2620H (COST – ADMN 262H). Excludes COSC 358H.

COIS 3600H – Advanced systems theory

Conceptualizing the world in terms of systems helps us to understand the world better. Understanding computing and information systems helps us to perceive other large-scale systems around us. Emphasizing a “wholistic” systems approach to problem-solving, core topics include general systems theory, cybernetics and system dynamics. Prerequisite: COIS – ADMN 2620H (COST – ADMN 262H). Excludes COSC 360H.

COIS – ANTH 363H – Computer applications in anthropology (see Anthropology)**COIS – ADMN 3750H – Online business principles**

Businesses today must leverage the Internet and develop an online strategy which complements their traditional business practices. Core topics include website best practices, marketing, protecting brand and intellectual property, usability, customer relationships, employee and supplier management, payment, privacy and security. Topics are consolidated with a professional business proposal. Prerequisite: COIS – ADMN 1620H (COST – ADMN 162H). Excludes COST – ADMN 375H.

COIS 3820H – History and impact of computing

The history of digital computation is relatively recent, but all around us. By introducing the key people whose insight, inventiveness and industry have defined the Digital World, a framework is developed within which all students can appreciate the fundamental milestones of computing and their impact on the world. Prerequisite: COIS 1010H (COSC 101H). Excludes COSC 382H.

COIS 3850H – Fundamentals of project management

Project management focuses on the practical realities of getting things done with limited time and resources according to specifications determined by others. Core topics include proven organizational frameworks, planning strategies and control parameters for the purpose of establishing clear objectives with successful outcomes. The life-cycle of systems is also considered. Prerequisite: COIS 2240H (COSC 362H) or COIS – ADMN 2620H (COST – ADMN 262H).

COIS 4000 – Software engineering project

The software engineering project is a capstone course and provides students with the practical experience in the analysis, design, implementation, testing and documentation of a real-world software product. Working as a team with clients, the project draws substantially on the theoretical knowledge gained in all previous COIS courses. Prerequisite: COIS 3040H (COSC 304H) and COIS 3850H. Recommended: COIS 3400H (COSC 340H) and COIS 3420H (COSC 342H). Excludes COSC 400 and 402.

COIS 4050H – Advanced algorithms

Algorithmic techniques provide generalized approaches to solving a wide variety of problems, whereas algorithmic analysis provides the basis of comparison among different solutions. Core topics include the algorithmic techniques of divide-and-conquer, dynamic programming and greedy algorithms, as well as the analytical techniques of problem classification, asymptotic analysis and recurrence relations. Prerequisite: COIS 2020H (COSC 202H) and either COIS – MATH 2600H or COSC – MATH 260. Excludes COSC 300H and COSC 405H.

COIS 4100H – Comparative programming languages

Evaluating and selecting the most appropriate programming language for an application is a critical step in software development. Core topics include the types of programming languages, as well as the principle design and implementation issues for control structures, data types, subprograms, exception handling and concurrency. Prerequisite: COIS 2020H (COSC 202H) and one COIS credit at the 3000- or 4000-level. Excludes COSC 410H.

COIS – MATH 4215H – Mathematical logic (see Mathematics)**COIS – MATH 4216H – Computability** (see Mathematics)**COIS 4310H – Computer networks**

A computer network links together two or more computers to enable the transfer of data. Core topics include data communication, network hardware and software, network architecture and protocols, local area and wide area networks, end-to-end routing protocols, wireless networks, Quality of Service, multimedia support and network management. Prerequisite: COIS 3320H (COSC 332H). Excludes COSC 431H.

COIS 4320H – Distributed systems

A distributed system is a collection of two or more autonomous computing systems which are linked together by a computer network and equipped with software to coordinate hardware, software and data resources. Core topics include distributed architectures, communication via message passing, synchronization, distributed file systems, replication, fault tolerance and security. Prerequisite: COIS 3320H (COSC 332H). Excludes COSC 432H.

COIS 4350H – High performance computing

High performance computing is the use of advanced computer architectures to solve problems which require significant processing power, memory access, or storage. Core topics include advanced computer architectures, programming for shared and distributed memory machines, networking issues, caching, performance evaluation and parallel algorithms. Topics are supplemented with case studies. Prerequisite: COIS 3320H (COSC 332H). Excludes COSC 435H.

COIS 4400H – Data mining

Data mining is the extraction of previously unknown and potentially useful patterns from large data sets. Core topics include the statistical foundations of data mining, sampling mechanisms, missing data, clustering, classification and outlier detection. Case studies cover a wide variety of applications such as astronomy and marketing. Prerequisite: One COIS credit at the 3000- or 4000-level and either COIS 2020H (COSC 202H) or COIS – ADMN 2620H (COST – ADMN 262H).

COIS 4470H – Modelling and simulation

Modelling and simulation enables us to construct mathematical or computer-based representations of real-world phenomena. Three steps are typically followed: modelling the key parameters, implementing a program to simulate behaviour and analyzing the results. Core topics include pseudo-random number generation, discrete-event and next-event simulation, output analysis and queuing theory. Prerequisite: MATH 1550H (155H) and COIS 2020H (COSC 202H). Excludes COSC 347H and COSC 447H.

COIS 4550H – Artificial intelligence

Artificial intelligence is the study of those techniques which create perceptions of “machine intelligence”. Topics may include but are not limited to heuristic search, automated reasoning, knowledge representation and acquisition, expert systems and neural networks. Topics are supplemented with exercises in functional or logical programming. Prerequisite: COIS 2020H (COSC 202H) and one COIS credit at the 3000- or 4000-level. Excludes COSC 355H and COSC 455H.

COIS 4850H – Information systems project

The information systems project is a capstone course and provides students with the practical experience in the analysis and design (but not implementation) of a real-world information system. Working as a team with clients, the project draws substantially on the theoretical knowledge gained in all previous COIS courses. Prerequisite: COIS – ADMN 2620H (COST – ADMN 262H), COIS 3030H (COSC 303H) and COIS 3850H. Recommended: COIS 3400H (COSC 340H).

COIS 4900, 4910H, 4920H – Advanced reading course

Students are required to submit a course proposal and have it approved by the departmental Curriculum Committee before enrolling.

Computing Systems & Physics

Program Coordinators

Chair of Computing & Information Systems

B. G. Patrick, B.C.S. (Concordia), M.Sc. (Queen's), Ph.D., M.B.A. (McGill)

Chair of Physics & Astronomy

D. R. Patton, B. Math. (Waterloo), Ph.D. (Victoria)

Professors

See listing of faculty in Computing & Information Systems, Mathematics, and Physics & Astronomy.

This program is designed to meet the needs of students interested in electronic, hardware, and interfacing aspects of computers, which are based on fundamental principles of physics and mathematics.

BACHELOR OF SCIENCE PROGRAM IN COMPUTING SYSTEMS & PHYSICS

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The Honours program in Computing Systems & Physics is a sequence of courses offered by the Departments of Computing & Information Systems, Mathematics, and Physics & Astronomy that compose an integrated whole. It is not available as a joint-major or minor degree.
- For more information on individual courses, see calendar entries for Computing & Information Systems, Mathematics, and Physics & Astronomy.

The Honours program. At least 5 credits in Computing Systems, 4.5 credits in Mathematics, and 5.5 credits in Physics. The program must include:

- 3.5 COIS credits consisting of COIS 1010H, 1020H, 2020H, 2300H, 2320H, 3320H and 3380H (COSC 101H, 102H, 202H, 230H, 232H, 332H and 338H)
- 1.0 COIS credit from COIS 4310H, 4320H or 4350H (COSC 431H, 432H or 435H)
- 0.5 COIS credits from COIS 3400H (COSC 340H), COIS 4400H or COIS 4470H (COSC 447H)
- 4.5 MATH credits consisting of MATH 1100 (110), 1350H (135H), 1550H (155H), 2110H (201H), 2120H (202H), MATH – COIS 2600H (MATH – COSC 260), MATH – PHYS 2150H (205H) and 3150H (305H)
- 4.0 PHYS credits consisting of PHYS 100, 202H, 203H, 400 and PHYS – COIS 3210 (PHYS –COSC 321)
- 0.5 PHYS credits from PHYS – COIS 2250H or 2310H (PHYS – COSC 225H or 231H)
- 1.0 PHYS credit from PHYS 421H, 424H, 431H, 441H, 450H or 470H

Cultural Studies

Telephone: (705) 748-1011 ext. 1771
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E-mail: cultstudies@trentu.ca
 Web: www.trentu.ca/cultstudies/

Associate Professor and Chair of the Program

V. de Zwaan, B.A. (Trent), M.A. (McGill), Ph.D. (Toronto)

Assistant Professor and Canada Research Chair

D. Panagia, B.A. (Manitoba), M.Litt. (Oxford), M.A., Ph.D. (Johns Hopkins)

Professors

E. D. Ermarth, B.A. (Carleton College), M.A. (Berkeley), Ph.D. (Chicago); **R. J. Dellamora**, A.B. (Dartmouth College), B.A. (Cambridge), M.Phil., Ph.D. (Yale); **J. Fekete**, M.A. (McGill), Ph.D. (Cambridge); **V. Hollinger**, M.A. (Concordia), M.Ed. (Newcastle-upon-Tyne), Ph.D. (Concordia) (*on leave 2008–2009*); **S. Kane**, B.A. (Carleton), M.A., Ph.D. (Toronto); **D. Torgerson**, B.A. (California-Berkeley), M.E.S. (York), M.A., Ph.D. (Toronto); **A. Wernick**, B.A., M.A. (Cambridge), M.A., Ph.D. (Toronto) (*on leave 2008–2009*)

Associate Professors

Z. Baross, B.A. (UBC), M.A. (London), Ph.D. (Amsterdam); **J. Bordo**, B.A. (McGill), M.A. (Alberta), M.Phil., Ph.D. (Yale) (*on leave 2008-2009*); **A. O'Connor**, B.A. (Trinity College, Dublin), M.A, Ph.D. (York); **J. Penney**, B.A., M.A. (Alberta), Ph.D. (Duke)

Assistant Professors

I. Junyk, B.A. (Western), M.A. (Queens), Ph.D. (Chicago) (*on leave Winter term*); **M. Kazubowski-Houston**, B.A. (Manitoba), M.F.A. (Simon Fraser), Ph.D. (Simon Fraser)

Adjunct Faculty

M. Blyth, B.A. (Toronto), M.A. (York); **M. Cherry**, A.O.C.A.; **G. Murphy**, B.A., M.A. (Carleton), Ph.D. (Alberta); **E. Thomson**, B.A., M.A. (Trent), Ph.D. (Warwick); **R. Winslow**, B.A. (Trent)

Associated Faculty

Y. Thomas, B.A. (UQAM), M.A., Ph.D. (Montréal)

Professors Emeriti

I. McLachlan, M.A. (Oxford); **D. Smith**, M.A, D.Phil. (Oxford); **D. F. Theall**, B.A. (Yale), M.A., Ph.D. (Toronto)

The program offers study in the nature and criticism of culture and the arts, chiefly literature, film, drama, music and the visual arts, in the light of guided interdisciplinary enquiry into the social conditions in which thought and expression take shape. The program as a whole provides the kind of academic experience which may have pre-professional value to a cultural and social critic or to a teacher of literature, drama or the arts who wishes to emphasize workshop experience in future teaching. This focus of practical and speculative needs is realized in courses whose overall concern is for the way in which theoretical understandings inform as they are informed by actual practice by artists, critics and thinkers in different conditions. The focus is preserved on the level of term-work in that actual production experience or critical work in cultural activity is recommended as a way of sustaining a reflection on cultural problems and conditions in Canada and elsewhere.

Notes

- Students who wish to take an upper-level Cultural Studies course in first year must obtain the permission of the instructor and of the chair of the program.
- 200- or 300-level courses are open to any student having completed the equivalent of 4 full credit university level courses, subject only to the conditions specified below in the descriptions of certain individual courses.
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in Cultural Studies, if they have met the requirements for the joint-major General degree (see below).

BACHELOR OF ARTS PROGRAM IN CULTURAL STUDIES

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- The following courses are recommended for first-year students who are considering a major in Cultural Studies: AHCL 2300, ENGL 1000 (or ENGL 1003H and 1005H in OSH), HIST 120, PHIL 101, SOCI 1000 and any of the 100-level language courses in the department of Modern Languages & Literatures.

- Cultural Studies majors have the option of pursuing a comprehensive Cultural Studies degree or a Specialization in a particular area of concentration (A. Image, Sound, & Performance [the Arts cluster]; B. Writing & Narrative [the Comparative Literature cluster]; C. Film, Video, & Media [the Mass Media cluster]; D. Social Thought [the Social and Cultural Theory cluster]). The transcripts of students graduating with a degree in Cultural Studies, who have successfully completed the requirements of one of the Specializations, will contain the notation “with a Specialization in [the appropriate Specialization].” For courses offered within Specializations, see below:

A		B		C		D	
Image, Sound & Performance		Writing & Narrative		Film, Video & Media		Social Thought	
211	345	222	355	220	385	230	3952
216	346	225	3956	235	3953	231	450
217	356	226	424	280	435	250	4952
245	370	229	425	332	480	260	49510/4510
246	375	322	429	380	49514	265	49511
270	470	325	4953	381		350	49512
305	4951	329	4954			357	
311	4958	3400/3401H					
315	49513						

- Workshop courses (211, 217, 226, 311, 346, 375 and 385) are open only to students in the single-major or joint-major program in Cultural Studies, or to students who have taken or are taking concurrently a text-based course in the field of the workshop course or by permission of the instructor.
- 400-level courses are normally limited to students in the Honours Cultural Studies program, who have completed the equivalent of 14 full credits. However, Cultural Studies majors may petition the program to enroll in a 400-level course as part of a General program.
- Reading courses are available as CUST 390, 391H, 392H, 490, 491H and 492H. Registration in reading courses is contingent on permission of the instructor and of the chair of the program before registering. The deadline for submission of an outline is March 31 for reading courses to begin in the next Fall session and November 30 for reading courses to be taken in the Winter session. Students wishing to take more than one CUST 390 or 490 reading course must petition the chair of the program.
- For detailed information about special topics courses, students should attend the Honours information session scheduled in the Spring or visit the program office at that time for an Honours information brochure.

The single-major Honours program. At least 9 credits in Cultural Studies, including:

Specialization option

- 1 credit consisting of CUST 100
- 4 credits in the Specialization
- 4 credits in addition to the above from at least one other Specialization category
- at least 2 of the 9 credits at the 400-level

Comprehensive option

- 1 credit consisting of CUST 100
- 2 credits from one Specialization category
- 2 credits from a second Specialization category
- 1 credit from a third Specialization category
- 3 credits in addition to the above
- at least 2 of the 9 credits at the 400-level

The joint-major Honours program. At least 7 credits in Cultural Studies, including:

Specialization option

- 1 credit consisting of CUST 100
- 4 credits in the Specialization
- 2 credits in addition to the above from at least one other Specialization category
- at least 2 of the 7 credits in Cultural Studies at the 400-level

Comprehensive option

- 1 credit consisting of CUST 100
- 2 credits from one Specialization category
- 2 credits from a second Specialization category
- 1 credit from a third Specialization category
- 1 credit in addition to the above
- at least 2 of the 7 credits at the 400-level

The single-major General program. At least 6 credits in Cultural Studies, including:

Specialization option

- 1 credit consisting of CUST 100
- 3 credits in the Specialization
- 2 credits from at least one other Specialization category

Comprehensive option

- 1 credit consisting of CUST 100
- 3 credits, each from a different Specialization category
- 2 credits in addition to the above

The joint-major General program or minor. At least 5 credits in Cultural Studies including:

Specialization option

- 1 credit consisting of CUST 100
- 3 credits in the Specialization
- 1 credit from one other Specialization category

Comprehensive option

- 1 credit consisting of CUST 100
- 3 credits, each from a different Specialization category
- 1 credit in addition to the above

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

CUST 100 – Introduction to the study of modern culture

Introduction to the interpretation and foundations of modern culture. Looks at the problem of how to make sense of art works and other forms of cultural expression, both as texts and as practices in a context. What distinguishes twentieth-century culture from, and what connects it to, the tradition of modern culture as a whole? Field trip and reading package fee: \$50.

CUST 211 – Drawing

A basic drawing course exploring techniques and ideas in the visual arts. Historical and contemporary issues are examined through practical hands on experiences. Open to Cultural Studies majors and students with the pre- or co-requisite CUST 216, 217 or 315 or permission of the chair of the program. Art materials fee: \$75. Limited enrolment.

CUST 216 – Introduction to visual studies: the artwork and images in visual culture

A communications approach in aesthetic theory for the study of the visual arts, images and sites. The course considers ritual, mnemonic, architectural and sculpture sites in preparation for addressing modern picturing from its extraordinary emergence in Renaissance art and science, to its hyperbolic technologization in photographic, filmic, televisual and digital media. Field trips. Fees between \$40 and \$70.

CUST 217 – Introduction to visual studies (workshop)

The course follows the agenda of CUST 216. A workshop course, it will permit students to devise visual and artmaking projects that give expression, articulate and make materially discursive the issues discussed in CUST 216. Co-requisite: CUST 216. Studio space provided with regular group discussions. Fee: \$75.

CUST – WMST 220 – Women and popular culture (see Women's Studies)

CUST 222 – Culture in the novel

Organised into thematic sections, the course examines nineteenth century European novels by Flaubert, Dostoevsky, and Manzoni alongside twentieth century German, British, Argentinian, Japanese, and American novels by such authors as Allende, Grass, Oe, and Woolf, engaging complex issues concerning cultural and aesthetic contexts.

CUST 225 – Oral narrative

The world of voice, oral thought, the spoken story, and literature without texts. Emphasizing myth and wondertale, the course serves students of creative writing and theatre, world literature, and teachers seeking to recreate the oral conditions of learning in their classrooms.

CUST 226 – Storytelling workshop

An exploration of the world of story by enacting the storyteller's relationship to everyday discourse, oral tradition, literary models and to the community that survives by listening. The course offers experience in the improvisation and performance of all kinds of narrative from the ancestral tale to postmodernist self-writing.

CUST – ENGL 229 – Science fiction

Introduction to the history, theory and representative works and authors of science fiction, from Shelley and Wells to Dick, Le Guin, and Gibson. Will examine stories of alternate worlds, techno-culture, and space adventure, including cyborgs, alien encounters, non-contemporary earth life and human destiny.

CUST – CAST – INDG 2300 – An introduction to the key concepts and issues in post-colonial theory (see Indigenous Studies)**CUST 235 – Mass media and society**

Introduction to the history, sociology and critical interpretation of contemporary mass-communicated culture, both as an overall formation and with reference to such specific elements as the newspaper press, advertising, network TV and recorded popular music. Excludes CUST – SOCI 240.

CUST 245 – Music and society

An introduction to music as cultural practice, exploring formulations of the relationship between music and society offered by ethnomusicology, sociology, semiotics and feminist theory. Emphasis is placed on the development of listening skills through engaging with a variety of musical texts/practices from Western art music, popular music and world music traditions. No formal background in music required. Field trip fee: \$45.

CUST 250 – Civilization and human nature

An introduction to the thought of several of the founders of modern social and cultural theory including Marx, Nietzsche and Freud. Such topics explored as ideology and illusion, reason and eros, individualism and alienation, and the idea of progress.

CUST 260 – The making of the modern body

Focuses upon modernity's relation to the body as project and work site. Examines the expression and experience of (post)modern subjectivity, and the burgeoning of body in various media. Feminist criticism, film theory, psychoanalysis and social theory will explore the modern body as a site of power (relations), desire, signification, subjection and subjectification.

CUST – WMST 265 – Sex/sexuality/sexual difference

An interdisciplinary introduction to feminism and queer theory which explores the problematic of sexual identity. Through considerations of theoretical and artistic texts we will explore what we mean when we refer to someone's sex, gender, or sexuality, as well as the social, political, and ethical implications of these terms.

CUST 270 – History and theory of theatre

An introduction to theatre as both a performing art and a means of cultural expression. Examines Western theatrical practice and dramatic theory from Classical Greek tragedy to late nineteenth century realism. Topics include acting styles, theatre design, the audience and the institution of theatre in relation to religion, morality and politics.

CUST 280 – History and theory of the cinema

An introduction to critical interest in the cinema through texts representing film movements and major trends in film theory. Films from around the world and critical studies on the medium, apparatus, institution and spectator, will help us consider a technologized visuality, the production of meaning and pleasure and the politics of criticism. Field trips fee: \$10.

CUST 305 – Modernism and the avant-garde

This course examines one of the most important cultural movements of the twentieth century – modernism. It traces this movement from its genesis in the dynamic city culture of the *fin de siècle*, to its embodiment in avant-garde art, literature, and cinema, and concludes by considering its problematic transition into “postmodernism.”

CUST 311 – Visual arts studio: Form, process, object (and image)

An introductory studio exploring the making of two and three dimensional works using a variety of materials and techniques. Emphasis is placed on the free exploration of material and concepts, with attention to space, form, image, scale and site. Open to Cultural Studies majors and students with the pre- or co-requisite CUST 216, 305 or 315 or permission of the chair of the program. Limited enrolment. Art materials fee: \$75.

CUST 315 – Visual studies: modern and contemporary art

“Why paint?” is the principal question addressed by this course. Three episodes in the history of modernist art – Manet, Baudelaire and the emerging avant-garde in Paris circa 1860, Cezanne into analytic cubism 1900-1908, Duchamp in Munich 1910 – provide the setting for addressing late high modernist, minimalist and contemporary art practices.

CUST 322 – Experimental fiction

The course traces an international “tradition” of modern and contemporary experimental texts, focussing on such figures as Proust, Joyce, Kafka, Borges, Calvino, Rushdie and Pavić. Individual works are related to theories of narrative which help to place them in both aesthetic and cultural contexts.

CUST 325 – Literary and critical theory

A study of ideas about the nature and function of literature, interpretation and evaluation. Contemporary theoretical models, including Lukacs, Barthes, Foucault, Cixous, and Homi Bhabha, will be considered in the tradition of Plato, Aristotle, Sidney, Coleridge, Shelley, Eliot, Richards, and Frye. Excludes CUST 425.

CUST – ENGL 329 – Utopia (future fiction)

A study of the speculative social imagination in utopian and anti-utopian literature of Western modernity. Will examine the narrative construction of equality, progress, gender, identity, technoculture, globalization, and cultural politics from More and Bacon in the Renaissance to Orwell, Piercy, and Lem in contemporary science fiction.

CUST – IDST 332 – Media and development

Issues of the use of media for development, global mass media, the Internet and the digital divide, and alternative media such as community radio. Considered in the context of global cultural studies: debates about local culture, intellectual life in developing countries cultural hybridity and postmodernism.

CUST – ENGL 3400/3401H – Studies in Victorian Literature and society (see English Literature)**CUST 345 – World music**

Through a focus on African and Afro-diasporic musics (from West African drumming to blues, and calypso) we will consider the problematics of “world music” a category that raises issues of globalization and hybridity. We will examine selected musical traditions, mapping the complex, interactive networks of musical performance, pleasure, and politics. Prerequisite: CUST 245 or permission of the instructor. Field trip fee: \$45.

CUST 346 – Audio/music production and performance workshop

A collaborative workshop in basic practical sound production and performance skills relating to music and audio art. Production aspects address recording technologies, radio art and sound ecology. Performance techniques include vocal and instrumental work, stage presentation, and composition. Pre- or co-requisite: CUST 245 or 345 or permission of the program. Workshop fee: \$40.

CUST 350 – The crisis of modern critical discourse: The “return of the religious”

In the context of the resurgence of religious attitudes and their penetration into the political domain, the course explores the critique of religion by Nietzsche, Marx, and Freud; the “disenchanted” world of Adorno, Baudrillard, and Bataille; and theories of religion by Durkheim, Bataille and Derrida. Excludes CUST 450.

CUST – ENGL 355 – Sexuality and textuality: in queer cultural spaces

How sex(es) become texts and vice-versa, focussing on the representation and experience of transgender and transsexuality from Victorian sexuality, through Virginia Woolf and Radclyffe Hall to contemporary fiction by Leslie Feinberg and theory by Jay Prosser; the cultural politics of AIDS; and postmodern transformations of ballet and opera in video.

CUST – CAST 356 – Landscape, wilderness and the environmental witness

Beginning with the question, what is landscape? the course considers wilderness as a symbolic form with special attention to modern and Canadian landscape art and the writings of Henry David Thoreau. A course fee of \$60.00 for field excursions.

CUST – POST 357 – Cultural politics (see Politics)**CUST 370 – Theatre in the twentieth century**

Investigates the changing roles of 20th-century playwrights, performers and audiences, including attention to the social, political and aesthetic implications of modernity and postmodernity. Examines the theories and practices of, among others, Stanislavski, Brecht, Artaud, Pirandello, Beckett, Churchill and Wertebaker.

CUST 375 – Theatre workshop: Staging ideas

A practical course in modern acting with a focus on methods of performance in works that dramatize ideas and the conflicts between them. Pre- or co-requisite: CUST 270 or 370 or permission of the chair of the program. Workshop fee: \$50. Limited enrolment.

CUST 380 – Text and image in visual culture

Examines the relation between the word and the image as discussed in cultural theory and made manifest in literature, painting and the cinema. Excludes CUST 480.

CUST 381 – World cinema

This course offers a wide-ranging exploration of world cinema from diverse theoretical perspectives. We will examine associated notions (third cinema, national cinema, guerilla cinema, counter-cinema) that articulate the cinema's relation to society and politics, as well as theories of the cinema as medium or apparatus, including semiotic, psychoanalytic and phenomenological approaches.

CUST 385 – Film workshop

Students carry out a series of visual exercises in photography and Super-8 film and then complete a short 16mm film. Depending on the instructor, the emphasis may be on documentary or experimental filmmaking. Pre- or co-requisite: any film or mass media course.

CUST 387 – Community-based research project

Students are placed in research projects with community organizations in the Peterborough area. Each placement is supervised jointly by a faculty member and a representative of a community organization. For details see "Community-Based Education Program" (p. 226).

CUST 390 – Reading course

A course of individual study supervised by a faculty member. The proposed syllabus requires permission of the instructor and of the chair of the program prior to registering in the course. Proposals should be submitted by March 31 for reading courses due to begin in the following term.

CUST 391H, 392H – Reading course

A course of individual study supervised by a faculty member. The proposed syllabus requires permission of the instructor and of the chair of the program prior to registering in the course. Proposals should be submitted by March 31 for reading courses to begin in the following Fall session, and by Nov 30 for reading courses due to be taken in the Winter session.

CUST 395 – Special topics in Cultural Studies

In 2008–2009, special topic courses will be:

CUST – ERST 3954 – Special Topic: Nature and culture

The opposition between "nature" and "culture" is examined through four related yet distinct points of reference, approached under the topics of the domination of nature, the ecological paradigm, the conquest of the earth, and technonature.

CUST 3956 – Special topic: The shift to post modernity

Just as the modern condition took shape from paradigmatic changes in Renaissance and Reformation Europe, the advent of post modernity involves a range of paradigmatic shifts which this course examines in terms of their implications for conventional definitions of individuality, collectivity, agency, time, and the real.

CUST 401, 402D – Honours thesis

CUST 402D is a double credit in Cultural Studies. CUST 401 is a single credit because the same thesis is submitted to the other department/program in a joint-major. A major research project leading to a thesis of about 15,000 words. Deadline for a thesis abstract and bibliography (signed by the thesis supervisor) is May 1 in the student's third year.

CUST 424 – Creative writing and performance

Focusing on work-in-progress, this workshop combines one-to-one critiques with the instructor, group editing of an individual's work, writing time and the presentation of a piece of writing or performance monologue that serves as the basis of a reflection on writing in conditions of postmodernity. CUST 225 or 226 is a valuable pre- or co-requisite.

CUST – ENGL 425 – Advanced studies in literary and critical theory

A consideration of literary and critical theories from Greek mimesis and Anglo-American literariness to post-structuralist, reader-response, feminist, queer, and post-colonialist theories. Figures to be studied include Plato, Aristotle, Sidney, Coleridge, Shelley, Eliot, Richards, Frye, Fish, Lukacs, Barthes, Foucault, Cixous, and Homi Bhabha. Excludes CUST 325.

CUST – ENGL 429 – Advanced studies in science fiction

Current topic: "Speculative fiction and contemporary techno culture." Examines representations of the subject constituted in Western techno culture, including post human configurations such as the robot, the cyborg, and artificial and virtual intelligence. Fictional and critical/theoretical speculations examine changing understandings of subjectivity, agency, the body, and community in the context of advanced technologies. Prerequisite: CUST – ENGL 229 or CUST – ENGL 329 or permission of the instructor.

CUST 435 – Advanced topics in mass media and popular culture

Theoretical perspectives on the history, economy and politics of selected aspects of mass media and popular culture. Previous topics have included zines and underground culture, and the work of Pierre Bourdieu. In 2008–2009 the course deals with approaches to the study of youth subcultures.

CUST 450 – Advanced studies in cultural theory

A study of the "return of the religious" and the crisis of critical discourse. The seminar turns to examine the reappearance of a "religious tone" in contemporary theoretical discourse (by Derrida, Cixous, Nancy, Levinas, and Bataille). Excludes CUST 350.

CUST – POST – 4510 Theories of cultural politics

A focus on culture has emerged at the forefront of theoretical approaches to political resistance and contemporary social movements. This course combines a survey of developments with close readings of texts by key figures. A guiding topic throughout will be the scope and limits of a focus on culture. Excludes CUST – POST 49510.

CUST 470 – Advanced studies in theatre and the performing arts

Special topics have included: experimental directions taken by traditionally marginalized groups; parody and performance; the work of Bertolt Brecht; theories of subjectivity and narrative; performance theory and performance art; and genre experimentation. Pre-requisite: CUST 270 or 370.

CUST 480 – Advanced studies in film

Text & image in visual culture: Examines the relation between the word and the image as discussed in cultural theory and made manifest in literature, painting and the cinema. Excludes CUST 380.

CUST 490 – Reading course

A course of individual study supervised by a faculty member. The proposed syllabus requires permission of the instructor and of the chair of the program prior to registering in the course. Proposals should be submitted by March 31 for reading courses due to begin in the following term.

CUST 491H, 492H – Reading course

A course of individual study supervised by a faculty member. The proposed syllabus requires permission of the instructor and of the chair of the program prior to registering in the course. Proposals should be submitted by March 31 for reading courses to begin in the following Fall session, and by Nov 30 for reading courses due to be taken in the Winter session.

CUST 4951 – Special topic: Art culture theory

A seminar that addresses the influence of art and the milieu of the city (Paris, Vienna, Berlin) in the formation of cultural theory in the period between 1890 and 1940 especially in the works of Freud, de Saussure and Benjamin. The seminar meets for three hours weekly with occasional field events.

Economics

Telephone: (705) 748-1011 ext. 7331

E-mail: economics@trentu.ca

Fax: (705) 748-1567

Web: www.trentu.ca/economics

Associate Professor and Chair of the Department (Fall Term)

B. Lew, B.Sc. (Alberta), M.B.A. (Alberta), Ph.D. (Queen's) (*on leave Winter term*)

Professor and Acting Chair of the Department (Winter Term)

S. Choudhry, M.A. (Chittagong, Bangladesh), M.A. (McGill), Ph.D. (Manitoba);

Professors

M. Arvin, B.Sc. (London), M.Phil. (Oxford), Ph.D. (Queen's) (*on leave Winter term*); **T. Drewes**, B.A. (Lakehead), Ph.D. (Queen's) (*on leave Fall term*)

Associate Professors

B. Cater, M.A. (Toronto), Ph.D. (York); **J. Muldoon**, B.Sc. (Brock), M.A. (Guelph), Ph.D. (McMaster) (*on leave 2008-2009*)

Assistant Professors

T. Mihailovschi-Muntean, M.A. (Moldova State); M.A. (Boston); **L. Vojtassak**, M.S. (Comenius Slovak Republic), M.S. (Academia Istropolitana Nova, Slovak Republic), Ph.D. (Calgary)

Professors Emeriti

M. J. Boote, B.A. (Wales), Ph.D. (McGill); **D.C.A. Curtis**, M.A. (Queen's), Ph.D. (McGill); **H.M. Kitchen**, M.A. (McMaster); **K. S. R. Murthy**, B.Sc. (Andhra), M.Sc. (Karnatak), M.A. (Delhi, Western Ontario), Ph.D. (Western Ontario)

Economics is the academic discipline most discussed by the general public. It is also one of the least understood. Economics is the social science that deals with problems of scarcity. It does so through a systematic and logical framework for analyzing how a society solves such problems as what goods and services to produce, how to organize production, and for whom goods and services are to be produced. Knowledge of economics is necessary for understanding and dealing intelligently with such current topics as unemployment, economic growth, income inequality, the environment, globalization, and various forms of market regulation. Besides being important for understanding contemporary social issues, economics is useful in developing career skills for business, law, teaching, public administration and research. Both verbal and mathematical training are involved in learning the discipline of economics.

Notes

- C- (60%) or higher in ECON 101H and 102H is a prerequisite for all upper-level Economics courses, with the possible exception of cross-listed courses, for which students should check the prerequisites.
- Courses in Economics at the 200-level, with the exception of ECON – ADMN 220H and 225H, are considered equivalent to courses at the 300-level in order to satisfy the University requirement for at least seven credits beyond the 200-level in the Honours program and at least four in the General program.
- Courses in Economics fulfilling University science course requirements for the B.Sc. are marked (Sc) in the individual course descriptions.
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in Economics, if they have met the requirements for the joint-major General degree (see below).

BACHELOR OF ARTS AND BACHELOR OF SCIENCE PROGRAMS IN ECONOMICS

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- The Economics department offers both a B.A. and a B.Sc. degree.
- ECON – ADMN 220H and ECON 320H fulfill the requirement for one credit in Mathematics for the B.Sc. in Economics.
- With departmental permission, one credit in Economics at the 300-level may be substituted for the unspecified Economics credit at the 400-level in the single-major program; for the joint-major program the equivalent substitution is 0.5 credit.
- It is strongly recommended that students in the joint-major program complete ECON – ADMN 220H and 225H within the first 15 credits.

- It is strongly recommended that students in the single-major program complete ECON 320H and 325H within the first 15 credits.
- ECON 401 is now optional and may be substituted (by economics majors only) for ECON 404 only under specific conditions. Students must obtain departmental approval.

The single-major Honours program. At least 10 credits in Economics. The program must include:

- 7.0 ECON credits consisting of ECON 101H, 102H, 200H, 201H, 300H, 301H, 320H, 325H, 400H, 404, 405H, ECON – ADMN 220H and 225H
- 1.0 ECON credit at the 400-level
- 2.0 ECON credits in addition to the above
- for the B.Sc., 14 science credits in the program as a whole

The joint-major Honours program. At least 7.5 credits in Economics. The program must include:

- 5.0 ECON credits consisting of 101H, 102H, 200H, 201H, 400H, 404, 405H, ECON – ADMN 220H and 225H
- 2.5 ECON credits in addition to the above, at least 0.5 at the 400-level
- for the B.Sc., 14 science credits in the program as a whole

The single-major General program. At least 6 credits in Economics. The program must include:

- 3.0 ECON credits consisting of ECON 101H, 102H, 200H, 201H, ECON – ADMN 220H and 225H
- 3.0 ECON credits in addition to the above
- for the B.Sc., 11 science credits in the program as a whole

The joint-major General program or minor. At least 5 credits in Economics. The program must include:

- 2.0 ECON credits consisting of ECON 101H, 102H, 200H and 201H
- 3.0 credits in ECON in addition to the above
- for the B.Sc., 11 science credits in the program as a whole, including ECON – ADMN 220H and 225H

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

ECON 101H – Introductory microeconomics (Sc)

An introductory treatment of markets, prices and outputs based on the behaviour of consumers, business firms and the structure and organization of industries. Selected economic and social policies including taxation, international markets and trade policy are also examined.

ECON 102H – Introductory macroeconomics (Sc)

An introductory study of the total economy in terms of GDP, employment, unemployment, prices, and inflation using simple economic models. The Canadian banking system, monetary policy, the government sector, government budgets and fiscal policy are examined. Selected aspects of international trade, the balance of payments, and exchange rates are included.

ECON 200H – Intermediate microeconomic theory I (Sc)

An examination of problems of demand and supply, market equilibrium and market structure. A comprehensive treatment of the theoretical techniques used to deal with problems of resource allocation and applications of those techniques. Develops skills necessary for advanced work in economics. Prerequisite: ECON 101H, 102H. Excludes ECON 200.

ECON 201H – Intermediate macroeconomic theory I (Sc)

A study of output (GDP), employment and inflation in the national economy, including the effects of monetary, fiscal and exchange rate policies. Current macroeconomic models are used to examine fluctuations in economic activity, and the objectives, design, implementation and evaluation of monetary and fiscal policies. Prerequisite: ECON 101H, 102H. Excludes ECON 201.

ECON – ADMN 220H – Introduction to statistics for economics and management (Sc)

This course introduces statistical methods in an applied setting with an emphasis on the development of theory through interactive learning. The material covered includes descriptive statistics, data analysis, inference and estimation techniques. Prerequisite: ECON 101H, 102H.

ECON – ADMN 225H – Introduction to mathematics for economics and management (Sc)

Topics include partial and general equilibrium, elementary linear algebra, elementary calculus, basic optimization theory, comparative static analysis and linear programming. These tools are integrated with and applied to micro and macroeconomic theory and managerial economics. Prerequisite: ECON 101H, 102H.

ECON – CAST 260H – Canadian economic development

Aspects of the development of a small, open economy; the application of economic analysis to the study of Canadian development to 1929. Topics include the settlement process, expansion of labour markets, resources and their exploitation, industrialization, an assessment of regional economic differences. Prerequisite: ECON 101H, 102H.

ECON – CAST 261H – The Canadian economy

Problems and policies in Canadian economic development since 1929. Topics include: the legacy of the Depression; government policy on trade, immigration and foreign investment; macroeconomic stabilization and social welfare; trends in employment and unemployment; exchange rate policy; fiscal policy and government budget deficits. Prerequisite: ECON 101H, 102H.

ECON 300H – Intermediate microeconomic theory II (Sc)

A continuation of ECON 200H to examine the theory of general equilibrium, factor markets, externalities, public goods and asymmetric information. Game theory will be introduced. Prerequisite: ECON 200H. Excludes ECON 200.

ECON 301H – Intermediate macroeconomic theory II (Sc)

A study of the monetary theory and financial markets, as they relate to the performance of the aggregate economy and affect the design, implementation and impact of monetary policy in Canadian and international contexts. Prerequisite: ECON 201H. Excludes ECON 201.

ECON 302H – Financial economics

An introduction to the economic analysis of investment decisions and financial markets. Key concepts include present-value formula, market efficiency, portfolio choice, risk, arbitrage, and asymmetric information. Prerequisite: ECON 101H, 102H.

ECON 311H – International trade (Sc)

Theories of world trade and the analysis of trade policy and trade relationships in the world economy. The theory and practice of protectionism and preferential trade arrangements. The political economy of trade policy. The role and performance of international organizations. Environmental aspects of trade. International labour standards and trade. Prerequisite: ECON 101H, 102H. (support course for International Development Studies)

ECON 312H – International finance (Sc)

The operation of international money and capital markets and theoretical and policy aspects of exchange rates and the balance of payments. Macroeconomic management of domestic open economies. The evolution, management and reform of the international financial system. Prerequisite: ECON 101H, 102H. (support course for International Development Studies)

ECON 316H – Government expenditure analysis (Sc)

Efficiency criteria will be emphasized in the analysis of public goods, voting behaviour, externalities, natural monopolies, cost-benefit analysis, economic impact analysis, intergovernmental grants, structure and growth of government expenditures in Canada. Prerequisite: ECON 101H, 102H.

ECON 317H – Canadian tax policy

Efficiency and equity criteria will be emphasized in the theory and practice of personal income taxation, corporate income taxation, commodity taxation, payroll taxation, local government taxation and income transfers. Prerequisite: ECON 101H, 102H. Excludes ECON 217H.

ECON 320H – Econometrics (Sc)

The objective of this course is to provide an elementary but comprehensive introduction to econometrics. Simple and multiple regression; regression diagnostics; problems with testing economic relationships are all introduced within the classical regression framework. Prerequisite: ECON – ADMN 225H, 220H (or equivalents). Pre- or co-requisite: ECON 200H, 201H or permission of the instructor.

ECON 321H – Applied econometrics (Sc)

This course integrates economic theory, econometric technique and practical applications in empirical economics. The emphasis in this course is on the issues which arise in building empirical models. Students will gain practical skill in the development of empirical models of the economy. Prerequisite: ECON 320H.

ECON 325H – Mathematical economics and economic models (Sc)

A continuation of ECON – ADMN 225H. Mathematical techniques used to set and solve economic problems. Topics include total differentiation, comparative static analysis under equilibrium models, unconstrained optimization, classical programming, concavity, convexity, quasi-concavity and quasi-convexity, homogeneous functions, integral calculus, exponential and logarithmic functions. Economic applications will be stressed throughout. Prerequisite: ECON – ADMN 225H (or equivalents). Pre- or co-requisite: ECON 200H, 201H or permission of the instructor.

ECON – IDST 331H – The economics of developing countries (Sc)

Alternative models of growth and development, examination of sectoral problems of LDCs – agriculture, education, health, environmental issues, etc. Planning strategies for economic development and the diversity of the development experience. Prerequisite: ECON 101H, 102H. Excludes ECON 330, ECON – IDST 231H.

ECON – IDST 333H – The economics of global interdependence (Sc)

The world economy and the place of less developed nations in an increasingly interdependent global system. Topics include: a market-friendly strategy for the poor; globalization and its impacts; the growing literature on foreign aid and debt; the oil crisis; water scarcity and the potential for international water conflicts. Prerequisite: ECON 101H, 102H.

ECON 340H – Managerial economics

A study of the various ways in which microeconomic principles and quantitative tools can be used to aid managers in making sound decisions. Topics include forecasting consumer demand, production and cost analysis, optimal pricing and production decisions, optimal hiring and investment decisions, and capital budgeting. Prerequisite: ECON 101H, 102H.

ECON 341H – Industrial organization (Sc)

Study of markets including perfect competition, monopoly and imperfect competition. Special topics include product differentiation, collusion, measures of market concentration, mergers and vertical integration, predatory pricing, entry deterrence, advertising, vertical restraints, and antitrust policies. Prerequisite: ECON 200H. Pre- or co-requisite: ECON – ADMN 225H or equivalent.

ECON 350H – Economics of industrial relations

Employer-employee relations; human resource management; theory and practice of collective bargaining; strikes; economic aspects of unions; economics of labour policy. Prerequisite: ECON 101H, 102H.

ECON 351H – Labour economics (Sc)

The economic theory of labour markets used to understand their outcomes and evaluate policies. Topics include wage determination, minimum wages, human capital theory, returns to schooling, optimal compensation and unemployment. Prerequisite: ECON 101H and 102H and 200H.

ECON 361H – An economic history of the industrial revolution

Economic and quantitative analyses of European industrialization with special emphasis on the British experience. Topics include the origins of factories, technical change, worker-firm relations, the standard of living debate and the decline of British industry. Prerequisite: ECON 101H and 102H.

ECON 362H – Growth of the global economy, 1850 to present

The process of the industrialization and globalization of the world economy. Topics include the classic gold standard and international investment, the expansion of trade, labour migration, the diffusion of technology, core-periphery relations, the retreat from globalization after World War I, growth after 1945, rise of global institutions. Prerequisite: ECON 101H and 102H.

ECON – ERST – CAST 378H – Canadian renewable resource economics (see Environmental & Resource Science/Studies)

ECON – ERST 381H – Environmental economics (Sc)

This course examines the links between economic activity and environmental degradation. Topics include the valuation of environmental amenities, the use of incentives in regulation, the economics and environmental effects of market failure and the rationale for government intervention. Prerequisite: ECON 101H and 102H or permission of the instructor.

ECON – CAST 384H – Health economics

Economic analysis of the organization, financing and utilization of health services. Patterns of consumer and provider behaviour; the functioning and regulation of markets for health services; policy issues in the provision of health care in Canada. Prerequisite: ECON 101H and 102H or permission of the instructor.

ECON 400H – Topics in advanced microeconomic theory (Sc)

Development of utility theory from axiomatic preference theory, the structure of utility functions; duality in consumer theory; decision-making under uncertainty; general equilibrium models; welfare economics; game theory. Prerequisite: ECON 200H, ECON – ADMN 225H, 220H (or equivalents).

ECON 401 – Research project (Sc)

This course is designed to help students develop independent research skills by working on a topic of individual interest, under the close supervision of a faculty adviser. Open only to single or joint economics majors who have completed at least 14 credits, provided specific departmental criteria are met. Students must consult with the department prior to registration. Department approval required.

ECON 404 – Research methodology in economics (Sc)

This course is designed to develop students' abilities to conduct empirical research in economics. Each year a topical area of interest will be selected that will provide students with skills in assessing available literature, conducting empirical research, and reporting the resulting economic analysis in the form of a major paper. Open only to students who have earned at least 15 credits. Prerequisite: ECON – ADMN 220H, ECON – ADMN 225H (or equivalents), ECON 200H, ECON 201H. Excludes ECON 402H and ECON 403H.

ECON 405H – Topics in advanced macroeconomics (Sc)

A study of selected topics and issues including: output and inflation models, business cycles and fluctuations, and alternative approaches to monetary and fiscal policy design and implementation. Prerequisite: ECON 201H, ECON – ADMN 225H, ECON – ADMN 220H (or equivalents).

ECON 420H – Topics in econometrics (Sc)

This course examines theory and practice in the estimation and testing of economic models with an emphasis on alternatives to simple regression, as they relate to particular economic and statistical issues in an applied setting. Students gain experience in evaluating and refining empirical models of economic phenomena. Prerequisite: ECON 320H or permission of the instructor.

ECON 425H – Advanced topics in mathematical economics (Sc)

A continuation of ECON 325H. Advanced mathematical techniques of direct relevance and operational significance to economics. Topics include classical and non-linear programming, comparative static analysis, differential equations, dynamic optimization, optimal control theory, phase diagrams, dynamic stability/instability in systems, economics of risk and uncertainty. Prerequisite: ECON 325H or permission of the instructor.

ECON 495H – Special topics in macroeconomics (Sc)

Research seminar on monetary policy, fiscal policy and macroeconomic performance. Students write and present empirical research on aspects of recent Canadian macroeconomic experience and policy. Students will discuss recent macroeconomic models, select research topics, formulate proposals, and present research results in seminars. Prerequisite: ECON 201H, ECON – ADMN 225H, ECON – ADMN 220H (or equivalents).

Education

Trent University offers three options for students intending to teach at the Elementary or Secondary levels in the Ontario School system:

- Consecutive Bachelor of Education program, leading to a B.Ed. from Trent University, open to students who have already completed a university degree
- Queen's-Trent Concurrent Teacher Education program, leading to a B.A. or B.Sc. from Trent University and a B.Ed. from Queen's University, involving school placement and educational theory from the first year of university
- Emphasis in Teacher Education (p. 240), for students in an Honours program at Trent University who plan to enroll in a Consecutive Education program at Trent University or elsewhere after completing their Trent degree.

CONSECUTIVE BACHELOR OF EDUCATION PROGRAM

Telephone: (705) 748-1011 ext. 7564

E-mail: education@trentu.ca

Fax: (705) 748-1144

Web: www.trentu.ca/education/consecutive

Director of the School of Education and Professional Learning

To be named

Professors

D. P. Berrill, B.A. (Northwestern), M.A. (Toronto), Ontario Teaching Certificate, Ph.D. (East Anglia);

P. Elliott, B. Sc., Ph.D. (Wales)

Associate Professors

W. Smale, H.B.P.E., B.Ed., M.Ed., B.Sc. (Lakehead), Ph.D. (Alberta); **K. Young**, B.A., B.Ed., M.Ed., Ph.D. (York)

Assistant Professors

C. Bruce, B.A., B.Ed. (York), M.A., Ph.D. (Toronto); **M. Davidson**, B. A. (York), B.Ed. (Queen's), M.Ed. (McGill), Ph.D. (Concordia); **L. Iannacci**, B.A., B.Ed. (York), M.Ed., Ph.D. (Western);

K. Pendleton-Jimenez, B.A. (UC Berkeley), M.F.A. (San Diego State), Ph.D. (York)

The School of Education and Professional Learning, which offers the Consecutive Bachelor of Education program, combines attention to individual learners in small class settings with a community-based approach. The program is guided by a philosophy of social justice, a recognition of learner diversity, and a commitment to professional performance. Through foundations and curriculum courses, candidates are provided the opportunity to critically engage with recent advances in theory, research, and practice. Teaching placements allow candidates to ground their learning in practical classroom experience, as they attend to individual student needs, multiple modes of learning, human diversity, and curriculum-building. Distinctive aspects of the Trent B.Ed. include: a reading tutoring program, an alternative practicum, expertise in special needs, professional identity development, multiple literacies, and legal aspects of education. The School collaborates closely with educators in the region, including those working in primary and secondary schools, local colleges, and community organizations.

Programs of study are offered, in both full-time and part-time formats, for students interested in teaching at the Primary/Junior levels (K – Grade 6) and at the Intermediate/Senior levels (Grades 7 – 12). The full-time program is one-year (August 28 to May 18); the part-time program must be completed within a two year period. Teaching subjects at the Intermediate/Senior levels include: Biology, Chemistry, Computer Science, Dramatic Arts, English, French as a Second Language, Geography, History, Mathematics, Native Studies and Physics.

Admission Requirements

Applicants must have an approved degree from an accredited degree-granting institution and a minimum average of 70%, based upon the final 10 full year credits (or equivalents) in an undergraduate degree program. College transfer courses will not be considered. Applicants are also required to submit a Profile of Experience, including two letters of reference. For further details on the academic requirements and information about the Profile of Experience, please consult www.trentu.ca/education/consecutive. Applicants with Honours (4-year) degrees are given preference over those with General (3-year) degrees. Members of a visible racial minority, Aboriginal Peoples and persons with a disability may apply for an equity admissions place in the Bachelor of Education program using the Equity Admission Form.

Practicum Handbook for Teacher Candidates

All teacher candidates are advised to refer to the policies and procedures in the *Practicum Handbook for Teacher Candidates*.

Certification

Successful completion of the practicum is a requirement for successful completion of the program. Upon successful completion of the program candidates are awarded a B.Ed. degree. The School of Education and Professional Learning reserves the right to recommend candidates to the Ontario College of Teachers for the Certificate of Qualification to teach in Ontario. Non-Canadians completing the program may be recommended to the College, but it is the responsibility of the candidates to provide acceptable and appropriate immigration documentation permitting them to work in Ontario. For further information about the Ontario College of Teachers, please see www.oct.ca.

Notes

- “J” signifies 0.25 credits; “H” signifies 0.5 credit
- All program options require 5 credits including 0.5 practicum credit.
- All curriculum courses incorporate Ontario Curriculum policy documents and other related Ministry policy documents that direct the professional practice of teachers in Ontario.
- All courses reflect the Ontario College of Teachers’ *Foundations of Professional Practice, incorporating ethical standards and standards of practice*.
- There are 3 pairs of practicums, one in each pair for the public school system and one for the Catholic school system: EDUC 4351J/EDUC 4354J, EDUC 4352J/EDUC 4355J, EDUC 4353H/EDUC 4356H. Students may take more than one course from each pair, but only one from each pair will be counted for credit.

PROGRAM OPTIONS

1. Primary/Junior streams in the public school system

- 5 credits consisting of EDUC 4121H, 4133H, 4313H, 4341H, 4353H*, 4561H, 4562H, 4571H, 4573H, 4574H

2. Primary/Junior streams in the Catholic school system

- 5 credits consisting of EDUC 4133H, 4313H, 4341H, 4343H, 4356H**, 4561H, 4562H, 4571H, 4573H, 4574H

3. Intermediate/Senior streams in the public school

- 3 credits consisting of EDUC 4221H, 4223H, 4233H, 4313H, 4341H, 4353H*
- 2 credits from the Intermediate/Senior curriculum courses

4. Intermediate/Senior streams in the Catholic school system

- 3 credits consisting of EDUC 4223H, 4233H, 4313H, 4341H, 4343H, 4356H**
- 2 credits from the Intermediate/Senior curriculum courses

* In the part-time program, public board option, 4353H will be replaced by EDUC 4351J in Year 1 and EDUC 4352J in Year 2.

** In the part-time program, Catholic option, 4356H will be replaced by EDUC 4354J in Year 1 and EDUC 4355J in Year 2.

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

FOUNDATIONAL COURSES

EDUC 4121H – Creating a positive learning environment (Primary/Junior)

This course will examine current theories of instructional design and classroom management as they interact to create a positive learning environment in the Primary/Junior context. Students will examine and critically assess contemporary models of design and management to develop personal philosophies related to their own teaching.

EDUC 4133H – Supporting literacy and learners with special needs (Primary/Junior)

Introduction to current educational research, theory and sound practices regarding reading instruction and students with learning disabilities. Models of inclusion and individualized instruction are explored with emphasis on legal responsibilities, program modification, and classroom accommodation. This course is accompanied by a practicum placement.

EDUC 4221H – Creating a positive learning environment (Intermediate/Senior)

This course will examine current theories of instructional design and classroom management as they interact to create a positive learning environment in the Intermediate/Senior context. Students will examine and critically assess contemporary models of design and management to develop personal philosophies related to their own teaching.

EDUC 4223H – Issues in planning, assessment and evaluation (Intermediate/Senior)

Through the application of current research and theoretical foundations, this course will explore contemporary issues in planning, assessment and evaluation and their application to intermediate and senior classroom teaching practice. Selection, design, and use of assessment tasks, tools, and data will be addressed and critiqued, with opportunities for connections to all curriculum areas

EDUC 4233H – Supporting literacy and learners with special needs (Intermediate/Senior)

Introduction to current educational research, theory and best practices regarding reading intervention and students with in special needs at the Intermediate and Senior levels. Models of inclusion and individualized instruction are explored with emphasis on legal responsibilities, program modification, and classroom accommodation. This course is accompanied by a practicum placement.

EDUC 4313H – Sociocultural perspectives on human development and learning (Primary/Junior & Intermediate/ Senior)

This course will offer a critical approach to the understanding of sociocultural and cognitive theories of human development. We will examine how these theories apply to multiple contexts of education, including systemic processes, classroom practices, and embodied teaching and learning

EDUC 4341H – Educational law, ethics and professional conduct (Primary/Junior and Intermediate/Senior)

This course provides students with an overview of legal, ethical and professional issues. It is an introduction to past and current theoretical/philosophical knowledge in applied educational ethics as practiced in the profession. Teacher candidates will begin to learn about their legal rights and responsibilities to all stakeholders in Ontario education.

EDUC 4343H – The philosophical, historical and curricular context of Ontario Catholic education (Primary/Junior and Intermediate/Senior)

This course is designed to introduce students to the distinctive nature of Catholic Education in Ontario. It will explore: philosophic, historical and theological foundations, critical issues, and current theories of instructional design and classroom management with attention to the distinctive character of curriculum and learning environment in the Catholic school system.

EDUC 4351J – Practicum: Building professional identities. Part-time program year 1 (Primary/Junior and Intermediate/Senior; public stream)

By applying research and theoretical knowledge about teaching and learning, teacher candidates will reflect on their teaching experiences to explore issues related to building professional teaching identities. Practicum placements will include a total of 86 days over two years in a minimum of three contexts: tutoring pupils deemed at risk in reading; 61 days of classroom teaching; an alternative setting practicum.

EDUC 4352J – Practicum: Re-negotiating self through theory and practice. Part-time program year 2 (Primary/Junior and Intermediate/Senior; public stream)

Teacher candidates will apply research and theoretical knowledge in theorizing a re-negotiation of their teaching identities by exploring ethical and pedagogic dilemmas and tensions in teaching. Practicum placements will include a total of 86 days over two years in a minimum of three contexts: tutoring pupils deemed at risk in reading; 61 days of classroom teaching; an alternative setting practicum. Practicum components not completed in the first year of the program will be completed in year 2.

EDUC 4353H – Practicum: Building professional identities and maintaining personal integrity (Primary/Junior and Intermediate/Senior; public stream)

By applying research and theoretical knowledge about teaching and learning, professional standards, and ethics, teacher candidates will reflect on their teaching experiences to explore issues related to building professional teaching identities and maintaining personal integrity. For all candidates, practicum placements will include a total of 86 days in three different contexts: an individualized context with two pupils deemed reading; 61 days of classroom teaching; and an alternative setting practicum, proposed by the candidate.

EDUC 4354J – Practicum: Building professional identities in a Catholic education setting. Part-time program year 1 (Primary/Junior and Intermediate/Senior; Catholic stream)

By applying faith based knowledge, research and theory about teaching and learning, teacher candidates will reflect on their teaching experiences to explore issues related to building professional teaching identities in Catholic education settings. Practicum placements will include a total of 86 days over two years in a minimum of three contexts: tutoring pupils deemed at risk in reading; 61 days of classroom teaching; an alternative setting practicum.

EDUC 4355J – Practicum: Re-negotiating self in a Catholic education setting through theory and practice. Part-time program year 2 (Primary/Junior and Intermediate/Senior; Catholic stream)

Teacher candidates will apply research and theoretical knowledge in theorizing a re-negotiation of their teaching identities by exploring ethical and pedagogic dilemmas and tensions in teaching in Catholic education settings. Practicum placements will include a total of 86 days over two years in a minimum of three contexts: tutoring pupils deemed at risk in reading; 61 days of classroom teaching; an alternative setting practicum. Practicum components not completed in the first year of the program will be completed in year 2.

EDUC 4356H – Practicum: Building professional identities and maintaining personal integrity in a Catholic education setting (Primary/Junior and Intermediate/Senior)

By applying research, faith-based knowledge, and theoretical knowledge about teaching and learning, professional standards, and ethics, teacher candidates will reflect on their teaching experiences to explore issues related to building professional teaching identities and maintaining personal integrity in Catholic education settings. For all candidates, practicum placements will include a total of 86 days in three different contexts: an individualized context with two pupils deemed reading; 61 days of classroom teaching; and an alternative setting practicum, proposed by the candidate.

CURRICULUM COURSES

EDUC 4561H – Mathematics (Primary/Junior)

This course in teaching Primary/Junior Mathematics for prospective teachers focuses on developing a community of mathematics learners. Current theories related to teaching and learning mathematics will be examined within the context of rich mathematical investigations. A variety of manipulatives and technologies will be explored as tools for learning and assessment.

EDUC 4562H – Science and social studies (Primary/Junior)

This course will emphasize construction of conceptual understanding of the theoretical foundations of science and social studies. Students will explore a range of teaching/learning and assessment approaches at the Primary/Junior levels which support active construction of knowledge in these areas.

EDUC 4571H – Language & literacy (Primary/Junior)

This course prepares teacher candidates for planning, teaching and assessing comprehensive balanced literacy programs in the Primary and Junior divisions. Candidates will recognize how theories of language and literacy development and instructional methodologies can be effectively applied to classroom practice.

EDUC 4573H – Integrated arts in the elementary classroom (Primary/Junior)

In this course students will learn how to integrate the arts into the elementary classroom. Drawing on current theory and practice in arts education, candidates will focus on how children learn, create and express ideas through the arts and consider ways that the arts can enrich learning across subject areas.

EDUC 4574H – Movement: Physical education and dance in the elementary classroom (Primary/Junior)

This course will offer an approach to movement education incorporating theories of kinesthetic learning in physical education and dance. Teacher candidates will be introduced to theoretical and practical foundations of movement to assist them in becoming comfortable and confident in their ability to make these subjects integral to classroom practice.

EDUC 4661 – Biology (Intermediate/Senior)

This course examines contemporary learning theory pertaining to Biology education. Students will explore the philosophical basis of appropriate teaching and assessment methodologies to facilitate pupil learning and understanding. The unifying principles of the life sciences will form a framework for the course.

EDUC 4662 – Chemistry (Intermediate/Senior)

Students will investigate theories of instructional practice supporting student learning in Chemistry. The foundational concepts of chemical science will be linked to contemporary theories of assessment and evaluation of pupil performance to develop effective teaching and learning models.

EDUC 4663 – Computer science (Intermediate/Senior)

This course prepares students to teach Computer Science, Engineering Technology or Information Technology at the Intermediate and Senior levels. Contemporary theories and strategies for teaching programming, software applications and online learning will be linked with theoretical models of assessment and evaluation to develop dynamic instructional programs.

EDUC 4664 – Mathematics (Intermediate/Senior)

This course will focus on pupil construction of mathematical concepts and skills through engagement as a community of learners. Exploration of current pedagogical theory in mathematics, teaching practices, assessment techniques, and the skills and content areas of the curricula will be critically examined.

EDUC 4665 – Physics (Intermediate/Senior)

Students will explore contemporary research and theoretical foundations of Physics instruction, focussing on pupil construction of knowledge. They will apply these theories in designing effective physics courses which incorporate a wide range of teaching practices and assessment techniques to engage all learners.

EDUC 4671 – Dramatic arts (Intermediate/Senior)

Students will critically examine current theory and practice of teaching Dramatic Arts in the Intermediate and Senior divisions. They will apply educational theory and pedagogy in exploring a variety of teaching and assessment strategies for developing effective drama programs.

EDUC 4672 – English (Intermediate/Senior)

Students will investigate the theoretical foundations for teaching oral communication, reading, writing and media studies in the intermediate and senior divisions. They will apply research and theory in planning a balanced curriculum, evaluating student performance, preparing students to meet literacy expectations, and modifying programs according to individual needs.

EDUC 4673 – French as a second language (Intermediate/Senior)

This course will explore current pedagogical research and theory that supports the teaching/learning of listening, speaking, reading and writing in French as a Second Language. It will focus on the models for the integration of language skills and culture and investigate a variety of instructional and assessment approaches for creating effective lessons and teaching units.

EDUC 4674 – History (Intermediate/Senior)

This course will provide students with the fundamentals in contemporary theory and practice of teaching History to pupils in the Intermediate and Senior divisions. Students will be given opportunities to study the research and theoretical foundations for various models of history instruction, methods of assessment and evaluation of pupils and effective course design.

EDUC 4681 – Geography (Intermediate/Senior)

This course will provide students with the professional skills necessary to be effective teachers of Geography at the Intermediate and Senior levels. Through a variety of teaching strategies and reflective practice, candidates will investigate contemporary research, theories and methods of teaching Geography and assessing student learning in the subject area.

EDUC 4682 – Native Studies (Intermediate/Senior)

Students will explore theoretical foundations for teaching Native Studies in Intermediate and Senior classrooms. They will apply these theories to a critical examination of a variety of teaching and assessment practices appropriate to the subject area.

QUEEN'S-TRENT CONCURRENT TEACHER EDUCATION PROGRAM

Telephone: (705) 748-1011 ext. 7464

E-mail: concurrented@trentu.ca

Fax: (705) 748-1008

Web: www.trentu.ca/education/concurrent

Co-ordinator

S. Carew, B.A. (Trent), M.Ed. (Toronto)

The Queen's-Trent Concurrent Teacher Education program, co-sponsored by Trent University and by the Faculty of Education, Queen's University, is designed for students intending to teach in either elementary or secondary schools. Candidates enroll in courses at both universities, which qualify them for an Honours Bachelor of Arts or an Honours Bachelor of Science degree from Trent and a Bachelor of Education degree from Queen's.

The Concurrent Education program differs from consecutive programs in which students complete a university degree before doing any Education credits; it involves school placements and educational theory from the first year of university. Of the seven Education credits required for the Concurrent program, the first 2 or 2.25 credits are completed at Trent University and the remaining credits are completed in the final year at Queen's University in Kingston.

Teacher preparation in the program is both academic and field-based. Teacher candidates acquire experience with schools in each year of the program while pursuing academic and professional studies. The candidates' involvement in the professional program increases from year to year and includes an extended practicum in the final year.

The program requires candidates to do an Honours degree at Trent. After completion of an Honours degree students must complete the fifth year of the Education program at Queen's University in Kingston.

Students in this program carry an additional course load. This requires that students make appropriate adjustments to their external commitments in order to accommodate class time, placement, and course assignments.

PROGRAM OPTIONS

Candidates elect to specialize in one of two program options: Primary/Junior (Grades JK to 6) or Intermediate/Senior (Grades 7 to 12).

1. Primary-Junior Program Requirements (Grades JK to 6)

Entrance into final year will be contingent upon completion of the following:

- a 20-course Honours degree
- a half-year university course in Developmental Psychology (or the equivalent), or a full-year university course in Introductory Psychology
- an overall cumulative average of 70% at the end of your Honours degree
- We highly recommend that candidates take at least a half-year university course in their undergraduate degree in each of the six curriculum areas: English, Mathematics, Science, the Arts, Canadian History or Canadian Geography and Physical or Health Education.

2. Intermediate-Senior Program Requirements (Grades 7-12)

Entrance into final year will be contingent upon completion of the following:

- a 20-course Honours degree
- a half-year university course in Developmental Psychology (or the equivalent), or a full-year university course in Introductory Psychology
- an overall cumulative average of 70% at the end of your Honours degree
- a minimum of 5 full-year (or equivalent) university courses in the first teaching subject
- a minimum of 4 full-year (or equivalent) university courses in the second teaching subject
- teaching subjects offered are: Computer Science, Dramatic Arts, English, French, Geography, History, Mathematics, Science – Biology, Science – Chemistry, Science – Physics, and Visual Arts

Selection criteria

Candidates are selected according to the following criteria:

- Academic standing with a minimum 80% average is required to apply.
- Personal Statement of Experience (showing candidate's related experience and stressing responsibility, leadership and initiative) is due end of February. See our website for exact date and downloadable application form.

Each year up to 15 spaces are available for second year entry into the Queen's-Trent Concurrent Teacher Education program (in addition to the 125 spaces already available). Only students who are intending to complete a four-year Honours degree and who are presently in year one of an Arts and Science program at Trent University are eligible to apply. A 74% or better average in a total of five credits is required.

Notes

- Candidates are strongly encouraged to consult with the Queen's-Trent Concurrent Teacher Education office to ensure that courses selected meet program requirements. A list of acceptable courses is made available to Concurrent Teacher Education candidates at information sessions before Early Registration. Responsibility for ensuring that all B.A./B.Sc. and B.Ed. requirements are fulfilled rests with the candidate.
- Candidates are expected to complete both the Trent Honours Bachelor's degree and the Queen's Education degree within six years of their initial registration at Trent. All Trent degree requirements and Education teaching division prerequisites for the final year at Queen's must be completed by early May preceding final year enrolment. For full details please see the Concurrent Teacher Candidate Guide at <http://educ.queensu.ca/practicum/concurrent/index.shtml>
- Candidates must achieve the cumulative average required by their respective Honours degree programs.
- Academic progress will be reviewed at the conclusion of each year in Arts and Science. Candidates placed under academic penalty by the Faculty of Arts and Science/Office of the Registrar will be required to concentrate their efforts on their Arts and Science courses and to suspend

their work in Concurrent Education until the penalty is removed.

- Candidates wishing to have Dramatic or Visual Arts as teaching subjects may not be able to take the required number of credits at Trent University and may therefore need to take courses at other universities or by correspondence. Candidates planning Dramatic or Visual Arts as teaching subjects should consult the Concurrent Teacher Education office concerning suitable courses.
- Candidates are required to pay Queen's tuition fees for their Education courses. These are not covered by Trent University Arts and Science tuition fees.
- Candidates are required to pay a nominal learning materials fee in Queen's Education courses.

Program format and required courses for students entering in the Fall of 2009

Program requirements are subject to change without notice

Common Year

Year 1 at Trent (0.75 credit)

- up to 5 credits towards a B.A. or B.Sc.
- Introduction to Teaching (0.25 credit)
- Introduction to Curriculum (0.25 credit)
- Experiences in Schools I (0.25 credit) which is the equivalent of two full weeks of placement.

At the end of Year 1, students must choose the Primary/Junior or Intermediate/Senior program.

Primary/Junior Program

Year 2 at Trent (0.5 credit)

- up to 5 credits towards a B.A. or B.Sc.
- Curriculum Selection (0.25)
- Experiences in Schools (Primary/Junior) II (0.25 credit) which is the equivalent of three full weeks of placement.

Year 3 at Trent (0.75 credit)

- up to 5 credits towards a B.A. or B.Sc.
- Critical Issues and Policies (Primary/Junior) (0.5 credit)
- Experiences in Schools (Primary/Junior) III (0.25 credit) which is the equivalent of three full weeks of placement.

Year 4 at Trent

- up to 5 credits towards a B.A. or B.Sc.
- no EDUC courses or placement required

Final Year at Queen's (PJ) (5 credits) (in Kingston)

- All remaining Curriculum, Foundations, Education Studies, Focus and/or Professional Studies courses.
- Practicum Course which is the equivalent of up to 16 weeks of placement

Intermediate/Senior Program

Year 2 at Trent (0.75 credit)

- up to 5 credits towards a B.A. or B.Sc.
- Professional Development (Intermediate/Senior) (0.25 credit)
- Experiences in Schools (Intermediate/Senior) II (0.5 credit) which is the equivalent of three full weeks of placement.

Year 3 at Trent (0.75 credit)

- up to 5 credits towards a B.A. or B.Sc.
- Critical Issues and Policies (Intermediate/Senior) (0.5 credit)
- Experiences in Schools (Intermediate/Senior) III (0.25 credit) which is the equivalent of three full weeks of placement.

Year 4 at Trent

- up to 5 credits towards a B.A. or B.Sc.
- no EDUC courses or placement required

Final Year at Queen's (IS) (4.75 credits) (in Kingston)

- All remaining Curriculum, Foundations, Education Studies, Focus and/or Professional Studies courses.
- Practicum Course which is the equivalent of up to 16 weeks of placement

For further details please visit the Queen's University, Faculty of Education website at <http://educ.queensu.ca/index.shtml>. The Queen's Faculty of Education Calendar is the authoritative version. The Calendar is available on the web at www.queensu.ca/calendars/education

English Literature

Telephone: (705) 748-1011 ext. 7733
 Fax: (705) 748-1823

E-mail: english@trentu.ca
 Web: www.trentu.ca/english

Acting Chair of the Department

To be named

Professors

L. W. Conolly, B.A. (Wales), M.A. (McMaster), Ph.D. (Wales), F.R.S.C.; **R. J. Dellamora**, A.B. (Dartmouth College), B.A. (Cambridge), M.Phil., Ph.D. (Yale); **J. A. Fekete**, B.A., M.A. (McGill), Ph.D. (Cambridge); **S. Kane**, B.A. (Carleton), M.A., Ph.D. (Toronto); **G. A. Johnston**, B.A. (Toronto), M.A. (Harvard); **S. L. Keefer**, B.A., M.A., Ph.D. (Toronto); **O. S. Mitchell**, B.A., M.A. (Alberta), Ph.D. (London); **J. E. Neufeld**, B.A. (Toronto), M.A., Ph.D. (Chicago); **Z. H. Pollock**, B.A. (Manitoba), Ph.D. (London) (*on leave Winter term*)

Associate Professors

S. J. Bailey, B.A. (Queen's), M.A., Ph.D. (Toronto); **R. Bode**, B.A., M.A., Ph.D. (Toronto); **S. W. Brown**, B.A., M.A. (Windsor), B.A., Ph.D. (Queen's), F.S.A. (Scot.); **J. A. Buckman**, B.A. (McGill), M.A. (Sussex), Ph.D. (Montréal) (*on leave*); **K. A. Chittick**, B.A., M.A. (Toronto), Ph.D. (Edinburgh); **S. Chivers**, B.A. (Calgary), Ph.D. (McGill) (*on leave 2008–2009*); **L. J. Clark**, B.A., M.A. (Toronto), Ph.D. (Virginia); **M. C. Eddy**, B.A., M.A. (Western Ontario), Ph.D. (Toronto); **J. Findon**, B.A. (British Columbia), M.A., Ph.D. (Toronto); **E. A. Popham**, B.A., M.A. (Manitoba), Ph.D. (Queen's) (*on leave 2008–2009*); **M. Steffler**, B.A. (Victoria), M.A., Ph.D. (McMaster) (*on leave 2008–2009*)

Assistant Professors

M. Epp, B.A., M.A. (Western), Ph.D. (Toronto); **H. M. Hodges**, B.A. (Queen's), M.A., Ph.D. (Toronto); **L. MacLeod**, B.A. (Windsor), M.A. (McMaster), Ph.D. (Memorial); **K. McGuire**, B.A. (Queen's), M.A., Ph.D. (Western)

Adjunct Faculty

A. M. Allcott, M.A. (Utah), Ph.D. (SUNY, Buffalo); **E. Berry**, A.B. (Wesleyan), M.A. Ph.D. (UC-Berkeley), Emeritus (Victoria)

Professors Emeriti

R. D. Chambers, B.A. (McGill), B.Litt. (Oxford); **S. F. Gallagher**, B.A. (Ireland), M.A. (Western Ontario), Ph.D. (Ireland); **M. A. Peterman**, A.B. (Princeton), M.A., Ph.D. (Toronto); **E. M. Orsten**, M.A. (Oxford), Ph.D. (Toronto); **F. B. Tromly**, B.A. (Grinnell), M.A., Ph.D. (Chicago)

In the English department at Trent University we introduce our students to the vast sweep of literature in English from its beginnings over a thousand years ago in Anglo-Saxon England to its current status as the global medium of culture and communication. We study the language of our daily existence functioning at its full force, in works of the imagination which confront the pressing and enduring issues in our lives and our society. Our goal is to enhance students' love and understanding of literature in English and to enable them to develop the reading, writing and analytical skills that are crucial to academic and professional success in the Information Age. We believe that the best way of achieving this goal is by exchanging and testing ideas in small-group discussions led by experienced and dedicated teachers.

Revision of Program

The English department has undertaken a major revision of its program. The new regulations apply to all students who declared their major at the end of the 2005–2006 academic year. Students already in the program at that time have the option of completing their degree under the new regulations or the old. For the old regulations see the English department website, www.trentu.ca/english.

Notes

- C- (60%) or higher in ENGL 1000 (or 1003H and 1005H in Oshawa) is a prerequisite for all upper-year English courses.
- Students should ensure that they have satisfied the University degree requirement for at least seven credits beyond the 200-level in the Honours program and at least four in the General program. Under the old regulations, 200-level courses in English were considered equivalent to 300-level courses. 2000-series courses are not considered equivalent to 300-level courses under the old regulations.
- A cross-listed course may not simultaneously satisfy the requirements of the two programs in a joint-major degree.

- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in English, if they have met the University requirements for the joint-major General degree (see below).
- For further information on the English department, please visit the department website at www.trentu.ca/english.

BACHELOR OF ARTS PROGRAM IN ENGLISH

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The English program consists of four series of courses:
 1. 1000-series courses introduce students to the discipline. ENGL 1000 (or 1003H and 1005H in Oshawa) is required of all English majors.
 2. 2000-series courses provide a basis for further study in English. These consist of ENGL 2000 (Practical criticism and theory), two historically based courses – ENGL 2100 (Medieval and Renaissance) and 2200 (Restoration to Romantics) – and three national literature courses – ENGL 2300 (American), 2400 (World) and 2500 (Canadian).
 3. 3000-series courses, entitled “Studies in...,” pursue more sharply focussed studies than the 2000-series courses.
 4. 4000-series courses, entitled “Research Seminars in...,” have a strong research component.
- All 1000-, 3000-, and 4000-series courses are taught in a combination of lectures and small seminars
- The emphasis in ENGL 2100 – 2500 is on extensive reading. They have more contact hours than other courses in the program, meet in larger groups, and require less writing.
- English 1000 (or 1003H and 1005H in Oshawa) must be taken in the first year of the program.
- English 2000 must be taken in the first or second year of the program.
- All other 2000-series courses and all 3000-series courses may be taken in the second, third or fourth year of the program.
- 4000-series courses may be taken by students in the Honours program who have successfully completed 4 credits in English and who have a cumulative average of B- (70%) in all courses taken (or permission of the department).
- It is strongly recommended that students in the Honours program with the requisite average of B- (70%) in all courses taken include at least one 4000-series credit in their program.
- It is strongly recommended that students considering graduate studies take at least 2 4000-series credits in their program.
- ENGL 2000 is a prerequisite for all 4000-series courses. Other 2000-series courses are prerequisites for some 3000- or 4000-series courses. See individual course descriptions for prerequisites.
- ENGL 1000 (and 1003H and 1005H in Oshawa) and all 2000-series courses are offered annually. All 3000-series courses are offered on a two- or three-year rotation. The frequency of offering of 4000-series courses depends on staffing resources. The department publishes a 3-year plan on its Web site to help students plan their programs.
- Up to 1 credit in the following courses may be substituted for a credit in English: AHCL 2300 (150), 2350 (250), 3350 (350), CUST 205, 222, 225, 270, 322, 370; GRMN 220, 221H, 222H; GRMN – WMST 314H; PHIL 316; HSST 326.
- It is recommended that students considering graduate studies in English complete an upper level course in a second language.
- It is recommended that students considering graduate studies in English complete at least one theory course.
- Information meetings are held during the Winter session for prospective and continuing English majors. All inquiries should be directed to the Academic Program Advisor at englishadvice@trentu.ca.

The single-major Honours program. At least 10 credits in English, including:

- 1 credit from ENGL 1000 (formerly 100) or ENGL 1003H and 1005H in Oshawa
- 3 credits consisting of ENGL 2000 (formerly 205), 2100 and 2200
- 1 credit from ENGL 2300, 2400 or 2500
- 5 credits in addition to the above

The joint-major Honours program. At least 8 credits in English, including:

- 1 credit from ENGL 1000 (formerly 100) or ENGL 1003H and 1005H in Oshawa
- 3 credits consisting of ENGL 2000 (formerly 205), 2100 and 2200

- 1 credit from ENGL 2300, 2400 or 2500
- 3 credits in addition to the above

The single-major General program. At least 6 credits in English, including:

- 1 credit from ENGL 1000 (formerly 100) or ENGL 1003H and 1005H in Oshawa
- 1 credit consisting of ENGL 2000 (formerly 205)
- 1 credit from ENGL 2100 or 2200
- 1 credit from ENGL 2300, 2400 or 2500
- 2 credits in addition to the above

The joint-major General program or minor. At least 5 credits in English, including:

- 1 credit in ENGL 1000 (formerly 100) or in ENGL 1003H and 1005H in Oshawa
- 1 credit in ENGL 2000 (formerly 205)
- 1 credit in ENGL 2100 or 2200
- 1 credit in ENGL 2300, 2400 or 2500
- 1 credit in addition to the above

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

ENGL 1000 – Introduction to English literature

This course focuses on selected periods, issues, forms and movements from the broad spectrum of literature in English – British, American, Canadian and postcolonial. Excludes ENGL 100, 1003H and 1005H.

ENGL 1003H – Introduction to English literature I

This introductory course focuses on selected periods, issues, forms and movements in British and American literature. Excludes ENGL 1000 (100). (offered only in Oshawa)

ENGL 1005H – Introduction to English literature II

This introductory course focuses on selected periods, issues, forms and movements in Canadian and postcolonial literature. Prerequisite: C- (60%) or higher in ENGL 1003H. Excludes ENGL 1000 (100). (offered only in Oshawa)

ENGL 2000 – Foundations in practical criticism and theory

An introduction to practical criticism and to the theoretical assumptions underlying a wide range of approaches to literature. The course explores British, American, Canadian and postcolonial works, and draws on parallels between literary and non-literary language and between literature and other forms of expression. Emphasis will be placed on learning through writing. Course materials fee: \$15. Excludes ENGL 205.

ENGL 2100 – Foundations in Medieval and Renaissance literature

This course provides an opportunity to become acquainted with English literature from the medieval period to the Renaissance. Special attention will be given to such themes as the romantic and heroic impulses, sacred and profane love, art and nature, nostalgia for the old and enthusiasm for the new. Prerequisite: C- (60%) or higher in ENGL 1000 (100).

ENGL 2200 – Foundations in Restoration to Romantic literature

This course explores the genres, aesthetics, philosophies, and politics of the Restoration to Romantic periods. Writers to be studied include: Milton, Congreve, Dryden, Behn, Defoe, Addison, Steele, Pope, Dryden, Swift, Gay, Johnson, Fielding, Sterne, Franklin, Burns, Burke, Rousseau, Blake, Wollstonecraft, Wordsworth, Coleridge, Austen, P. B. Shelley, Mary Shelley, Byron, and Keats. Prerequisite: C- (60%) or higher in ENGL 1000 (100).

ENGL – CUST 229 – Science fiction (see Cultural Studies)

ENGL 2300 – Foundations in American literature

An introduction to the dynamic trajectory of American literature in the 19th century and modernist period. The course explores the literature's ambivalent responses to a British tradition, its relationship to Indigenous and African-American oral forms, and popular cultural forms, and its engagement with distinctively American ideals and political climates. Prerequisite: C- (60%) or higher in ENGL 1000 (100).

ENGL 2400 – Foundations in World literature: British to postcolonial

This course follows the development of English literature through the 19th and 20th centuries, when through the expansion of the British Empire, English became the first "world language,"

and literature in English became a “world literature,” including Scottish, Irish, Nigerian, Jamaican, Indian, Australian and a host of other vibrant literatures. Prerequisite: C- (60%) or higher in ENGL 1000 (100).

ENGL – INDG 2480 – Indigenous literature and creative writing (see Indigenous Studies)

ENGL – CAST 2500 – Foundations in Canadian literature

This course approaches English Canadian literature (poetry, prose and drama) from the 19th to the 21st century. It examines the literature in its historical, cultural and political contexts, taking into account issues such as gender, race, class and the environment. Prerequisite: C- (60%) or higher in ENGL 1000 (100).

ENGL – CAST – WMST 266 – Canadian women’s writing (see Canadian Studies)

ENGL 3100 – Studies in the history of the English language

A study of the development and use of the English language, spoken and written, from Old and Middle English to modern colloquial usage and experimental fiction. The course emphasizes practical philological linguistics, structural analysis and the application of language skills to prose and verse from 950 C.E. to current writing. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Strongly recommended: a 100-series course in French, German, Greek, Latin or Spanish. Excludes ENGL 230.

ENGL 3103H – Studies in Old English

Language principles through oral, auditory and visual learning, enabling the student to read a selection of basic Anglo-Saxon prose and verse texts. Prerequisite: C- (60%) or higher in ENGL 1000 (100); at least 0.5 credits in the Medieval period (A category) or a 100-series course in French, German, Greek, Latin or Spanish.

ENGL 3121H – Studies in medieval romance

This course will examine medieval romance through the lens of several overlapping sub-genres: penitential, family, and Arthurian romance. We will be attentive to how romance maps the stresses and changes in medieval culture – particularly in England – and how it becomes a vehicle for exploring political, social and ideological change. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 332.

ENGL 3123H – Studies in medieval drama

A close examination of the origins of English drama from the liturgy of the early Christian church to the secular comedy of the early sixteenth century. Liturgical Latin plays will be read in translation; the medieval Cycle and morality plays will be in Middle English. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 333H.

ENGL 3125H – Studies in Chaucer’s Canterbury Tales

This course explores Chaucer’s most famous work, *The Canterbury Tales*. Here Chaucer’s world of competing voices is fully realized – violent and humorous, idealistic and corrupt, intensely religious and yet plagued by doubt. The fictional frame for this surprisingly modern approach to storytelling is an old and time-honoured activity: the pilgrimage. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 331H.

ENGL 3150 – Studies in Shakespeare

An examination of Shakespeare’s dramatic career through the study of representative works spanning the period from the early comedies to the last plays. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 220.

ENGL 3153H – Studies in Renaissance drama

This course explores Renaissance drama (exclusive of Shakespeare) within the changing social contexts in Elizabethan and Jacobean England. Playwrights will include Marlowe, Jonson, Webster and several of their contemporaries. Plays will be studied both as literary texts and as theatrical events. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 250H.

ENGL 3155H – Studies in the Renaissance lyric

Lyric poetry, along with music and drama, was one of the greatest artistic expressions of the English Renaissance. This course will focus on the conflicting tendencies towards musical beauty and psychological drama in such poets as Wyatt, Surrey, Sidney, Spenser, Shakespeare, Jonson, Donne, Herbert, the later Metaphysicals and the Cavaliers. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 251, 253H, 254H.

ENGL 3200 – Studies in Milton and his age

An examination of Milton’s development as man and artist through the study of his major works (including *Comus*, “*Lycidas*,” *Areopagitica*, *Paradise Lost*, *Paradise Regained* and *Samson*

Agonistes) and selected works of contemporary authors. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 201.

ENGL 3203H – Studies in Restoration and 18th century drama

This course examines the rich dramatic tradition which arose in London following the reopening of the theatres in 1660. Emphasis will be placed on comedy and satire, but other genres may be examined as well. Authors to be studied include Wycherley, Congreve, Dryden, Behn, Goldsmith and Sheridan. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 251H.

ENGL 3205H – Studies in the literature of Augustan England

Studies in the literature of the Augustan period, 1660 – 1740. Writers to be studied include Addison and Steele, Behn, Congreve, Defoe, Etherege, Fielding, Gay, Lady Mary Wortley Montagu and Wycherley, with particular emphasis on Dryden, Pope and Swift. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 300.

ENGL 3207H – Studies in the Age of Sensibility

Studies in the literature of “sensibility” which dominates the latter half of the 18th century, focussing on debates about character and national character and about moral and aesthetic taste, as expressed in a wide range of literary genres. Writers may include Johnson, Boswell, Rousseau, Goldsmith, Sterne, Sheridan, Burney and Edmund Burke. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 302H.

ENGL 3250 – Studies in the Romantics

A study of the “Romantic revolution” and its aftermath in politics, mores, philosophy, religion and aesthetics. Early Romantic writers will include Blake, Wordsworth, Coleridge and others (such as Rousseau, Burke, Wollstonecraft): writers of the Napoleonic and late Romantic period will include Byron, the Shelleys, Keats, Austin and others. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 212H, 213H, 3251H and 3253H.

ENGL 3251H – Studies in the early Romantics

A study of the “Romantic revolution” in politics, mores, philosophy, religion and aesthetics as represented in the writings of Blake, Wordsworth, Coleridge and others (such as Rousseau, Burke, Wollstonecraft) in the early Romantic period. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 212H and 3250.

ENGL 3253H – Studies in the later Romantics

A study of the social, political, historical and poetic aftermath of the “Romantic revolution” as represented in the writings of Byron, the Shelleys, Keats, Austen and other writers of the Napoleonic and late Romantic era. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 213H and 3250.

ENGL – CUST 329 – Utopia (future fiction) (see Cultural Studies)

ENGL 3300/3301H – Studies in American literature: Literary periods and movements

A study of literary periods and movements in American literature with an emphasis on their responsive and innovative nature. The focus may be on such periods as the American Renaissance, the Gilded Age, Modern American fiction, Postmodern literature, or on the transitions between and contrasts among multiple historical periods. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 231, 232. Students may take only one of ENGL 3300 or 3301H for credit.

ENGL 3302/3303H – Studies in American literature: Identities

An examination and questioning of the place of cultural identity in American literature through the exploration of characteristics, motifs, genres, and themes in the writings of particular cultural groups. Topics may include African-American literature, Asian-American literature, Hispanic-American literature, the Southern American Renaissance, among others. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Students may take only one of ENGL 3302 or 3303H for credit.

ENGL 3304/3305H – Studies in American literature: Genres

This course studies a range of works in a particular genre of American literature, such as slave narratives (19th century and contemporary re-writings); postmodern poetry; modern American drama; and contemporary American drama. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 371. Students may take only one of ENGL 3304 or 3305H for credit.

ENGL – CUST 3400/3401H – Studies in Victorian literature and society

Studies in the creation of modern society as seen by Victorians in their poetry, prose, and fiction. Writers to be studied include Mill, Carlyle, Marx, William Morris, Tennyson, Browning, the Pre-Raphaelites, Christina Rossetti, Emily Brontë, Mrs. Gaskell, Charles Dickens, and Thomas Hardy. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL-CUST 321. Students may take only one of ENGL 3400 or 3401H for credit.

ENGL 3402/3403H – Studies in Victorian literary movements and genres

Studies in literary movements and genres of Victorian literature. Some of the movements and genres to be discussed include Pre-Raphaelitism, fin de siècle writings, sensation fiction, the New Woman novel, poetry. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 320. Students may take only one of ENGL 3402 or 3403H for credit.

ENGL 3421H – Studies in modern Irish literature

This course will introduce students to the major figures, genres, and themes in 20th century Irish literature. Authors to be studied include William Butler Yeats, Lady Gregory, James Joyce, J.M. Synge, Medbh McGuckian and Samuel Beckett. Genres to be studied include the novel, the short story, poetry and drama. Prerequisite: C- (60%) or higher in ENGL 1000 (100).

ENGL 3451H – Studies in African literature

A study of postcolonial Anglophone literature from Africa. Writers to be studied may include Wole Soyinka, Chinua Achebe, Buchi Emecheta (Nigeria), Ayi Kwei Armah (Ghana), Nadine Gordimer, J.M. Coetzee, Bessie Head (South Africa) Ngugi wa Thiong'o (Kenya) and Dambudzo Marachera (Zimbabwe). Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 317H.

ENGL 3453H – Studies in West Indian literature

A study of postcolonial Anglophone Caribbean literature. Writers to be studied may include Bob Marley, Lorna Goodison, Erna Brodber, Louise Bennett (Jamaica) V.S. Naipaul, Earl Lovelace, Samuel Selvon (Trinidad), Wilson Harris (Guyana), Kamau Brathwaite (Barbados) and Derek Walcott (St. Lucia). Prerequisite: C- (60%) or higher in ENGL 1000 (100).

ENGL 3455H – Studies in South Asian literature

A study of postcolonial Anglophone literature from India, Pakistan and Sri Lanka. Writers to be studied may include Raja Rao, Salman Rushdie, Arundhati Roy, Anita Desai, R.K. Narayan (India), Sara Suleri, Khushwant Singh (Pakistan), Shyam Selvadurai, Michael Ondaatje (Sri Lanka). Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 316H.

ENGL – CAST – INDG 3481H – Studies in Indigenous fiction

The course considers the expectations and functions of narrative, and examines the ways in which the fictions of Indigenous authors draw on, extend and defy white European literary traditions, and incorporate narrative methods of their own traditions. Fictions by authors in both Canada and the United States will be included. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL – INDG – CAST 360H.

ENGL – CAST – INDG 3483H – Studies in Indigenous poetry

The course considers the range of contemporary poetry by Indigenous authors from Canada and the United States, and the poems' relations to traditional language forms and to literary traditions and genres. It begins with a brief study of "orature" and songs, and includes a discussion of one 19th century exemplar. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL – INDG – CAST 361H.

ENGL – CAST – 3501H – Studies in Canadian literature: Landscapes

This course examines Canadian Literature in relation to the space where it is written. Topics will include the local (regionalism, urban and rural spaces), national, and global (cosmopolitanism and postnationalism). We will read works from the 19th century to the present. Prerequisite: C- (60%) or higher in ENGL 1000.

ENGL – CAST – 3503H – Studies in Canadian literature: Genre

This course studies a range of works in a particular genre of Canadian writing. Some of the genres to be discussed include: poetry, drama, fiction, creative non-fiction or short-fiction. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL – CAST 265, 353H, 365H.

ENGL – CAST – 3505H – Studies in Canadian literature: Communities

This course examines imagined communities in Canadian literature, in comparison to communities as they have developed in Canada's history and as they may have existed or been imagined in the author's place of origin. It will draw on a selection of works from the 19th century to the present. Prerequisite: C- (60%) or higher in ENGL 1000 (100).

ENGL – CAST 352 – Literary landscapes of Montreal (see Canadian Studies)**ENGL – CUST 355 – Sexuality and textuality: in queer cultural spaces** (see Cultural Studies)**ENGL 3550 – Studies in documenting Canada**

This course explores attempts to document "real" aspects of Canadian life in order to question how we think we know about Canada. We will discuss the genres of documentary film, poetry, and prose, the questions of power they raise, and the forms of creativity they generate. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes CAST – WMST 200.

ENGL 3600/3601H – Studies in critical approaches to literature

This course will examine some of the major critical approaches to literature and interpretation in the 20th century: Formalism, Structuralism and Semiotics, Reader-Response Criticism, New Historicism, Psychoanalytic Criticism, Deconstruction and Feminism. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 305, 325. Students may take only one of ENGL 3600 or 3601H for credit.

ENGL 3603H – Studies in theories of feminism, gender and sexuality

A thematically based course providing an introduction to the nature and methods of feminist critical theory, with a special emphasis on the ways in which theories of gender and sexuality affect the practice of literary theory and criticism. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 306H.

ENGL – WMST 3700/3701H – Studies in gender and literature

A study of relations between gender and writing, with an emphasis on women authors and a female literary tradition. Selected works include a range of genres and periods in literature in English. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL – WMST 310. Students may take only one of ENGL 3700 or 3701H for credit.

ENGL 3703H – Studies in literature and social justice

This course studies a range of works from different periods and genres that raise moral questions and ethical dilemmas concerning issues of social justice involving race, ethnicity, class, gender, age and other variables. It considers literature's power to evoke the plight of the socially disadvantaged, and the implications for social change. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 280H.

ENGL 3705H – Studies in literature and the environment

An examination of selected works through a focus on the natural environment including non-human forms of life. The course studies examples of nature and environmental writing, but also brings ecocritical perspectives to a wide range of texts through discussions of the wilderness, gardens, waste, nature and culture, and other topics. Prerequisite: C- (60%) or higher in ENGL 1000 (100).

ENGL 3802/3803H – Studies in modern poetry

An introduction to the works of some of the important poets writing in English in the 20th century. Writers to be studied include Yeats, Eliot, Pound, Williams, Stevens, Frost, Thomas, Auden and Lowell. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 340. Students may take only one of ENGL 3802 or 3803H for credit.

ENGL 3804/3805H – Studies in modern drama

Studies in the works of 20th century English, Irish and American playwrights. Writers to be studied include Shaw, Wilde, Osborne, Pinter, Stoppard, Beckett, Churchill, Gems, Williams, Miller and Albee. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 350. Students may take only one of ENGL 3804 or 3805H for credit.

ENGL 3806/3807H – Studies in modern fiction

This course examines the development of modern fiction from the flourishing of experimental Modernism in the 1920s to contemporary voices and trends. The texts will be interpreted from a social and historical perspective and a formal or aesthetic perspective. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 345. Students may take only one of ENGL 3806 or 3807H for credit.

ENGL 3808 – Studies in the novel

A study of the development of the English novel, stressing both its thematic and technical aspects. Writers to be studied will include some of Defoe, Richardson, Fielding, Sterne, Austen, Scott, Emily Brontë, Dickens, Eliot, Hardy, James, Conrad, Lawrence and Woolf. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 370.

ENGL 3810 – Studies in children's literature

This course studies children's literature (British, American and Canadian) from the 18th century to the present, addressing such topics as the transition from oral to literate culture, folk and fairy tales, the 18th century popular press, the late 19th century cult of the child, illustration, the "Golden Age," and cultural contexts. Prerequisite: C- (60%) or higher in ENGL 1000 (100). Excludes ENGL 385.

ENGL 3850 – Studies in creative writing

The course provides students with practical knowledge of different genres of literature and extends their creative writing skills and their ability to respond to literary works. Students seeking admission

will submit a portfolio of written work to the department by May 1 and will be notified if they have been accepted into the course by May 31. Prerequisite: C- (60%) or higher in ENGL 1000 (100).

ENGL 4020D – Honours thesis

A double credit in which instruction in research methods leads to a thesis of about 15,000 words. The department deadline for a thesis abstract and bibliography (signed by the thesis supervisor) is May 1 of the student's third year. See website (www.trentu.ca/english) for details.

ENGL 4100/4101H – Research seminar in Old English language and literature

Prerequisite: 4 credits in English including ENGL 2000 (205) and ENGL 3100 (230) or 3101H; a cumulative average of B- (70%) or higher in all courses taken. Excludes ENGL 431. Students may take only one of ENGL 4100 or ENGL 4101H for credit.

ENGL 4120/4121H – Research seminar in Middle English language and literature

ENGL 4121H topic for 2008–2009: Medieval Texts: From oral tradition to public performance. Focussing on medieval texts produced from the 12th to 15th centuries, this course explores the transition in Ireland from traditional oral tales to written manuscript texts, the earliest manuscripts containing Chaucer's poetry in England, and finally, some of the play manuscripts containing late medieval dramatic texts intended for public performance. Prerequisite: 4 credits in English including ENGL 2000 (205) and at least one course that involves learning Middle English (ENGL 2100, 3100, 3123H, 3125H); a cumulative average of B- (70%) or higher in all courses taken. Excludes ENGL 432. Students may take only one of ENGL 4120 or ENGL 4121H for credit.

ENGL 4150/4151H – Research seminar in Shakespeare

Prerequisite: 4 credits in English, including ENGL 2000 (205) and 3150 (220); a cumulative average of B- (70%) or higher in all courses taken. Excludes ENGL 420. Students may take only one of ENGL 4150 or ENGL 4151H for credit.

ENGL 4152/4153H – Research seminar in Renaissance literature

ENGL 4252 topic for 2008–2009: TBA. Prerequisite: 4 credits in English, including ENGL 2000 (205); a cumulative average of B- (70%) or higher in all courses taken. Excludes ENGL 433. Students may take only one of ENGL 4152 or 4153H for credit.

ENGL 4200/4201H – Research seminar in Restoration and 18th century literature

Prerequisite: 4 credits in English, including ENGL 2000 (205); a cumulative average of B- (70%) or higher in all courses taken. Excludes ENGL 434. Students may take only one of ENGL 4200 or 4201H for credit.

ENGL – CUST 425 – Advanced studies in literary and critical theory (see Cultural Studies)

ENGL 4250/4251H – Research seminar in the Romantics

ENGL 4250 topic for 2008–2009: TBA. Prerequisite: 4 credits in English, including ENGL 2000 (205); a cumulative average of B- (70%) or higher in all courses taken. Excludes ENGL 435. Students may take only one of ENGL 4250 or 4251H for credit. (Offered only in Oshawa)

ENGL 4251H topic for 2008–2009: William Blake's composite art. Blake was both a painter and engraver and a poet. This course will examine how Blake produced his illuminated texts and explore the relationship between text and design. Attention will also be given to the various aesthetic debates (in poetry and the visual arts) in which Blake engaged. Prerequisite: 4 credits in English, including ENGL 2000 (205); a cumulative average of B- (70%) or higher in all courses taken. Excludes ENGL 435. Students may take only one of ENGL 4250 or 4253H for credit.

ENGL – CUST 429 – Advanced studies in science fiction (see Cultural Studies)

ENGL 4300/4301H – Research seminar in American literature

ENGL 4301H topic for 2008–2009: War. War – in the form of conquest, revolution or police action – is a constitutive and durable form of American political and cultural practice. This course considers the traumatic and transformative place of war in American cultural and literary history. Authors will include Thomas Paine, Harriet Beecher Stowe, Stephen Crane, Teddy Roosevelt, Joseph Heller and Tim O'Brien. Prerequisite: 4 credits in English, including ENGL 2000 (205); a cumulative average of B- (70%) or higher in all courses taken. Excludes ENGL 475. Students may take only one of ENGL 4300 or 4301H for credit.

ENGL 4400/4401H – Research seminar in Victorian literature

ENGL 4401H topic for 2008–2009: Victorian literature and the visual arts. An exploration of the relationship between literature and the visual arts in the Victorian age. Topics include the Pre-Raphaelite movement and its impact on Victorian poetry, painting, and interior design; and the representation of the visual arts in literary texts, including works by George Eliot, Browning, and Wilde. Prerequisite: 4 credits in English, including ENGL 2000 (205); a cumulative average of B- (70%)

or higher in all courses taken. Excludes ENGL 436. Students may take only one of ENGL 4400 or 4401H for credit.

ENGL 4450/4451H – Research seminar in postcolonial literature

ENGL 4450 topic for 2008–2009: Oral traditions/ Postcolonial texts. The course explores West Indian and Black British literature with an emphasis on the oral traditions that inform it. Texts include the novel, film and soundtrack of *The Harder They Come*, poetry by Walcott, Bennett, Allen, Brathwaite and LKJ, reggae by Marley, and calypsos by Kitchener and Sparrow. Prerequisite: 4 credits in English, including ENGL 2000 (205); a cumulative average of B- (70%) or higher in all courses taken. Students may take only one of ENGL 4450 or 4451H for credit.

ENGL – CAST 4500/4501H – Research seminar in Canadian literature

ENGL 4500 topic for 2008–2009: TBA. Prerequisite: 4 credits in English, including ENGL 2000 (205); a cumulative average of B- (70%) or higher in all courses taken. Excludes ENGL – CAST 465. Students may take only one of ENGL 4500 or 4501H for credit.

ENGL 4600/4601H – Research seminar in critical approaches to literature

Prerequisite: 4 credits in English, including ENGL 2000 (205); a cumulative average of B- (70%) or higher in all courses taken. Students may take only one of ENGL 4600 or 4601H for credit.

ENGL – CAST – WMST 466 – Representations of the other in contemporary Canadian writing
(see Canadian Studies)

ENGL 4800/4801H – Research seminar in genre

Prerequisite: 4 credits in English, including ENGL 2000 (205); a cumulative average of B- (70%) or higher in all courses taken. Excludes ENGL 470. Students may take only one of ENGL 4800 or 4801H for credit.

ENGL 4802/4803H – Research seminar in modern poetry

ENGL 4803H topic for 2008–2009: Modernism in Frost, Stevens, Eliot and Auden. An in-depth look at four important poets from the period of Modernism, Robert Frost, Wallace Stevens, T.S. Eliot, and W.H. Auden. We will look at how the definition of poetic language changed in the first half of the twentieth century, why poetry became “difficult,” and how the American idiom influenced British writing. Prerequisite: 4 credits in English, including ENGL 2000 (205); a cumulative average of B- (70%) or higher in all courses taken. Excludes ENGL 440. Students may take only one of ENGL 4802 or 4803H for credit.

ENGL 4804/4805H – Research seminar in modern drama

Prerequisite: 4 credits in English, including ENGL 2000 (205); a cumulative average of B- (70%) or higher in all courses taken. Excludes ENGL 450. Students may take only one of ENGL 4804 or 4805H for credit.

ENGL 4806/4807H – Research seminar in modern fiction

ENGL 4806 topic for 2008–2009: Joseph Conrad in the 21st Century. After 9/11, Conrad's *The Secret Agent* is widely appreciated for its prophetic analysis of terrorism and the politics of fear. Set in locales from Borneo and the Malay archipelago to Africa, South America, and Russia, Conrad's fiction brilliantly explores ethical and political contradictions of post-historical existence in a globalized world. Prerequisite: 4 credits in English, including ENGL 2000 (205); a cumulative average of B- (70%) or higher in all courses taken. Excludes ENGL 460. Students may take only one of ENGL 4806 or 4807H for credit.

ENGL 4807H Topic for 2008–2009: TBA. Prerequisite: 4 credits in English, including ENGL 2000 (205); a cumulative average of B- (70%) or higher in all courses taken. Excludes ENGL 460. Students may take only one of ENGL 4806 or 4807H for credit. (Offered only in Oshawa)

ENGL 4850/4851H – Advanced seminar in creative writing

Prerequisite: 4 credits in English, including ENGL 2000 (205); a cumulative average of B- (70%) or higher in all courses taken. Excludes ENGL 375. Students may take only one of ENGL 4850 or 4851H for credit.

ENGL 4900 – Reading courses

The course allows the student to select, with the approval of the department, an area for research study which is then pursued under the direction of a member of the department. Students wishing to take ENGL 490x must secure the agreement of a faculty member to supervise the course and must apply for permission to take ENGL 490x through the Academic Program Advisor, prior to the commencement of the session in which the course will be offered. See website (www.trentu.ca/english) for details. Prerequisite: 4 credits in English, including ENGL 2000 (205); a cumulative average of B- (70%) or higher in all courses taken.

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T. Whillans, B.A. (Guelph), M.Sc., Ph.D. (Toronto)

Professors

S. Bocking, B.Sc., M.A., Ph.D. (Toronto); **P. Dillon**, B.Sc., M.Sc., Ph.D. (Toronto) (*on leave 2008-09*);

R. D. Evans, B.Sc. (Toronto), Ph.D. (McGill); **M. G. Fox**, B.Sc. (Pennsylvania), M.E.Des. (Calgary), Ph.D. (Queen's); **C. D. Metcalfe**, B.Sc. (Manitoba), M.Sc. (New Brunswick), Ph.D. (McMaster);

D. Torgerson, B.A. (California-Berkeley), M.E.S. (York), M.A., Ph.D. (Toronto)

Associate Professors

M. Havas, B.Sc., Ph.D. (Toronto); **H. Hintelmann**, B.Sc., Ph.D. (Hamburg); **R. Ponce-Hernandez**, B.Eng., M.Sc. (Chapingo), D.Phil. (Oxford); **D. G. Holdsworth**, B.Sc. (Waterloo), M.Sc. (McMaster), Ph.D. (Western Ontario); **D. Wallschläger**, Ph.D. (Bremen)

Assistant Professors

J. Aherne, B.A. (TCD), M.Appl.Sc (UCD), Grad. Dipl. (TCD), Ph.D. (UCD); **C. Furgal**, B.Sc. (Western), M.Sc., Ph.D. (Waterloo); **S. Hill**, B.Sc., B.A. (Queen's), Ph.D. (Calgary); **S. Watmough**, B.Sc. (Liverpool Polytechnic), Ph.D. (Liverpool John Moores) (*on leave Fall term*)

Demonstrator/Technicians

D. E. Howard, B.Sc. (McGill), M.Sc. (Trent); **R. K. Loney**, B.Sc. (Toronto)

Associated Faculty

Biology: **E. Nol** (*on leave Winter term*), **D. Lasenby**, **J. Schaefer**, **M. Xenopoulos**. *Chemistry*:

D. Ellis, **I. Svishchev**. *Economics*: **B. Cater**. *Geography*: **J. M. Buttle**, **P. M. Lafleur**, **W. S. Tufts**,

S. Wurtele. *Indigenous Studies*: **D. Longboat**, Roronhiakewen, (Haudenosaunee). *Women's Studies*: **M. Hobbs**.

Professors Emeriti

W. F. J. Evans, M.A., Ph.D. (Saskatchewan), F.R.S.C.; **T. C. Hutchinson**, B.Sc. (Manchester), Ph.D. (Sheffield), F.R.S.C.; **D. Mackay**, B.Sc., Ph.D. (Glasgow); **R. C. Paehlike**, B.A. (Lehigh), M.A. (New School for Social Research), Ph.D. (British Columbia); **M. L. Rubinoff**, B.A. (Queen's), M.A., Ph.D. (Toronto)

The Environmental & Resource Science/Studies program is an interdisciplinary program offering both a B.A. in Environmental & Resource Studies and a B.Sc. in Environmental & Resource Science. Students may earn a single-major degree or a joint-major degree with any of more than 20 other University departments or programs. The program offers a high degree of flexibility in course selection, including options for a year abroad, community research placements, research/training internships within and outside of the University, and participation in Emphases and Specializations in Conservation Biology; Ecological Management; Environmental Politics, Policy and Law; Environmental Toxicology; Food & Agriculture; Geographical Information Systems; Health Sciences; Indigenous Environmental Studies; Law & Policy; and Northern & Polar Studies.

Notes

- Students who have taken Grade 12 Environmental Science in Ontario or the equivalent may opt to write a test during introductory week, on which a grade of at least C- (60%) will exempt them from taking ERSC 100 (or 101H and 102H in Oshawa). This exemption will not, however, alter the minimum number of credits in Environmental & Resource Science/Studies required for the degree.
- Enrolment limits will apply to some courses. Please refer to the Academic Timetable for information about Early Registration procedures.
- Science courses, which fulfill University requirements for the B.Sc., are designated Environmental & Resource Science (ERSC); arts courses are designated Environmental & Resource Studies (ERST).
- Any course involving work with live vertebrate animals requires the Animal Care Course which is described on p. 29 of the calendar. The Animal Care Course requirement is indicated in some course descriptions, but may also apply to others. Check with the program secretary or course instructor if in doubt.
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in Environmental & Resource Science or Environmental & Resource Studies, if they have met the requirements for the joint-major General degree (see below).

- For the most complete and up-to-date information on the Environmental & Resource Science/Studies program – courses, faculty, procedures, policies, special events, etc. – check the program website at www.trentu.ca/ers.

BACHELOR OF ARTS AND BACHELOR OF SCIENCE PROGRAMS IN ENVIRONMENTAL & RESOURCE SCIENCE/STUDIES

- For the Diploma and Specialization in Indigenous Environmental Studies, see p. 145.
- For the Emphasis in Geographical Information Systems, see p. 243.
- For the Emphasis in Food & Agriculture, see p. 233.
- For the Specialization in Environmental Politics, Policy & Law, see p. 112.
- For the Specialization in Ecological Management, see p. 112
- For the Specialization in Environmental Toxicology, see p. 112
- ERSC/ERST 401 and 402D, the single and double credit thesis courses, are open to students with a minimum average of 75% in Environmental & Resource Science/Studies courses. Application for thesis courses should be made prior to April 30. Applicants must make arrangements with a suitable program supervisor.

BACHELOR OF ARTS PROGRAM IN ENVIRONMENTAL & RESOURCE STUDIES

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- For the purpose of meeting the requirement for science credits, mathematics and science courses at the 200-level designated for Teacher Education (e.g., PHYS 209 and MATH 2080 (280)) are considered the equivalent to courses at the 100-level.

The single-major Honours program. At least 10 credits in Environmental & Resource Science/Studies. The program must include:

- 1 ERSC credit from ERSC 100 or ERSC 101H and 102H in Oshawa
- 9 ERSC or ERST credits in addition to the above, including ERST – CAST 250 or ERST 257H
- at least 5 of the above credits beyond the 200-level
- 1 ERSC science credit beyond the 100-level or 2 credits from the following: BIOL 102H, 103H, CHEM 100, 1000H, 1010H, COIS 1010H (COSC 151H), COIS 1020H (COSC 102H), ECON 101H, 102H, MATH 280, PHYS 209, ERSC – BIOL 270, GEOG 104H, PHYS 100 or any MATH course at the 100-level

The joint-major Honours program. At least 7 credits in Environmental & Resource Science/Studies. The program must include:

- 1 ERSC credit from ERSC 100 or ERSC 101H and 102H in Oshawa
- 6 ERSC or ERST credits in addition to the above, including ERST – CAST 250 or ERST 257H
- at least 3 of the above credits beyond the 200-level
- 1 ERSC science credit beyond the 100-level or 2 credits from the following: BIOL 102H, 103H, CHEM 100, 1000H, 1010H, COIS 1010H (COSC 151H), COIS 1020H (COSC 102H), ECON 101H, 102H, MATH 280, PHYS 209, ERSC – BIOL 270, GEOG 104H, PHYS 100 or any MATH course at the 100-level

The single-major General program. At least 6 credits in Environmental & Resource Science/Studies. The program must include:

- 1 ERSC credit from ERSC 100 or ERSC 101H and 102H in Oshawa
- 5 ERSC or ERST credits in addition to the above, including ERST – CAST 250 or ERST 257H
- at least 3 of the above credits beyond the 200-level
- 1 ERSC science credit beyond the 100-level or 2 credits from the following: BIOL 102H, 103H, CHEM 100, 1000H, 1010H, COIS 1010H (COSC 151H), COIS 1020H (COSC 102H), ECON 101H, 102H, MATH 2080 (280), PHYS 209, ERSC – BIOL 270, GEOG 104H, PHYS 100 or any MATH course at the 100-level

The joint-major General program or minor. At least 5 credits in Environmental & Resource Science/Studies. The program must include:

- 1 ERSC credit from ERSC 100 or ERSC 101H and 102H in Oshawa
- 4 ERSC or ERST credits in addition to the above, including ERST – CAST 250 or ERST 257H
- at least 2 of the above credits beyond the 200-level
- 1 ERSC science credit beyond the 100-level or 2 credits from the following: BIOL 102H, 103H,

CHEM 100, 1000H, 1010H, COIS 1010H (COSC 151H), COIS 1020H (COSC 102H), ECON 101H, 102H, MATH 2080 (280), PHYS 209, ERSC – BIOL 270, GEOG 104H, PHYS 100 or any Mathematics course at the 100-level

BACHELOR OF SCIENCE PROGRAM IN ENVIRONMENTAL & RESOURCE SCIENCE

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- ERSC – BIOL 270 cannot be counted as an Environmental & Resource Science credit towards the B.Sc. degree.

The single-major Honours program. At least 10 credits in Environmental & Resource Science/Studies. The program must include:

- 1 ERSC credit from ERSC 100 or ERSC 101H and 102H in Oshawa
- 1 credit from ERSC – BIOL 226H, ERSC – BIOL – GEOG 208H, ERSC – GEOG 209H, ERST – POST 210H or ERSC 230H
- 1 ERST credit in addition to the above
- 7 ERSC/ERST credits in addition to the above, including ERSC 220 or 221H and at least 5 credits beyond the 200-level
- CHEM 1000H and 1010H (100) or equivalent
- 1 credit in MATH
- 14 science credits in the program as a whole

The joint-major Honours program. At least 7 credits in Environmental & Resource Science/Studies. The program must include:

- 1 ERSC credit from ERSC 100 or ERSC 101H and 102H in Oshawa
- 1 credit from ERSC – BIOL 226H, ERSC – BIOL – GEOG 208H, ERSC – GEOG 209H, ERST – POST 210H or ERSC 230H
- 1 ERST credit in addition to the above
- 4 ERSC or ERST credits in addition to the above, including ERSC 220 or ERSC 221H and at least 3 credits beyond the 200-level
- CHEM 1000H and 1010H (100) or equivalent
- 1 credit in MATH
- 14 science credits in the program as a whole

The single-major General program. At least 6 credits in Environmental & Resource Science/Studies. The program must include:

- 1 ERSC credit from ERSC 100 or ERSC 101H and 102H in Oshawa
- 1 credit from ERSC – BIOL 226H, ERSC – GEOG – BIOL 208H, ERSC – GEOG 209H, ERST – POST 210H or ERSC 230
- 1 ERST credit in addition to the above
- 3 ERSC or ERST credits including ERSC 220 or ERSC 221H and at least 2 credits beyond the 200-level
- CHEM 1000H and 1010H (100) or equivalent
- 1 credit in MATH
- 11 science credits in the program as a whole

The joint-major General program or minor. At least 5 credits in Environmental & Resource Science/Studies. The program must include:

- 1 ERSC credit from ERSC 100 or ERSC 101H and 102H in Oshawa
- 1 credit from ERSC – BIOL 226H, ERSC – GEOG – BIOL 208H, ERSC – GEOG 209H, ERST – POST 210H or ERSC 230H
- 1 ERST credit in addition to the above
- 2 ERSC or ERST credits including ERSC 220 or ERSC 221H and at least 1 credit beyond the 200-level
- CHEM 1000H and 1010H (100) or equivalent
- 1 credit in MATH
- 11 science credits in the program as a whole

SPECIALIZATIONS IN ENVIRONMENTAL & RESOURCE SCIENCE/STUDIES

Environmental & Resource Science/Studies Honours students have the option of pursuing one or more Specializations, which are intended to provide additional focus in individual programs. Each consists of the courses indicated below. The transcripts of students graduating with a degree in Environmental & Resource Science/Studies, who have successfully completed the requirements of the Specialization, will contain the notation “with a Specialization in [appropriate Specialization].” These formal Specializations are not to be confused with the more informal themes listed on the program website and the bulletin board outside the program office, which are intended to help students in planning their courses of study within the program.

Specialization in Environmental Politics, Policy & Law (B.A.)

- ERST – CAST 250, ERST 257H, ERST – CAST – POST 310, ERST 325H, 425H
- 2 additional credits from the following list: ERST – POST 210H, ERST – GEOG 251H, ERST 307H, 311H, ERSC 316H, ERST 317H, ERST – IDST – POST 360, ERST – POST – CAST 460H, ERST – IDST – POST 461H, and ERST – CAST – HIST 467H or ERSC/ERST 401 on an approved subject.

Specialization in Ecological Management (B.Sc.)

- ERSC – BIOL 226H, ERSC – BIOL 338H, ERSC – BIOL – GEOG 208H, ERSC 351H, ERSC – BIOL 424H, ERSC 452H
- 1.5 additional credits from the following list: ERST – CAST 250, ERST 257H, ERST 311H, ERSC 320, 335H, 336H, ERSC – GEOG 365H, ERSC – BIOL 439H, and ERSC – GEOG 464H or ERSC/ERST 401 on an approved subject.

Specialization in Environmental Toxicology (B.Sc.)

- BIOL 207H, ERSC – BIOL 226H, ERSC – BIOL – GEOG 208H, ERSC 220, 370, ERSC – BIOL – GEOG 407H (ERSC 221H may be used if 0.5 credit is added from the list following)
- 2 credits from the following list: ERSC – BIOL 338H, ERSC – CHEM 342H, 343H, ERSC 345H, 355, 412H, ERSC – GEOG 445H, ERSC 452H or ERSC/ERST 401 on an approved subject.

DIPLOMA AND SPECIALIZATION IN INDIGENOUS ENVIRONMENTAL STUDIES

The Indigenous Environmental Studies program provides an interdisciplinary and creative approach to environmental issues affecting Indigenous communities. It is offered jointly by Environmental & Resource Science/Studies and Indigenous Studies as a Specialization in either program or as a Diploma. For further information see Indigenous Environmental Studies (p. 145).

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

ERSC 100 – Introduction to environmental science/studies

An interdisciplinary exploration of how humans use, affect, and protect our world, emphasizing the scientific, political and economic dimensions of environmental issues. These dimensions are examined through a series of case studies including: the Trent University environment, urban environments, endangered species, drinking water quality, and the environmental implications of globalization. Excludes ERSC 101H and 102H.

ERSC 101H – Introduction to Environmental Science/Studies: Global perspectives

An interdisciplinary exploration of how humans use, affect and protect our world, emphasizing the scientific, political and economic dimensions of global environmental issues. These dimensions are examined through a series of case studies including: the ecological footprint, ecosystem services, biodiversity, population growth, climate change and the environmental implications of globalization. Excludes ERSC 100. (offered only in Oshawa)

ERSC 102H – Introduction to Environmental Science/Studies – Canadian perspectives

An interdisciplinary exploration of the scientific, political and economic dimensions of Canadian environmental issues. These dimensions are examined through a series of case studies including: drinking water quality and quantity, air pollution, environmental contaminants, climate change and energy policy, and Canadian perspectives in international environmental issues. Recommended: ERSC 101H. Excludes ERSC 100. (offered only in Oshawa)

ERST – CAST – GEOG – INDG 204 – Canada: The land (see Canadian Studies)

ERSC – GEOG – BIOL 208H – Natural science statistics (see Geography)

ERSC – GEOG 209H – Introduction to Geographical Information Systems (see Geography)

ERST – POST 210H – Environmental science and politics

This course is about the roles of science in current environmental controversies. Topics examine science and environmental ethics, the application of science to natural resource management, the contribution of science to action on international environmental problems such as climate change and the role of science in making decisions about environmental risks. Prerequisite: ERSC 100 (or 101H and 102H in Oshawa) or POST 100.

ERSC – INDG 215H – Environmental assessment techniques for Indigenous communities

This two week residential field course is designed to provide students with appropriate western scientific theory and basic scientific skills to address environmental assessment and natural resource issues frequently encountered on Indigenous lands. Co- or prerequisite: INDG – ERST 260 or permission of the instructor. Not open to students in a Bachelor of Science program. Excludes ERSC 221H, ERSC 220 and ERSC – INDG 265.

ERSC 220 – Methods for environmental assessment

This course outlines the strategies and methods used to assess the impacts of selected chemical contaminants and other stressors on ecosystems. You will learn how to quantify pollution, determine the effects of environmental stress on biota, and describe the physical and chemical characteristics of major environmental compartments (air, water, soils). Prerequisite: CHEM 1000H and 1010H (100). Excludes ERSC 221H.

ERSC 221H – Methods for evaluating environmental impacts

An interdisciplinary course which will familiarize students with a wide range of laboratory and field methods directly applicable to the study of environmental problems. Prerequisite: CHEM 1000H and 1010H (100) or one-half credit in Introductory Chemistry. Excludes ERSC 220. (offered only in Oshawa)

ERSC – BIOL 226H – Introductory ecology (see Biology)**ERSC 230H – Energy science and technology**

A discussion of the scientific principles of energy and thermodynamics, and the current and future prospects for energy production, conversion, storage and transmission. Prerequisite: ERSC 100 (or 101H and 102H in Oshawa).

ERST – CAST 250 – Environmental and resource management: Canadian perspectives

This course considers theories of renewable and non-renewable resource management, and examines these practices with respect to specific Canadian resources. Prerequisite: ERSC 100 (or 101H and 102H in Oshawa). Excludes ERST 257H.

ERST – GEOG 251H – Methods in human geography and environmental studies (see Geography)**ERST 257H – Canadian renewable resource management**

This course considers theories of renewable and non-renewable resource management, and examines these practices with respect to specific Canadian resources. Prerequisite: ERSC 100 (or 101H and 102H in Oshawa). Excludes ERST-CAST 250. (offered only in Oshawa)

ERST – INDG 260 – Introduction to Indigenous environmental studies (see Indigenous Studies)**ERSC – CHEM 2600 – Environmental chemistry (see Chemistry)****ERST – INDG 265 – Introduction to environmental science techniques for Indigenous communities**

This course will provide students who have little or no science background with a broad environmental science perspective. A series of lectures, laboratories and fieldwork provides students with basic scientific skills to help address natural resource, environmental and human health issues frequently encountered on Indigenous lands and traditional territories. Co- or prerequisite: INDG – ERST 260 or permission of the instructor. Not open to students in a Bachelor of Science program. Excludes ERSC – INDG 215H, ERSC 220 and 221H.

ERSC – BIOL 270 – Environmental science for teacher education

A course in environmental science for prospective elementary school teachers (mainly the primary and intermediate grades), focussing on the use of scientific concepts related to air and water pollution, global warming, energy conservation, waste management, natural resource management and environmental stewardship in the curriculum. Emphasis is placed on developing teaching modules at an appropriate grade level. Prerequisite: 5 credits. Normally open only to students who are in the Concurrent or Consecutive Education programs or who are pursuing the Emphasis in Teacher Education, but limited spaces may be available for non Teacher Education students (consult with instructor). Can count towards the B.A. degree in Environmental & Resource Studies but not towards the B.Sc. degree in Environmental & Resource Science.

ERSC – GEOG 301H – Fundamentals of Geographical Information Systems Analysis

This course focuses on Geographical Information Systems and analysis in the vector data domain (discrete object representation). It examines the fundamentals of spatial database development and the main analytical operations in vector. Practical application through laboratory exercises with examples from the urban and rural environment is a major component of the course. Prerequisite: ERSC – GEOG – BIOL 208H and ERSC – GEOG 209H. Excludes students in G.I.S. Application Specialist Joint Program with SSFC.

ERSC/ERST 307H – Environmental risk assessment: Issues and techniques

This course explores the theory and practice of industrial and environmental risk assessment. Social issues and analytical techniques are considered as they arise within the environmental policy process, with special attention to standards-setting and decision-making. The course may be taken as a science credit by successfully undertaking an appropriate technical project. Prerequisite: 10 credits including 0.5 credit in Environmental & Resource Studies/Science at the 200-level or higher.

ERST 308 – Waste management

This course examines current and leading edge methods and systems for waste management and for diversion of used resources from disposal. Related social, economic, health, political and ecological matters are considered within a policy and planning framework. Prerequisite: 1 credit in Environmental & Resource Science/Studies at the 200-level or higher.

ERSC – CAST – POST 310 – Public policy and the Canadian environment

A comparative study of Canadian environmental policy and the history of the Canadian environmental movement with an emphasis on policies relating to environmental health, energy and materials use, biodiversity, waste management and land use. Prerequisite: one credit in Environmental & Resource Studies, Canadian Studies, Politics or Business Administration at the 200-level or higher.

ERST 311H – Environmental impact assessment: A case study approach

Environmental impact assessment brings together scientific, economic, social and political perspectives in an attempt to anticipate and manage environmental impacts. This course examines different approaches to environmental assessment, contrasting federal with provincial and social with biophysical. Prerequisite: 10 credits including one credit in Environmental & Resource Science/Studies at the 200-level or higher.

ERSC – CAST – WMST 315 – Women, health and environments (see Women's Studies)**ERSC 316H – Community-based natural resource management**

This course examines critically and constructively community-based experiences in the management of natural resources. It explores the topic of self-regulation by resource interest groups, drawing on cases from fisheries, forestry, wildlife and integrated sectors. Traditional and developmental approaches are contrasted. Prerequisite: one credit in Environmental & Resource Science/Studies at the 200-level or higher.

ERST 317H – Ecological risk assessment

This course extends the concepts and methods developed in ERST 307H – Environmental risk assessment, to the emerging field of ecological risk assessment. We shall study ecological integrity and ecosystem management principles with special attention to the assessment of harm to complex systems associated with industrial practices. The course may be taken for a science credit by undertaking an appropriate technical project. Prerequisite: ERST 307H.

ERSC 320 – Management of forest ecosystems

This course offers an appreciation of the problems in managing forest ecosystems. It looks at the ecological processes which create and maintain forests and at how foresters attempt to manage them, and the environmental consequences of forestry practices. It then examines case studies, drawn from Ontario and other parts of the world. Prerequisite: ERSC – BIOL 226H or ERSC 221H or 220.

ERST 325H – Introduction to environmental law

Students will be provided with a comprehensive overview of environmental law in Canada. In particular, the course will examine the key environmental laws and policies at the provincial, federal and international level. Prerequisite: 10 credits including ERSC 100 (or 101H and 102H in Oshawa).

ERST – PHIL 330 – Environmental ethics

A critical examination of ethical issues in environmental theory and practice. Some topics/themes to be covered: the land ethic, the ethics of scarcity, images and concepts of nature, the domination of nature, social benefit and technological risk, the debate among deep ecologists, social ecologists and ecofeminists, sociobiology and environmental cosmology. Prerequisite: one credit in Environmental & Resource Studies or Philosophy at the 200-level or higher.

ERST – CAST – GEOG 333H – Wilderness resources (see Geography)

ERST – CAST 334H – The Canadian food system: A community development approach

This interdisciplinary course examines agriculture and the food system in Canada, emphasizing community development initiatives undertaken to enhance social, environmental, and economic sustainability. This course addresses production, distribution, processing, consumption and regulatory issues. It also prepares students to undertake community-based education projects with food and agricultural organizations in subsequent terms. Prerequisite: 10 credits. Strongly recommended: CAST – ERST – GEOG – INDG 204 and IDST – ANTH 221.

ERSC 335H – Ecological agriculture

An exploration of the history and scientific basis of agriculture in southern Ontario, and the ecological underpinnings of farming. Nutrient cycling, crop rotation, integrated pest management and tillage practices are discussed. Traditional, conventional and intense systems are considered in the context of sustainability. Farm visits are included. Prerequisite: ERSC – BIOL 226H or ERSC 221H or 220. Students who have successfully completed ERST – CAST 250 or ERST 257H, may enter the course but must be prepared to do additional background reading.

ERSC 336H – Agriculture and agricultural alternatives

The course focuses on the origins and domestication of crops and livestock, and on the increasingly narrow genetic resources available to modern production systems. Conventional, intensive and industrial farming systems will be considered, as well as alternatives such as organic farming, permaculture, and use of perennial crops. Farm visits are included. Prerequisite: ERSC 335H or ERSC – BIOL 226H or ERSC 221H or 220. Students who have successfully completed ERST – CAST 250 or ERST 257H, may enter the course but must be prepared to do additional background reading.

ERSC – BIOL 338H – Advanced Ecology (see Biology)**ERSC – CHEM 3400H – Spectrophotometry and spectroscopy** (see Chemistry)**ERSC – CHEM 3410H – Chromatography** (see Chemistry)**ERSC 345H – Air pollution chemistry**

The sources, distribution and impacts of atmospheric pollutants are examined. The course addresses alternative scientific approaches in investigating atmospheric pollution and modeling systemic responses. Emphasis will be on questions other than climatic change such as tropospheric ozone and acid rain. Prerequisite: CHEM 1000H and 1010H (100).

ERSC 350 – Environment and communication

This course is designed to help students develop their written, oral and visual communication skills and to bridge the gap between environmental experts and the general public. Evaluation is based on posters or other forms of visual communication, oral presentations, and documents written for specific audiences. Creativity and design are stressed throughout. Prerequisite: 10 credits, three of which are in the sciences.

ERSC 351H – Ecology and management of wetland systems

This course involves intensive first-hand study of one type of ecosystem in natural and culturally degraded states. Wetlands occur at the interface of both terrestrial and aquatic ecosystems. Wetland management, thus requires understanding of ecological processes and management practices common to most of Canada. Prerequisite: ERSC – BIOL 226H or ERSC 221H or 220 or ERST – CAST 250 or ERST 257H.

ERSC 355 – Pollution ecology

The ecological and human health effects of environmental contaminants are examined as they relate to water, air and soil pollution. Emphasis is on science but social issues are also addressed. Knowledge of biology and chemistry useful. Prerequisite: ERSC 221H or 220 or ERSC – BIOL 226H.

ERSC – GEOG 356H – Pedology (see Geography)**ERSC 357H – Pollution ecology of aquatic ecosystems**

This course will familiarize students with ecological and human health effects of selected environmental pollution problems; particularly those related to chemical contaminants and physical changes to water. Prerequisite: ERSC 221H or 220 or ERSC – BIOL 226H. Excludes ERSC 355. (offered only in Oshawa)

ERSC 358H – Pollution ecology in terrestrial ecosystems

This course will familiarize students with ecological and human health effects of selected environmental pollution problems; particularly those related to chemical contaminants and physical changes to terrestrial ecosystems. Prerequisite: ERSC 221H or 220 or ERSC – BIOL 226H. Excludes ERSC 355. (offered only in Oshawa)

ERST – IDST – POST 360 – Environment and development

The integration of environment and development in theory and practice. The course contrasts

internationally expressed intentions on “environmentally sustainable development” with the realities in developing countries. Prerequisite: IDST 200 or ERST – CAST 250 or ERST 257H or POST 220.

ERST – INDG 363 – Issues in Indigenous environmental studies (see Indigenous Studies)

ERSC – GEOG 365H – Soil management and conservation

Soils represent one of the most important natural resources from the point of view of sustainable agriculture and forestry, and protection of habitat. This course explores the scientific basis and management options for conservation of soil resources. Prerequisite: ERSC 221H or 220 or GEOG 254H and 256H or GEOG 240. Recommended: ERSC – GEOG 356H.

ERSC 366 – Biological Effects of Electromagnetic Fields (BEEF)

This course deals with the biological effects of electromagnetic fields ranging in frequency from static to radio frequency radiation generated by technology (technofields), by the earth and sun (geofields) and by other living organisms (biofields). Students conduct major research in an area of their choice. Prerequisite: 10 credits including ERSC 100 (or 101H and 102H in Oshawa). Recommended: PHYS 100.

ERSC 370 – Environmental toxicology

This course introduces students to the chemical, physical and toxicological properties of organic and inorganic toxicants in aquatic and terrestrial environments. Prerequisite: BIOL 102H and 103H and either ERSC 221H or 220 or one credit in Chemistry at the 200-level.

ERST – CAST – GEOG 372H – Urban environments (see Geography)

ERSC/ERST – INDG 373 – Indigenous Peoples, health and the environment

This course provides an introduction to the multidisciplinary field of environmental health and its application to understanding health among Indigenous peoples. Students gain understanding of the concepts, theories and methods used in environmental health and apply this knowledge to the investigation of the changing health status of Indigenous populations. This course may be taken as a science credit by successfully undertaking an appropriate technical assignment. Prerequisite: ERSC 220 or ERST – INDG 260 or ERSC – INDG 265 or NURS 100 or permission of the instructor.

ERSC 375H – Introduction to environmental toxicology

This course introduces students to the fundamentals of environmental toxicology and the chemical, physical and toxicological properties of chemicals in aquatic and terrestrial environments. Topics include: factors influencing contaminant bioaccumulation, metabolism, mechanisms of toxicity and an introduction to chemical risk analysis. Prerequisite: BIOL 102H, 103H, ERSC – GEOG – BIOL 208H, and ERSC 221H or 220 or one credit in Chemistry at the 200-level. Recommended: BIOL 206H and 207H. Excludes ERSC 370. (offered only in Oshawa)

ERST – ECON – CAST 378H – Canadian renewable resource economics

This course is designed to introduce students to the economic theory of renewable resources in a Canadian context. It focuses on analyzing renewable resources in a Canadian political, social, cultural and regulatory framework and is designed to be accessible to students from a variety of disciplines with minimal exposure to economic theory. Prerequisite: one credit in Environmental & Resource Studies or Canadian Studies at the 200-level or higher and ECON 101H, 102H or permission of the instructor.

ERST – ECON 381H – Environmental economics (see Economics)

ERSC/ERST 383, 384H – Community-based research project

Students are placed in research projects with community organizations in the Peterborough area. Each placement is supervised jointly by a faculty member and a representative of a community organization. For details see “Community-Based Education Program” (p. 226).

ERSC/ERST 385, 386H, 387H, 388H – Field course

Spring and Summer courses are offered through the Ontario Universities Program in Field Biology.

ERSC/ERST 390, 391H, 393H – Reading course

This is a research course on a specific topic. The course is only open to majors or joint-majors with two B credits (or better) in Environmental & Resource Science/Studies courses. Written permission must be obtained from the appropriate instructor and the chair of the program before registration.

ERSC/ERST 395H – Special topic: Current issues in environmental science and policy

This course will examine current environmental issues through seminars, group discussions and individual research projects that will examine the scientific and policy aspects of an issue, with an emphasis on one. The course may be taken as an arts credit by successfully undertaking an appropriate environmental studies/policy project. The course is only open to majors or joint-majors with grades of B (or better) in two 300- or 400-level Environmental & Resource Science/Studies courses or permission of the instructor. (Offered only in Oshawa)

ERST – HIST – IDST – INDG 3950 – Special topic: Indigenous People and the environment in sub-Saharan Africa (see History)

ERST – INDG 3952H – Special topic: Indigenous environmental research protocol and ethics (see Indigenous Studies)

ERST – CUST 3954 – Special topic: Nature and culture (see Cultural Studies)

ERST – HIST 3956H – Special topic: The environmental crisis: from the atomic bomb to global warming (see History)

ERSC/ERST 401/402D – Thesis

This is a major research project combining one credit for Environmental & Resource Science/Studies and one for the other discipline in a joint-major, or counting as two credits for Environmental & Resource Science/Studies. Prerequisite: permission of the chair of the program and a minimum average in Environmental & Resource Science/Studies credit courses of 75%. Acceptance in the thesis course is dependent upon the candidate having made arrangements with a suitable supervisor in the program. All students are required to attend a regularly scheduled workshop and orally present their research proposal and final report.

ERSC – BIOL 403H – Research design and data analysis (see Biology)

ERSC – GEOG 404H – Hydrochemical fluxes in the hydrosphere (see Geography)

ERSC – BIOL – GEOG 406H – The geochemistry of natural waters

This course will examine the chemistry of freshwater systems. Chemical and physical processes that lead to changes in water quality will be discussed. The emphasis will be on the concentrations and distributions of contaminants. Topics include watershed contributions of chemicals, acidification and the carbonate system, weathering, redox chemistry, trace metals and synthetic organic contaminants. Prerequisite: ERSC – CHEM 241.

ERSC – BIOL – GEOG 407H – The fate of contaminants in the aquatic environment

This course will discuss approaches to predicting the fate of contaminants in aquatic systems. Basic assumptions and algorithms of fate models for toxic metals and organic xenobiotics will be examined and students will get hands-on experience in applying recent models to case studies. Prerequisite: ERSC – GEOG – BIOL 406H.

ERSC – BIOL 412H – Environmental carcinogenesis

This course introduces students to the epidemiological, toxicological and molecular basis of carcinogenesis in humans, with an emphasis on environmental carcinogenesis. Prerequisite: BIOL 102H, 103H and ERSC 221H or 220. Strongly recommended: BIOL 206H, 207H and ERSC – BIOL – GEOG 208H.

ERSC – BIOL 424H – Fisheries assessment and management

Principles and practices of fisheries assessment and management, including an examination of management problems in freshwater and marine fisheries from an ecological, socio-economic and policy perspective. Topics include stock assessment techniques, stocking and fertilization, management of warmwater and coldwater species, and local management initiatives. Prerequisite: ERSC – BIOL 226H or ERSC 221H or 220. Recommended: one of ERSC 351H, BIOL 305 or 314H. Students who have successfully completed ERST – CAST 250 or ERST 257H may take the course, but must be prepared to do additional background reading.

ERST 425H – Environmental law and regulation

This course is intended to provide students with a practical and detailed examination of the enactment, enforcement and limitations of environmental law and policy. The course will emphasize Ontario's environmental regime and will focus on a recent case study. Prerequisite: 10 credits. Recommended: ERST 325H.

ERSC – BIOL 433H – Global change of aquatic ecosystems (see Biology)

ERSC 435H – Climatic change

This course will examine the meteorological principles, measurements and models that are the basis of current understanding of climatic change. It addresses in particular, the biological impacts of climatic changes and the ways in which these biological changes might affect human resources and the process of climatic change itself. Prerequisite: ERSC 100 (or 101H and 102H in Oshawa) or GEOG 104H or PHYS 100 or BIOL 102H and 103H; 10 credits.

ERSC – BIOL 439H – Conservation biology (see Biology)

ERSC – CHEM 4410H – Advanced analytical chemistry (see Chemistry)

ERSC – GEOG 445H – Spatial modeling with Geographical Information Systems (see Geography)

ERSC 452H – Restoration ecology

This course is about the science of restoring and rehabilitating ecosystems. Principles, applications and practical case studies are covered. No regular field or laboratory work is scheduled but some required field site visits are planned. Prerequisite: ERSC – BIOL 226H or ERST – CAST 250 or ERST 257H.

ERST – POST – CAST 460H – Public policy in global perspective

This course focuses on economic, health and social policies in the context of global politics while giving special attention to the linkages of these policy areas to environmental issues. Case studies and projects involving primary research are emphasized. Prerequisite: 10 credits.

ERST – IDST – POST 461H – Global environmental policy

The course focuses on perspectives, actors, institutions and economic relationships as they relate to global environmental policy. The aim is to provide students with a solid understanding of linkages between the global political system and the natural environment. Recommended: one of ERST – IDST – POST 360, ERST – CAST – POST 460H or POST 220. Prerequisite: 10 credits.

ERSC – GEOG 464H – Integrated watershed management: approaches and methods

Integrated Ecosystems Management is the focus of this course. It deals, first, with the methodological and practical aspects of watershed assessment, planning, decision-making and management. Then, it examines comparatively the management of watersheds in the developing world, introducing students to strategies for planning and managing watersheds through case studies. Prerequisite: ERSC 220 or ERSC – BIOL 226H or ERST – CAST 250 or ERST 257H or both GEOG 254H and 256H; 1 credit in Environmental & Resource Science/Studies or Geography at the 300-level or higher.

ERST – CAST – HIST 467H – Environmental history

This course examines how our ideas about the environment, and our use of the environment, have changed over time. Specific topics include evolving ideas about natural resources and wilderness, changing perspectives on the urban environment, and the interaction between science and environmental politics during the last century. Prerequisite: 10 credits.

ERST– INDG 473 – Sustainable Indigenous communities (see Indigenous Studies)**ERSC/ERST – INDG – NURS 4740 – Advanced topics in Indigenous Peoples, health and the environment** (see Indigenous Studies)**ERST 480 – Greening the campus**

This course examines how institutions manage their impacts on the environment, with a special focus on Trent University. Students will learn the theory and practice of institutions, examining how environmental decisions are made. They will also complete a substantial research project on some aspect of the campus environment. Prerequisite: 10 credits including ERSC 100 (or 101H and 102H in Oshawa).

ERSC/ERST 483, 484H – Community-based research project

Students are placed in research projects with community organizations in the Peterborough area. Each placement is supervised jointly by a faculty member and a representative of a community organization. For details see “Community-Based Education Program” (p. 226).

ERSC/ERST 485, 486H, 487H, 488H – Field course

Spring and Summer courses are offered through the Ontario Universities Program in Field Biology.

ERSC/ERST 490, 491H, 493H – Reading course

This is a research course on a specific topic. The course is only open to majors or joint-majors in the program with a B average (or better) in Environmental & Resource Science/Studies courses. Written permission must be obtained from the appropriate instructor and chair of the program before registration.

ERSC 495H – Techniques for remediation of degraded ecosystems

Environmental regulations increasingly require responsible individuals to restore damaged ecosystems. This course will explore the application and theory behind specific techniques for restoration and rehabilitation of degraded and disturbed ecosystems across Canada. No regular field or laboratory work is scheduled but some required field site visits may take place. Prerequisite: ERSC 221H or 220 or ERSC – BIOL 226H.

ERST 495H – Ecological design

This course examines “green design” of structures and landscapes. Lectures and interactive workshops explore concepts of ecologically sustainable human built and re-modeled environments. Site visits to bioengineered sites, green roofs, straw bale buildings, models of energy-efficiency, and related features, as well as practical projects will be part of the experience. Prerequisite: ERSC – BIOL 226H or ERST – CAST – 250 or ERST 257H.

ERST – WMST 499H – Gender and environmental justice (see Women’s Studies)

Environmental Chemistry

Program Co-ordinators

Chair of the Chemistry Department

To be named

Chair of the Environmental & Resource Science/Studies Program

T. Whillans, B.A. (Guelph), M.Sc., Ph.D. (Toronto)

Professors

See listings of faculty in Chemistry and Environmental & Resource Science/Studies.

Solving many environmental problems requires a solid background in both chemistry and environmental science. The Environmental Chemistry program has been designed to provide a thorough grounding in fundamental chemical principles as well as a detailed understanding of environmental issues and their scientific context. Graduates of the program will have experience with advanced instrumentation and modern analytical techniques, and will be prepared to handle challenging environmental problems from a multidisciplinary perspective.

Note

- There is no minor in Environmental Chemistry.

BACHELOR OF SCIENCE PROGRAM IN ENVIRONMENTAL CHEMISTRY

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The Environmental Chemistry program is a sequence of courses offered by the Chemistry department and the Environmental Resource Science/Studies program that compose an integrated whole. It is not available as a joint-major degree.
- ERSC 314H, 355 and 435H are recommended for both the Honours and the General program
- Students wishing to transfer to a single-major program in Chemistry or Environmental Resource Science should consult the chair of the appropriate department/program when they have successfully completed 8 to 10 course credits.
- For information on individual courses see calendar entries for Chemistry and for Environmental Resource Science/Studies.

The Honours program. At least 11.5 credits in Chemistry and Environmental & Resource Science. The program must include:

- 4.5 CHEM credits consisting of either CHEM 1000H and 1010H or 100 ; 2500H and 2510H (or 200); 2400H (240H); CHEM – ERSC 2600 (241); 3400H (342H); 3410H (343H)
- 1.0 CHEM credits from CHEM 2100H and 2110H (or 212) for organic chemistry; or from CHEM 2200H (321H) and 3200H (323H) for inorganic chemistry
- 0.5 CHEM credit from 4510H (408H); 4400H (441H); or CHEM – ERSC 4410H (442H)
- 3.5 ERSC credits consisting of 100, 345H, 370, 406H and 407H
- 2.0 CHEM or ERSC credits in addition to the above, beyond the 2000 (200)-level
- BIOL 102H and 103H
- 1.0 credit from MATH 1100 (110) or from MATH 1005H (105H) and another 0.5 MATH credit

The General program. At least 9.0 credits in Chemistry and Environmental & Resource Science. The program must include:

- 3.5 CHEM credits consisting of either CHEM 1000H and 1010H or 100 ; 2500H and 2510H (or 200); 2400H (240H); and CHEM-ERSC 2600 (241)
- 1.0 CHEM credits from CHEM 2100H and CHEM 2110H (or 212) for organic chemistry; or from CHEM 2200H (or 321H) and CHEM 3200H (or 323H) for inorganic chemistry
- 0.5 CHEM credits from CHEM – ERSC 3400H (342H) or 3410H (343H)
- 2.5 ERSC credits consisting of ERSC 100, 345H and 370
- 1.5 ERSC credits in addition to the above
- BIOL102H and 103H
- 1.0 credit from MATH 1100 (110) or from MATH 1005H (105H) and another 0.5 credit in Mathematics

Forensic Science

Telephone: (705) 748-1011 ext. 7200

E-mail: forensicscience@trentu.ca

Fax: (705) 748-1003

Web: www.trentu.ca/forensicscience

Chair of the Program

To be named

Associate Professor and Canada Research Chair

P.J. Wilson, B.Sc., M.Sc., Ph.D. (McMaster)

Associate Professors

J. Freeland, B.Sc. (Saskatchewan), M.Sc., Ph.D. (Queen's); **B. Saville**, B.Sc. (Guelph), M.Sc., Ph.D. (Toronto)

Assistant Professor

C. Kyle, B.Sc. (Bishop's), M.Sc. (Guelph), Ph.D. (Alberta)

The Forensic Science program at Trent University is a direct entry professional degree program with a limited number of student places. The program leads to a Bachelor of Science degree in Forensic Science (B.Sc.F.S). All courses are delivered entirely at Trent University's Symons Campus.

Trent University's Forensic Science degree integrates the study of science, and law, as well as investigative practice and theory, and is designed and taught with the support of the Centre for Law and Justice at Fleming College. Students in Trent's Forensic Science degree program will learn the foundational science of forensics through the study of anthropology, biology and chemistry. These foundational science courses will complement the specialized forensics courses offered in the program. The degree particularly emphasizes emerging developments in DNA forensic applications and Crime Scene Investigation through courses in laboratory techniques and related case work.

From the beginning of their forensic studies at Trent, students are fully immersed in a functioning forensic research and service environment located in the newly constructed state-of-the-art DNA Building. Students will practice casework, learn team building, analyze ethical and legal issues related to evidence, and face the challenge of communicating complex scientific evidence within the legal system. Students in the program will also participate in a placement/mentorship course where they gain valuable 'real-world' experience and begin to develop their professional network.

Admission Requirements

This is a direct entry program with a limited number of student places. A high school diploma and six Ontario U/UC credits including one 4U credit in each of Chemistry, Biology, English and Mathematics are required for admission. 4U Physics is highly recommended. Normally students with an overall average lower than 75% will not be admitted to the program.

Application Procedure

Applications for this program are to be submitted to:

Ontario Universities' Application Centre

Application code: RU

Program name: Forensic Science

BACHELOR OF SCIENCE IN FORENSIC SCIENCE

- See 27 for requirements which apply to all undergraduate degree programs.
- There is no General degree in Forensic Science.
- For information on individual courses see calendar entries for Anthropology, Biology and Chemistry.
- A maximum of three D grades (50-59%) can be counted toward the degree. These cannot be in Forensic Science courses.
- A D grade earned in FRSC-PHYS 102H does not count as a D in the Forensic Science program.
- A cumulative average of 65% is required for the B.Sc.F.S. degree program.
- Students must successfully complete all required courses in a given year before proceeding to the next year of the program.
- There is no minor in Forensic Science.

The Honours program. At least 7 credits in Forensic Science. The program must include:

Year 1

- 1.5 FRSC credits consisting of FRSC 101, 110H
- 3.5 credits in BIOL 103H, 105, CHEM 100, MATH 150

Students will be introduced to the basic concepts of forensics through a case-based course integrating use of scientific evidence, critical argument and reporting media. Biology and chemistry courses provide a base for subsequent work. Issues related to society and justice are introduced within a forensic context.

Year 2

- 2.0 FRSC credits, consisting of FRSC 201H, 210H, 211H, FRSC – PHYS 102H
- 2.0 credits consisting of ANTH 101H, BIOL 205H, 362H, BIOL – CHEM 231H
- 1.0 science credit in addition to the above

Forensic techniques and legal procedures are presented in detail for the first time. The students shift from general science courses to science courses more directly related to forensic analyses and begin study in anthropology to prepare for course-work in the next two years. A mentorship program follows from the first-year study of justice and society.

Year 3

- 2.0 FRSC credits consisting of FRSC 300H, 301H, 310H, 311H
- 2.0 credits consisting of ANTH 240, BIOL 308H, CHEM 240H
- 1 science credit in addition to the above

The forensic case-based education of first-year and the detailed treatment of technical and legal issues in second-year are now followed by a crime scene investigation course and a course on trends in forensic science that synthesizes and re-integrates the two approaches and introduces new forensic techniques and a course on trends in forensic science. Students build on the technical and theoretical competencies developed in forensic-related biology and chemistry and are now prepared for a course devoted solely to forensic DNA.

Year 4

- 0.5 FRSC credit consisting of FRSC 312H
- 2.5 credits consisting of ANTH 341, BIOL 460H, CHEM – ERSC 342H, 343H
- 2.0 FRSC credits consisting of FRSC402D
- or
- 1.0 FRSC credit consisting of FRSC 401
- 1.0 science credit in addition to the above

The final year of the program provides an opportunity to become a researcher and practitioner through independent study, placement or thesis research.

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

FRSC 101 – Case studies in scientific law and ethical practices

A course designed to introduce students to the interdisciplinary nature of forensic science and to the professional cultures – government, police/legal and industry – that intersect in the practice of forensics. Students will gather scientific evidence, assemble it in light of legal practice, and present it as reports and in the “courtroom.” Open only to students registered in the Forensic Science program.

FRSC – PHYS 102H – Forensic physics (See Physics)

FRSC 110H – Introduction to Canadian justice

This course will introduce students to current issues in criminal justice, and will emphasize the study of civil and administrative laws, and the processes and systems that structure the enforcement of these laws. Particular attention will be given to investigative and evidentiary responsibilities. Open only to students registered in the Forensic Science program.

FRSC 201H – Mentorship/placement

Students gain first-hand experience of the practice of forensic science in one of its three dimensions – science, policing, or law – and will apply the theories and concepts acquired in their first year of the program. Open only to students registered in the Forensic Science program.

FRSC 210H – Criminal code

The course provides a systematic and detailed review of the Criminal Code. It will focus on implications of the Criminal Code for forensic science, current issues in its interpretation by the courts, and its implementation by law enforcement agencies. Open only to students registered in the Forensic Science program.

FRSC 211H – Police powers

This course will focus on the legislation governing criminal investigations – including the Constitution Act and Charter of Rights and Freedoms – the practical application of those laws and their judicial interpretation in the day-to-day activities of police officers and other law enforcement personnel. Open only to students registered in the Forensic Science program.

FRSC 300H – Laboratory DNA forensics

This course will examine the theoretical foundations and techniques of DNA analysis with leading-edge technology in light of forensic cases. Students will learn the theory and practice of generating forensic DNA evidence. Open only to students registered in the Forensic Science program.

FRSC 301H – Crime scene investigation

This course explores forensic investigation techniques – observation, analysis, evidence identification, collection and preservation, and interviewing. The course will emphasize gathering experts' scientific evidence and assessing it. Students will explore use of evidence in Canadian court cases, the decision-making processes in court, and the roles of investigators, advocates, judges and juries. Open only to students registered in the Forensic Science program.

FRSC 310H – Trends in forensic science

This course will cover recent developments in forensic science and will reflect the recommendations of practitioners. It will typically include updates in the theory and practices related to DNA analysis, blood-spatter analysis, tire-track and footwear impressions, ballistics and so forth. Open only to students registered in the Forensic Science program.

FRSC 311H – Criminology

This course will provide the student with a comprehensive view and appreciation of criminology, including the scientific study of criminal behaviour, its forms, causes, legal implications and controls. It will provide a forum for discussion and debate and will enhance their knowledge of crime, criminal justice and society. Open only to students registered in the Forensic Science program.

FRSC 312H – Presentation of forensic evidence

This course explores the legal functions and processes of courts and tribunals and the laws governing evidence and testimony by witnesses. Communication theory and techniques will be applied to the experience of testifying in a courtroom setting and to understanding the impact of ethical and effective testimony. Open only to students registered in the Forensic Science program.

FRSC – BIOL 3330H – Forensic entomology (See Biology)**FRSC 391H – Reading course**

This course provides an opportunity for more intensive or broader study of a selected topic in forensic science under the guidance of a faculty member. This course will be open to FRSC students *who have earned 10 credits and received permission from the course supervisor*. Students may take only one reading course. Open only to students registered in the Forensic Science program.

FRSC 401 – Independent project

Study under the supervision of a faculty member that involves self-directed research. Students will also attend fourth-year Forensic Science seminars on research-related issues. Students must contact the course coordinator before the end of the Winter session of third year. Open only to students registered in the Forensic Science program.

FRSC 402D – Research thesis

A double credit. Students will design and carry out research under the supervision of a faculty member, and attend fourth-year Forensic Science seminars on research-related issues. Permission of the program and the availability of a thesis supervisor are required. Students will be contacted by the course coordinator regarding the application process before the end of the Fall session of third year. Open only to students registered in the Forensic Science program.

French Studies

See Modern Languages & Literatures

Geography

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Professor and Acting Chair of the Department (Fall Term)

P. M. Lafleur, B.Sc. (Brandon), M.Sc. (Trent), Ph.D. (McMaster)

Professor and Chair of the Department (Winter Term)

C. L. McKenna Neuman, B.Sc. (Queen's), M.Sc. (Guelph), Ph.D. (Queen's) (*on leave Fall Term*)

Professors

J. M. Buttle, B.A. (Toronto), Ph.D. (Southampton); **J. G. Cogley**, M.A. (Oxford), M.Sc., Ph.D. (McMaster); **C. H. Taylor**, M.A. (Canterbury), Ph.D. (McGill)

Associate Professors

H. N. Nicol, B.A. (Toronto), M.E.S. (York), Ph.D. (Queen's); **R. Ponce-Hernandez**, B.Eng., M.Sc. (Chapingo), D.Phil. (Oxford); **S. E. Wurtele**, B.Sc. (Trent), Ph.D. (Queen's)

Assistant Professors

M.C. Eimers, B.Sc. (Toronto), M.Sc. (Trent), Ph.D. (Waterloo); **M. Skinner**, B.A. (Wilfrid Laurier), M.A. (Guelph), Ph.D. (Queen's)

Technicians/Demonstrators

M. A. Ecclestone, B.Sc. (Trent), M.Sc. (Guelph); **S. Gardiner**, **H. T. Thompson**, B.A. (York)

Adjunct Faculty

K. Beesley, B.E.S., Ph.D. (Waterloo)

Professors Emeriti

W. P. Adams, B.A. (Sheffield), M.Sc., Ph.D. (McGill); **A. G. Brunger**, B.Sc. (Southampton), M.Sc. (Alberta), Ph.D. (Western Ontario); **F. M. Helleiner**, M.A., Ph.D. (Western Ontario); **J. S. Marsh**, B.A. (Reading), M.Sc. (Alberta), Ph.D. (Calgary); **G. A. Nader**, B.A. (London), Ph.D. (Durham)

The Geography department has a strong emphasis on field-based learning and interdisciplinary study. Many courses are cross-listed with other departments and programs, including an Emphasis in Northern & Polar Studies and one in Geographical Information Systems linked with Fleming College. Students in the Honours program are encouraged to explore the thesis option as a valuable training for post-graduate studies and job-related experience.

Notes

- GEOG 103H and GEOG 104H or 105H are prerequisites for most upper level Geography courses. Students should check individual course descriptions for prerequisites.
- Some courses at the 300-level are offered in alternate years.
- Courses in Geography fulfilling University science course requirements for the B.Sc. are marked (Sc) in the individual course descriptions.
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in Geography, if they have met the requirements for the joint-major General degree (see below).

BACHELOR OF ARTS AND BACHELOR OF SCIENCE PROGRAMS IN GEOGRAPHY

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- The Geography department offers both a B.A. and a B.Sc. degree.
- Students who have successfully completed PSYC 215 are exempt from the GEOG 208H requirement in the joint-major program and in the minor in Geography.
- Students who have taken MATH 1050 (150) and achieved a mark of at least 75% are exempt from taking GEOG 208H. Exemption from GEOG 208H also exempts students from the GEOG 208H prerequisite for other Geography courses.
- It is recommended that students with an interest in Applied Geography incorporate the Geographic Information Systems joint Diploma program with Fleming College (Fleming-GIS) into their Honours program (consult the Joint Programs section of the calendar). For students in the Fleming-GIS program, the category requirements in the single-major B.A. and B.Sc. are different, but the total number of Geography credits required for the degrees is the same.

BACHELOR OF ARTS PROGRAM

- The B.A. program in Geography includes courses chosen from the following categories, as indicated in the requirements below.
- Approved reading (390, 391H, 392H, 393H) or special topics (395, 396H, 397H, 398H) courses may be taken for the category C requirement.

A	B	C	D
231H	303H	322H	371H
263H	311H	332H	372H
271H		333H	373H
296H		337H	376H
		363H	380H
			464H

- For the single-major and joint-major General B.A. programs, GEOG 386H and one course from category B are strongly recommended.

The single-major Honours program. At least 10 credits in Geography, including:

- 1.0 credit from GEOG 103H and from GEOG 104H or 105H
- 1.0 credit consisting of GEOG 208H and GEOG – ERST 251H
- 1.0 credit from category A
- 1.0 credit from category B (0.5 for Fleming-GIS)
- 2.0 credits from category C (1.5 for Fleming-GIS)
- 4.0 credits in addition to the above, including at least 1 from category D (5.0 for Fleming-GIS)

The joint-major Honours program. At least 7 credits in Geography, including:

- 1.0 credit from GEOG 103H and from GEOG 104H or 105H
- 1.0 credit consisting of GEOG 208H and GEOG – ERST 251H
- 1.0 credit from category A
- 0.5 credit from category B
- 1.0 credit from category C
- 2.5 credits in addition to the above, including at least 1.0 from category D or GEOG 401

The single-major General program. At least 6 credits in Geography, including:

- 1.0 credit from GEOG 103H and from GEOG 104H or 105H
- 1.0 credit consisting of GEOG 208H and GEOG – ERST 251H
- 1.0 credit from category A
- 1.0 credit from category C
- 2.0 credits in addition to the above

The joint-major General program or minor. At least 5 credits in Geography, including:

- 1.0 credit from GEOG 103H and from GEOG 104H or 105H
- 1.0 credit consisting of GEOG 208H and GEOG – ERST 251H
- 1.0 credit from category A
- 1.0 credit from category C
- 1.0 credit in addition to the above

BACHELOR OF SCIENCE PROGRAM

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- The B.Sc. program in Geography includes courses chosen from the following categories, as indicated in the requirements below.
- Approved reading courses (390, 391H, 392H, 393H) or special topics courses (395, 396H, 397H, 398H) may be taken for the category C requirement.

A	B	C	D
240	303H	341H	356H
244H	311H	342H	365H
246H	357H	351H	404H
254H		353H	406H
256H		354H	407H
		355H	445H
			464H

- For the single-major and joint-major General B.Sc. programs, GEOG 386H and one course from category B are strongly recommended.

The single-major Honours program. At least 10 credits in Geography. The program must include:

- 2.0 GEOG credits consisting of GEOG 103H, 104H, 208H and 211H
- 1.0 GEOG credit from category A
- 1.0 GEOG credit from category B (0.5 for Fleming-GIS)
- 2.0 GEOG credits from category C (1.5 for Fleming-GIS)
- 1.0 GEOG credit from category D
- 3.0 GEOG credits in addition to the above (4.0 for Fleming-GIS)
- 1 credit in MATH
- 14 science credits in the program as a whole

The joint-major Honours program. At least 7 credits in Geography. The program must include:

- 2.0 GEOG credits consisting of GEOG 103H, 104H, 208H and 211H
- 1.0 GEOG credit from category A
- 0.5 GEOG credit from category B
- 1.0 GEOG credit from category C
- 1.0 GEOG credit from category D or GEOG 401
- 1.5 GEOG credits in addition to the above
- 1.0 credit in MATH
- 14 science credits in the program as a whole

The single-major General program. At least 6 credits in Geography. The program must include:

- 2.0 GEOG credits consisting of GEOG 103H, 104H, 208H and 211H
- 1.0 GEOG credit from category A
- 1.0 GEOG credit from category C
- 2.0 GEOG credits in addition to the above
- 1.0 credit in MATH
- 11 science credits in the program as a whole

The joint-major General program or minor. At least 5 credits in Geography. The program must include:

- 2.0 GEOG credits consisting of GEOG 103H, 104H, 208H and 211H
- 1.0 GEOG credit from category A
- 1.0 GEOG credit from category C
- 1.0 GEOG credit in addition to the above
- 1.0 credit in MATH
- 11 science credits in the program as a whole

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

GEOG 103H – Human geographies in global context

This course examines the spatial organization of human activity, the significance of places in human life and people's relationships with their environments. It includes study of people, their origins, culture, technology, economy and impact on the environment. Field work.

GEOG 104H – Earth's physical processes and environments (Sc)

An examination of the atmospheric, tectonic and geomorphic forces that shape Earth's physical environments. Issues addressed include soil conservation, groundwater resources and climate change. Prerequisite for all science courses in geography. Field work. Excludes GEOG 102H and 105H.

GEOG 105H – Introduction to Earth's physical environments

Course facilitates recognition of the atmospheric, tectonic and geomorphic forces that shape landscape, climate, water and soil resources, and thereby, social and economic activity. This course cannot act as a prerequisite for science courses in Geography unless otherwise noted. Excludes GEOG 102H and 104H.

GEOG – CAST – ERST – INDG 204 – Canada: The land (see Canadian Studies)**GEOG – ERSC – BIOL 208H – Natural science statistics (Sc)**

The course covers commonly-used statistical tools in Biology, Geography and Environmental & Resource Science. Lectures will address basic statistical methods and background theory. Workshops involve computer-based assignments providing practical experience in statistical application. Prerequisite: GEOG 103H and one of GEOG 104H or 105H; or ERSC 100; or ERSC 101H and 102H; or BIOL 102H and 103H. Recommended: MATH 1050 (150) and 100-level computing experience.

GEOG – ERSC 209H – Introduction to Geographical Information Systems (Sc)

This is an introductory course to the fundamentals of GIS technology and applications. The essentials of GIS structural components, spatial data models and the analytical GIS operations on such data models are examined in detail. Experience with GIS analysis is gained through laboratory exercises. Prerequisite: GEOG 103H and one of GEOG 104H or 105H; or ERSC 100; or ERSC 101H and 102H; or BIOL 102H and 103H. Elementary or intermediate-level experience with microcomputers and their operating systems is desirable.

GEOG 211H – Methods for physical geographers (Sc)

This course trains students in a variety of data acquisition, processing and analytical techniques specific to the earth sciences. These techniques include terrestrial survey, remote sensing and air photo interpretation. Fundamentals of instrument design, calibration and installation are introduced. Exercises require use of spreadsheet and graphic presentation software. Prerequisite: Minimum of 60% in GEOG 103H and 104H or in ERSC 100 or in ERSC 101H and 102H. Field work.

GEOG – AHCL – ANTH 2230H – The ancient city (see Ancient History & Classics)**GEOG 231H – Geography of recreation**

Examines the concepts, contexts and methods for studying recreation geography including historical and theoretical perspectives on recreation, the demand for recreation, the supply of land, facilities and services for recreation, and the economic, environmental and social impacts of recreation and tourism. Prerequisite: GEOG 103H and one of GEOG 104H or 105H.

GEOG 240 – Geology (Sc)

Principles of mineralogy, petrology and sedimentology, paleontology and structural geology; geophysics of the Earth's interior and recent developments in geomagnetism, seismology and global tectonics. Open to students in second year and above and to first-year students with permission of the instructor.

GEOG 244H – Microclimatology (Sc)

This course focuses on the physical mechanisms of flows of energy and mass between the earth surface and the atmosphere. A discussion of the principles of energy exchange is followed by their application to near surface environments. Lectures concentrate on problems in hydrology, biology, agriculture and urban systems. Prerequisite: GEOG 104H or ERSC 100 or ERSC 101H and 102H.

GEOG 246H – The global climate system (Sc)

A study of the physical elements of the global climate system. This course deals with global and synoptic climatic processes including the structure of the atmosphere, radiation, atmospheric dynamics, general circulation and the oceans. These concepts are applied to an introduction to the problem of climatic change and its prediction. Prerequisite: GEOG 104H or ERSC 100 or ERSC 101H and 102H.

GEOG – ERST 251H – Methods in human geography and environmental studies

The course will focus on methods used in geographical and environmental research contexts.

Methods examined in the course include: surveys, content analysis, interviews, focus groups and participatory action research. Prerequisite: ERSC 100 or ERSC 101H and 102H; or minimum of 60% in GEOG 103H and one of GEOG 104H or 105H.

GEOG 253H – Geography of water resources (Sc)

This course uses case studies to examine the principles and processes that control the distribution and uses of water at global, continental and watershed scales. Prerequisite: GEOG 103H and one of 104H or 105H.

GEOG 254H – Process geomorphology (Sc)

This course addresses a selection of sedimentary processes that create a variety of features observed at the surface of the earth. Emphasis is placed upon understanding and quantifying sediment production and transport. This knowledge is then extended to the interpretation of arid, coastal and fluvial landforms. Prerequisite: GEOG 104H or ERSC 100 or ERSC 101H and 102H.

GEOG 256H – Large-scale geomorphology (Sc)

An examination of large landforms including continents, oceans, plates, hotspot swells, plateaus and island arcs, and of the processes in the Earth's interior which generate them. The course also examines weathering processes, and the evolution of landscapes and slopes. Lab work emphasizes the principles that link geomorphic processes to landforms. Prerequisite: GEOG 104H or ERSC 100 or ERSC 101H and 102H.

GEOG – CAST 263H – Historical geography

Geography of North America before 1800, emphasizing early Canada. Themes pursued include exploration, environmental perception, resource exploitation, colonial settlement, urbanization and regional development. Particular attention is paid to the geography of the northern imperial possessions of France and England in what is now Canada. Prerequisite: GEOG 103H and one of GEOG 104H or 105H. Field trip.

GEOG – CAST 271H – Cities: An introduction to urban geography

In cities flows of people, money, information and commodities intersect and are accompanied by economic, political, social and cultural change. This course examines the transformation of contemporary North American cities by global chains of activity. Prerequisite: GEOG 103H or SOCI 100 or ECON 101H and 102H.

GEOG 2810H – Canada's people and places

This course explores the geography of Canada and its peoples and places. It examines the development of Canada's cultural landscapes and regions, and the social, economic, political and development of the Canadian nation-state. We explore Canada's geography as an east-west nation under increasing pressure from globalization and new national agendas. Prerequisite: GEOG 103H and one of GEOG 104H or 105H.

GEOG 296H – Wealth, power and space: an introduction to economic geography

An introduction to basic themes in economic geography from a political economy perspective. The main areas of discussion are: theoretical and historical frameworks of the global economy; theories of industrial location and relocation; and contemporary geo-economic trends, including transnational labour markets and the uneven economic impact of environmental change. Prerequisite: GEOG 103H and one of GEOG 102H, 104H or 105H.

GEOG – ERSC 301H – Fundamentals of Geographical Information Systems analysis (Sc) (see Environmental & Resource Science/Studies)**GEOG 303H – Statistical applications in geography (Sc)**

A survey of some of the more important statistical techniques used in geography with particular emphasis on computer-based analysis. Prerequisite: GEOG 208H or MATH 1050 (150).

GEOG 311H – Philosophy of geography

This course examines significant conceptual approaches to the study of geography that have influenced contemporary Western geographic thought and practice. Prerequisite: 10 credits including GEOG 208H and one of GEOG 211H or 251H. Excludes GEOG 411H.

GEOG – WMST – CAST 322H – Gender, society and space

Selected themes and topics examining the relationship between gender and spatial organization. Themes to be examined include the nature of domestic space, gendered use of public, private and urban space, and the intersections between gender, sexuality, racism and cultural difference. Prerequisite: GEOG 251H or one upper-level Women's Studies course or permission of the instructor.

GEOG – CAST 332H – Settlement geography

Process and forms of modern settlement in Canada and "New Frontier" lands such as Australia, South Africa, Brazil and Israel/Palestine. Discusses themes of emigration and immigration; frontier, group and ethnic settlement within both metropolitan and non-metropolitan settings. Prerequisite: GEOG 263H.

GEOG – CAST – ERST 333H – Wilderness resources

An examination of the wilderness concept and the history, planning and management of wilderness resources with special reference to national parks and Canada. Prerequisite: GEOG 231H or GEOG – CAST – ERST – INDG 204 or ERST 250 or 257H.

GEOG – CAST 337H – Critical geography of tourism

A critical perspective is used to explore the geographies of tourism-related industries and workplaces and the social and environmental impacts of tourism in urban and rural settings. Special attention is given to the Canadian experience. Prerequisite: GEOG 231H.

GEOG 341H – Climatic change (Sc)

Mechanisms and patterns of changes in weather and climate, both natural and anthropogenic. An understanding of the principles of general circulation, global and local energy balance models, and basic meteorological processes is assumed. Prerequisite: GEOG 244H or 246H.

GEOG 342H – Hydrometeorology (Sc)

Studies in snow and ice. This course emphasizes physical and geographical aspects of different ice forms and their implications for human and biological activity. Measurement of snow and ice are studied in practical laboratories. Some field work during the Reading Week is expected. Prerequisite: one credit from B.Sc. category A (including either GEOG 244H or 246H) and GEOG 208H and 211H or permission of the instructor.

GEOG 351H – Glacial and quaternary geomorphology (Sc)

The principles of glaciology. Glacial landforms and landscapes, particularly those of southern Ontario. Quaternary history with illustrations of the principles and uses of radiocarbon dating, isotope ratio analysis and pollen analysis. The causes of Ice Ages. Prerequisite: GEOG 254H or 256H or GEOG 240.

GEOG 353H – Hydrology (Sc)

Study of the movement of water through the environment with emphasis on terrestrial aspects including interception, infiltration, soil moisture, groundwater, surface runoff and stream-flow, also covering human impact on hydrological processes. Prerequisite: 10 credits including GEOG 244H or 246H or 254H. Field work.

GEOG 354H – Fluvial geomorphology (Sc)

Morphology of rivers and river systems; relationships between process and form. Erosion, transportation and deposition of sediments; channel morphology, the drainage basin as a geomorphic unit; human impact on river morphology. Prerequisite: GEOG 254H or 256H or GEOG 240 or permission of the instructor. Field work.

GEOG 355H – Water in the subsurface environment (Sc)

This course will examine the nature, occurrence and movement of water in soil and groundwater systems. Physical and chemical aspects of groundwater will be addressed, and the use of field techniques and mathematical models in the study of groundwater movement and contamination will be emphasized. Prerequisite: GEOG 353H and one of MATH 1005H (105H) or 1100 (110) or equivalent.

GEOG – ERSC 356H – Pedology (Sc)

The course will concentrate on the techniques employed in the analysis of the physical, hydrological, chemical and biological properties of soils, as well as those processes which control the development of the soil. Prerequisite: GEOG 254H or 256H or GEOG 240 or BIOL – ERSC 217H or BIOL – ERSC 226H or permission of the instructor.

GEOG 357H – Modelling applications in physical geography (Sc)

The course emphasizes modelling techniques in various aspects of earth science. Topics covered include: conceptual, analogue and mathematical models; problems of scaling and indeterminacy; parameter estimation; optimization techniques; sensitivity analysis; model evaluation. Examples of modelling techniques and applications will be drawn from physical geography. Prerequisite: GEOG 208H; and two of GEOG 244H, 246H, 254H or 256H; and one of MATH 1005H (105H) or 1100 (110) or 4U calculus.

GEOG 3580H – Applied geoscience: local case studies (Sc)

Students will define and analyze a local issue of concern (e.g. proposed Hydroelectric Plant; Source-Area Protection in a local watershed), applying knowledge and methods gained in introductory courses in physical geography. Prerequisite: 10 credits including GEOG 211H, 244H or 254H.

GEOG – CAST 363H – Historical geography of Canada before 1900

Geography of nineteenth-century Canada. Themes include environmental perception and transformation, immigration, settlement, cultural patterns, social institutions, industrialization, transportation and urbanization. Individual research projects using primary sources are encouraged particularly within the local setting of southern Ontario. Prerequisite: GEOG 263H. Field trip.

GEOG – CAST 364H – Geography of the Polar regions (Sc)

Study of selected aspects of the Polar regions with considerable reference to northern Canada but with the deliberate intention of developing comparisons between it and other parts of the Polar regions. Prerequisite GEOG 103H and one of 104H or 105H or permission of the instructor.

GEOG – ERSC 365H – Soil management and conservation (Sc) (see Environmental & Resource Science/Studies)**GEOG – CAST 371H – Urban planning**

The main planning principles which govern the economic, social and physical development of cities. National, provincial and municipal policies and their impact on the urban system. Historical development of planning. Comparative analysis of planning in North America and Europe. Prerequisite: GEOG 271H.

GEOG – CAST – ERST 372H – Urban environments

This interdisciplinary course challenges traditional conceptualizations and representations of Canadian cities as the antithesis of wilderness. Topics include: history of urban development, urban improvements and urban green spaces; impacts of modernist suburban development on the urban form; rejections of modernist urban planning; and the value of an ecosystem approach to planning for urban sustainability. Prerequisites are GEOG 271H or GEOG – CAST – ERST – INDG 204 or ERST 250 or 257H. Excludes GEOG 203H.

GEOG – CAST 373H – Urban social geography

This course explores the urban social structure of contemporary Western cities by examining how social relations, social identities, and social inequalities are produced, and the role of space in constructing them. Geographical perspectives on gender, occupation, ethnicity, age, disability, poverty, and sexuality are emphasized. Prerequisite: GEOG 271H.

GEOG – CAST 376H – The rural-urban fringe

Rural-urban land conflicts occurring in the areas surrounding major cities, the problems arising from these conflicts and the types of policy required to resolve them. A particular focus will be the impact of urbanization on the countryside in Canada. Prerequisite: GEOG 103H and one of GEOG 104H or 105H; or SOCI 100; or ECON 101H and 102H

GEOG – CAST 380H – Regional economic geography of Canada

Analysis of how a region grows; regional responses to national economic development; the land use structure of regions; regional planning principles; review of Canadian regional planning policies. Prerequisite: GEOG 103H and one of 104H or 105H; or ECON 101H and 102H.

GEOG 386H – Field research in geography (Sc)

This course is recommended for those pursuing the Honours thesis. Students will learn the skills of research proposal writing and project design, and will design and carry out research projects in various geographical specializations. The course centres on a mandatory field trip during the Reading Week. Prerequisite: GEOG 208H and one of 211H or 251H. Minimum of six days in the field at cost to the student.

GEOG 390, 391H, 392H, 393H – Reading course

Prerequisite: GEOG 103H and one of GEOG 104H or 105H. (offered only if instructor is available.)

GEOG 401, 402D – Honours thesis (Sc)

GEOG 402D is a double credit in Geography. GEOG 401 is a single credit because the same thesis is submitted to the other department/program in a joint-major. Students will engage in a major research project entailing periodic meetings with faculty. Seminar presentations in Fall and Winter sessions on research. Students taking this course are strongly encouraged to obtain full details of it and begin preparation before registering for the course. Prerequisite: two 300-level credits in Geography and a 70% average in Geography courses. Students must obtain the approval of the department before March 31, 2008.

GEOG – ERSC 404H – Hydrochemical fluxes in the hydrosphere (Sc)

Monitoring, analysis and interpretation of hydrochemical fluxes within the hydrological cycle. Measurement, sampling techniques and instrumentation for streamflow, soil water content, organic and inorganic constituents in the unsaturated and saturated zones, atmospheric vapour fluxes, precipitation and snowcover. Prerequisite: GEOG 211H and permission of the instructor.

GEOG – ERSC – BIOL 406H – The geochemistry of natural waters (Sc) (see Environmental & Resource Science/Studies)**GEOG – ERSC – BIOL 407H – The fate of contaminants in the aquatic environment (Sc)** (see Environmental & Resource Science/Studies)**GEOG 440 – Research in physical geography (Sc)**

Reviews possibilities for, and methods of, research in applied physical geography. Requires independent research, either through a placement arranged by the Trent Centre for Community-Based Education (p. 226) at the request of a community group, government agency or business, or under the auspices of the Geography department. Develops means for increasing potential for future employment. Prerequisite: one credit from B. Sc. Category C (see above). Open only to fourth year Geography students. Excludes GEOG 401 and 402D.

GEOG – ERSC 445H – Spatial modelling with Geographical Information Systems (Sc)

This advanced level course will focus on quantitative techniques used in conjunction with Geographical Information Systems (GIS) to model spatial phenomena. There will be instruction on spatial, geostatistical and mathematical techniques and their interface with GIS. This course is open to graduates of the Fleming-GIS program. Prerequisite: GEOG – ERSC 301H or GIS Applications Specialist Certificate (or equivalent) and basic knowledge of Statistics.

GEOG – ERSC 464H – Integrated watershed management: approaches and methods (Sc) (see Environmental Resource Science/Studies)**GEOG 470 – Research in human geography**

Reviews possibilities for, and methods of, research in applied human geography. Includes research requested by a community group, government agency or business, through the Trent Centre for Community-Based Education (p. 226) or the Geography department. Develops means for increasing employment potential through skills identification, communication improvement and resumé preparation. Prerequisite: one credit from B.A. category C (see above). Open only to fourth year Geography students. Excludes GEOG 401 and 402D.

GEOG 495, 496H, 498H – Special topic in Honours geography

Systematic and/or regional geography on themes, problems and questions of interest to individual faculty. Prerequisite: fourth year standing and permission of the instructor. (offered only if instructor is available)

German Studies

See Modern Languages & Literatures

Global Studies

Telephone (705) 748-1314
 Fax: (705) 748-1626

E-mail: tip@trentu.ca
 Web: www.trentu.ca/international

Director of the Trent International Program

A. M. Allcott, M.A. (Utah), Ph.D. (SUNY, Buffalo)

Courses in global and international studies are offered by several departments and programs at Trent, including Anthropology, Cultural Studies, Economics, English Literature, Environmental & Resource Science/Studies, Geography, History, International Development Studies, Modern Languages & Literatures, Indigenous Studies, Philosophy, Politics, Sociology and Women's Studies. While students interested in global and international studies are encouraged to pursue majors in these fields, they can also choose from three specific options in Global Studies: 1) a Special Concentration Honours program in Global Studies, 2) a Joint-Major Honours program in Globalization: Communities & Identities, and 3) a Joint-Major Honours program in International Political Economy. In addition, students in other single- or joint-major Honours or General programs may qualify for an Emphasis in Global Studies (p. 234). All students with an interest in global studies are encouraged to incorporate a study abroad opportunity in their Trent education. Likewise Global Studies students may wish to augment their international experience by choosing to live in the "Trent Global Living Community." TGLC is residence space specifically for students who want to learn about different cultures and traditions by living and learning with people from all over the world. Learn more about TGLC by contacting the Trent International Program or the Housing Services office.

1. SPECIAL CONCENTRATION HONOURS PROGRAM IN GLOBAL STUDIES

Telephone (705) 748-1314
 Fax: (705) 748-1626

E-mail: michaelallcott@trentu.ca
 Web: www.trentu.ca/international

Program Co-ordinator

A. M. Allcott, M.A. (Utah), Ph.D. (SUNY, Buffalo)

The Special Concentration program in Global Studies is available as an Honours degree option that combines study abroad with internationally-oriented studies in three or more disciplines.

Notes

- Students must include among their courses at least two of: IDST 100, HIST 170 or POST 220 or 223. Other courses are chosen from an approved list in consultation with the program co-ordinator. At least twelve credits including those at the 100-level, must be in Global Studies.
- Students are normally required to study a language other than English, at least to the intermediate level, and to spend one year of undergraduate study in another country.
- At least three credits must be at the 400-level, including at least two in the Special Concentration.
- Applications for entry, a list of proposed courses and a rationale for these choices should be submitted to the program co-ordinator by April 1 in the first year of studies. Subsequently, the Global Studies Advisory Committee reviews applications and, before approving them, must ensure that proposed programs are coherent and meet University degree requirements.
- Entry into the program is normally conditional upon attaining a B average or better in the first year.
- Students in the program are required to meet with the program co-ordinator at the end of their third year, or before embarking on a third year of study abroad, to review plans for their final year. They must submit an Application to Graduate with a Special Concentration in Global Studies to the program co-ordinator by January 31 of their final year.
- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- Students in the Special Concentration do not qualify for majors in other subjects. However, they may choose to specialize by taking an Emphasis in Globalization: Communities & Identities or an Emphasis in International Political Economy. The Emphasis will be noted on the transcript of graduating students.
- For all students admitted to the Special Concentration in 2002 or later, the degree consists of 20 (rather than 19) credits.

- Students admitted before 2003 may opt for either a Special Concentration in International Studies or a Special Concentration in Global Studies.
- The approved course list is available at www.trentu.ca/international and in the Trent International Program Office.

2. JOINT-MAJOR HONOURS PROGRAM IN GLOBALIZATION: COMMUNITIES & IDENTITIES

Telephone: (705) 748-1011 ext. 1778

E-mail: hughhodes@trentu.ca

Program Co-ordinator

H. Hodges, M.A., Ph.D. (Toronto)

The joint-major Honours program in Globalization: Communities & Identities is intended for students with a particular interest in the human and cultural dimensions of globalization, which they wish to explore while pursuing a joint-major Honours option in another discipline. Encouraging students to combine relevant courses in the social sciences with those in the humanities, the program focuses on debates about globalization and its effects on culture, identity, community and diaspora. Themes include the impact of globalization on gender, race, ethnicity and Aboriginal rights; postcolonialism; the globalization of popular culture, film, music and mass media; border cultures and hybrid literatures; world cities and their networks; and human rights in a global perspective.

Notes

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- A minimum grade of C- (60%) is required in the three core courses.
- A study abroad year is strongly recommended but not required.
- Courses taken abroad may be counted towards the joint-major by permission of the program co-ordinator.
- Students are strongly encouraged to take courses offered by Modern Languages & Literatures.
- Students are strongly encouraged to take ANTH 101H and 102H, HIST 170 and GEOG 103H.
- A joint-major in Globalization . Excludes an Emphasis in Globalization.

The joint-major Honours program. At least 7 credits including:

- 3 credits consisting of POST 220, CUST – INDG 230 and ANTH 200
- 1 credit from category A
- 3 credits from category category B
- at least 2 of the credits in the program at the 400-level

A

ENGL 2400
 POST 320H, 326H, 336H, 420H, 428, 495
 POST – IDST 350H, 351H, 423H, 427H
 POST – IDST – CAST 424
 POST – SOCI 323
 WMST 295H

B

ANTH 408H, 409H, 450H
 ANTH – IDST 301, 304, 306, 407, 475H, 476H
 CAST – POST – SOCI 300
 CAST – POST 440
 CAST – ENGL 466
 CUST 345
 CUST – IDST 332
 CUST – WMST 220
 ENGL 3601H, 3603H, 3605H, 4600
 ERSC/ERST – INDG 373
 ERST 316H
 ERST – IDST – POST 360

ERST – IDST – POST 461H
 HIST 200, 365, 450, 465
 HIST – CAST 304
 HIST – IDST 2401H, 2402H, 2471, 3401H, 3402H
 IDST 313, 395, 4972H
 IDST – POST 322H, 425H
 IDST – SOCI 312H, 396H
 INDG 430
 INDG – ERST 260, 363, 473
 INDG – IDST 305, 360, 482
 SOCI 347, 382H, 480
 WMST – IDST 225
 WMST – POST 388H
 WMST – SOCI 386H, 387H

3. JOINT-MAJOR HONOURS PROGRAM IN INTERNATIONAL POLITICAL ECONOMY

Telephone: (705) 748 1011 ext. 7966

E-mail: comanique@trentu.ca

Program Co-ordinator

C. O'Manique, B.A. (Carleton), M.A., Ph.D. (York)

The joint-major Honours program in International Political Economy (IPE) is intended for students with an interest in the interconnected nature of the study of politics and economics at the international and global levels, which they wish to explore while pursuing a joint-major Honours option in another discipline or program. The globalization of economic life has raised the prominence of the study of IPE in recent years among scholars and students from a wide variety of academic backgrounds such as Economics, International Development Studies and Politics, as well as Anthropology, Business Administration, Canadian Studies, Environmental & Resource Science/Studies, Geography, History, Indigenous Studies, Sociology and Women's Studies.

Notes

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- A study abroad year is strongly recommended but not required.
- Courses taken abroad may be counted toward the joint-major by special permission of the program co-ordinator.
- A joint-major in International Political Economy . Excludes an Emphasis in International Political Economy.

The joint-major Honours program. At least 7 credits including:

- 3.5 credits consisting of ECON 101H, 102H, IDST 100, IDST – POST 322H, and one of POST 220, 223, or 240
- 1.0 credit from A
- 1.0 credit from B
- 1.0 credit from C
- 0.5 credit in addition to the above, from A, B or C
- at least 1.0 of the credits in the program at the 300-level and at least 1.0 at the 400-level

A

ECON 311H, 312H, 362H, 398H
 ECON – IDST 331H, 333H
 IDST 310

B

ERST – IDST – POST 461H
 ERST – POST – CAST 460H
 HIST 250
 HIST – CAST 308
 IDST 311H

IDST – CAST – POST 424
POST 320H, 324H, 325H, 326H, 420H, 428
POST – CAST 321H
POST – IDST 423H, 425H, 427H
POST – SOCI 323H
WMST – POST 388H

C

ANTH – IDST 301, 304, 407
ERST – IDST – POST 360
HIST – IDST, 2401H, 2402H, 247, 3401H, 3402H
IDST 200, 397H, 398H, 400, 411H, 422
IDST – ANTH 221
INDG – IDST 305
WMST – IDST 225

STUDY ABROAD OPPORTUNITIES

The Trent International Study and Exchange Program (TISEP) is open to students in all disciplines. TISEP offers exchange and study-abroad opportunities in the United Kingdom, continental Europe, the United States, Latin America, Africa and Asia. For more details, see International Educational Opportunities (p. 241). Students interested in an exchange program should contact the Manager of International Programs and Services in the Trent International Program by the middle of the first session. Applications are due February 1. TIP also provides information on some short term programs abroad; see www.trentu.ca/international.

Year-abroad programs for students of the French, German and Spanish languages are located in France, Germany and Spain respectively (see Modern Languages & Literatures). International Development Studies offers year-abroad programs in Ecuador and Ghana every year, and Indigenous Studies sponsors a year of study in Thailand. Both the International Development Studies and Indigenous Studies programs combine academic courses with work-placement experience.

Students receive full credit for all approved courses successfully completed in exchange and year-abroad programs, including courses in community development that involve work placements.

Greek

See Ancient History & Classics

Hispanic Studies

See Modern Languages & Literatures

History

Telephone: (705) 748-1011 ext. 7706 E-mail: history@trentu.ca

Fax: (705) 748-1821

Web: www.trentu.ca/academic/history

Professor and Chair of the Department

T. J. Stapleton, B.A. (Memorial), M.A., Ph.D. (Dalhousie)

Professors

C. Kay, B.A. (Toronto), M. Phil. (Oxford), M.A., Ph.D. (Yale); **J. S. Milloy**, B.A. (St Patrick's), M.A. (Carleton), D.Phil. (Oxford) (*on leave 2008–2009*); **B. Palmer**, M.A., Ph.D. (SUNY-Binghamton); **J. Sangster**, B.A. (Trent), M.A., Ph.D. (McMaster) (*on leave 2008–2009*); **D. M. K. Sheinin**, B.Sc. (Toronto), M.A., Ph.D. (Connecticut) (*on leave Fall term*); **J. E. Struthers**, M.A. (Carleton), Ph.D. (Toronto); **G. Taylor**, B.A., Ph.D. (Pennsylvania); **K. Walden**, M.A., Ph.D. (Queen's)

Associate Professors

O. Andrewsky, B.A. (Brown), M.A., Ph.D. (Harvard); **A. Cazorla-Sanchez**, Ph.D. (Granada); **I. Elbl**, M.A. (Charles), M.A., Ph.D. (Toronto); **H. Elton**, B.A. (Sheffield), Ph.D. (Oxford); **J. Hurl-Eamon**, B.A. (UWO), M.A. (Queen's), Ph.D. (York) (*on leave Fall Term*); **V. Nguyen-Marshall**, B.A. (Dalhousie), M.A., Ph.D. (British Columbia), **K. Siena**, B.A. (SUNY), M.A. (Rochester), Ph.D. (Toronto); **F. Harris-Stoertz**, B.A. (Calgary), M.A., Ph.D. (California) (*on leave Winter term*); **R. A. Wright**, B.A. (Trent), M.A., Ph.D. (Queen's)

Assistant Professors

D. Anastakis, B.A. (Western), M.A., Ph.D. (York); **D. Bélanger**, B.A., M.A. (Université de Montréal), Ph.D. (McGill); **A. Bialuschewski**, Ph.D. (Kiel); **M. Boulby**, B.A. (Queen's), M.A. (London), Ph.D. (Toronto); **C. Dummitt**, B.A. (Trent), M.A. (Dalhousie), Ph.D. (Simon Fraser); **F. Dunaway**, B.A. (N. Carolina), Ph.D. (Rutgers) (*on leave Fall term*); **J. Miron**, B.A. (McGill), M.A., Ph.D. (York); **C. Nielson**, B.A. (Calgary), M.A., Ph.D. (Queen's)

Adjunct Faculty

N. Christie, B.A. (Trent), M.A. (York), Ph.D. (Sydney).

Professors Emeriti

J. C. Barker, M.A. (Cambridge, Toronto), M.Div. (Yale), Ph.D. (Toronto); **C. M. Greene**, A.B. (Amherst), A.M. (Columbia), Ph.D. (Harvard); **F. A. Hagar**, A.B. (Harvard), M.A., Ph.D. (California-Berkeley), M.Litt. (Cambridge); **B. W. Hodgins**, B.A. (Western Ontario), M.A. (Queen's), Ph.D. (Duke); **E. H. Jones**, B.A. (Saskatchewan), M.A. (Western Ontario), Ph.D. (Queen's); **D. McCalla**, B.A. (Queen's), M.A. (Toronto), D.Phil. (Oxford); **P. M. Morton**, M.A., Ph.D. (Toronto); **S. T. Robson**, B.A. (British Columbia), D.Phil. (Oxford); **S. D. Standen**, B.A. (British Columbia), M.A. (Oregon), Ph.D. (Toronto); **A. Wilson**, M.A. (Dalhousie), Ph.D. (Toronto)

The History department offers courses on Canadian, American, Latin American, European, African, Middle Eastern and Asian history. They explore such themes as women's history, Aboriginal history, ethnicity, work, culture (both popular and elite), political history (both domestic and international), war, business, heritage and applied history. The department is committed to small-group learning, effective teacher-student interaction, excellence in research and creative links to other academic programs and public institutions.

Notes

- A History course at the 200-level may substitute for one at the 100-level with the permission of the chair of the department.
- Enrolment limits will apply to most courses above the 100-level. Please refer to the Academic Timetable for more information.
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in History, if they have met the requirements for the joint-major General degree (see below).
- Departures from any regulations must be authorized by the department through the chair.

BACHELOR OF ARTS PROGRAM IN HISTORY

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- Students who take more than one 100-level history course are reminded that there is a maximum number of history courses allowable in the degree. Please see p. 27 for more information.

- Students in the single-major or joint-major program in History must complete at least 0.5 credit from each of the three categories below. Some courses appear in two categories and fulfill two category requirements. It is recommended that students considering a third year abroad satisfy this requirement in the second year of their program.

A	B	C
205	211	3071H
208	221H	3072H
225	222H	308
230	228H	311
2401H	230	312
247	232	312H
247H	235	315
255	2360	316
276	254	324
3031H	255	383H
311	256	3954
315H	270	3954H
355H	302	3955H
360	3021H	3956H
375	3022H	3957
380	3031H	3966
382	304	

- One credit in Classical History at an upper level may be counted as a credit in History. Students may choose from the following list: AHCL 205H, AHCL 207H, AHCL 305, AHCL 312H, AHCL 313, AHCL 315, AHCL 410, AHCL 420, AHCL 3070H, AHCL 3120H, AHCL 3100H, AHCL 4002H, AHCL 4003H. A second credit in Classical History may be counted as a credit in History, with the permission of the chair of the department.

The single-major Honours program. At least 9 credits in History, including:

- 1 credit at the 100-level
- 3 credits at the 200- or 300-level
- 2 credits in addition to the above, at the 300-level
- 3 credits at the 400-level

The joint-major Honours program. At least 7 credits in History, including:

- 1 credit at the 100-level
- 3 credits at the 200- or 300-level
- 1 credit in addition to the above, at the 300-level
- 2 credits at the 400-level

The single-major General program. At least 6 credits in History, including:

- 1 credit at the 100-level
- 3 credits at the 200- or 300-level
- 2 credits in addition to the above, at the 300-level

The joint-major General program or minor. At least 5 credits in History, including:

- 1 credit at the 100-level
- 3 credits at the 200- or 300-level
- 1 credit in addition to the above, at the 300-level

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

HIST 1001H – Canadian lives I

This course takes an innovative approach to the social, political, and cultural history of Canada, pre-20th Century. The lives and experiences of Canadians – workers, political leaders, the famous, the infamous, and sometimes the “ordinary” – are examined and interpreted to reveal a snapshot of Canadian society (Offered only in Oshawa)

HIST 1002H – Canadian lives II

This course takes an innovative approach to the social, political, and cultural history of Canada. The lives and experiences of Canadians – workers, political leaders, the famous, the infamous, and sometimes the “ordinary” – are examined and interpreted to reveal a snapshot of Canadian society, largely through the twentieth century. (offered only in Oshawa)

HIST – CAST 102 – Nation and citizenship: Interpreting Canada

This course will provide both historical and interdisciplinary approaches to modern Canada, interpreting diverse and competing ideas of nation and citizenship. Topics include political citizenship, regional protest, women’s culture, native/white relations, Canadian culture, language and identity, immigration and multiculturalism, and the emergence and retreat of the welfare state. (offered only in Oshawa)

HIST 120 – Western European history from the Middle Ages to the present

Subjects covered include the Middle Ages, the Renaissance, the Enlightenment, the French Revolution, the 19th-century women’s movement, the industrial revolution, the world wars, Nazism, the Russian Revolution, the Holocaust and Europe since 1945. (offered only in Oshawa)

HIST 150 – Ten days that shook the world

Topic for 2008-09: Terror. An examination of ten events, both “big” and “small,” and how they can be linked to larger social, cultural, political, and economic transformations. Not a chronological survey, the course explores the nature of historical change through a series of case studies while introducing students to the basic methods of historical analysis.

HIST 170 – Conquest, resistance and revolution

This course examines how certain groups have sought to conquer and exploit others, and how subordinated peoples responded through various forms of resistance and revolution. It will focus on how the West came to dominate much of Africa, Latin America and Asia, creating a global division between rich and poor nations.

HIST 205 – The medieval panorama

Western Europe from the birth of Christianity and collapse of the Roman Empire in the West to the calamities and innovations of the fourteenth and fifteenth centuries. Explores social, political, economic and religious developments, and the culture, experiences, and expectations of women and men. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST 208 – The social history of Europe, 1500–1800

The course traces early modern European history from the Renaissance to the French Revolution. With an emphasis on the different experiences of Europeans based upon their age, gender, class and religion. (offered only in Oshawa) Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST 211 – The United States from 1775–1880

The roots of modern America: revolution, nation building, civil war, reconstruction. Themes include accommodation with British North America and with Native Americans; reform movements related to slavery abolition, industrialization, women, religion, nature. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST 220 – Europe from the French Revolution to the fall of communism

A study of problems in the development of modern Western society from various perspectives, using a variety of modern and contemporary sources. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST – CAST – POST 221H – “Empire Ontario” 1867–1945 (see Canadian Studies)**HIST – CAST – POST 222H – Ontario since 1945: From “the common good” to “common sense” (see Canadian Studies)****HIST 225 – The Russian Empire**

The making and unmaking of the Russian Empire from the rise of Muscovy to the end of the Romanov dynasty. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST – CAST – POST 228H – Canada in the 1960s: Irony and identity (see Canadian Studies)

HIST – CAST 230 – The making of Canada, 1760 – 1873

War, politics and society in British North America from the Conquest to Confederation. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST – CAST – INDG 2305 Colonial Encounters (see Indigenous Studies)**HIST – CAST 232 – The history of education in Canada in the 19th and 20th century**

The influences of class, race and gender on education in Canada in the 19th and 20th centuries. This course will consider issues such as the impact of immigrants, who went to school and why, the role of government in making policy, and the role of women and girls in the educational system. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST – CAST 2360 – Canadian history through murder, execution, assassination and suicide from Confederation to the War on Terror

Was Louis Riel a traitor who deserved to be executed? Did diplomat Herbert Norman kill himself because of American accusations that he was a Communist? Was the bombing of Air India Flight 182 “Canada’s 9/11”? This course uses such episodes to explore political, social, economic and cultural changes in Canada. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade. Excludes: HIST – CAST 235.

HIST – IDST 2401H – The emergence of modern Africa before 1880

A survey of the continent’s history from earliest pre-colonial times to the eve of European colonial conquest, focussing on diversity and change in African societies. Themes include the development of pre-colonial technology and trade, state formation and Africa’s incorporation in the growing world economy. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST – IDST 2402H – The emergence of modern Africa since 1880

A survey of the continent’s history from the colonial conquest of the late nineteenth century to the independent states of the present day. Themes include African resistance to colonial rule, social and economic change. African nationalism and decolonialization, underdevelopment and neo-colonialism after independence, and the search for solutions to problems such as poverty and ethnic tensions. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST – IDST 247H – Introduction to Latin America, 1500 – 1990

Topics include Native resistance, colonial domination, slavery, independence, neo-colonialism, nation building, dictatorship, and revolutionary change. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST 250 – Making a “globalized” world: A 20th century history

This course focuses on the role of economic and technological changes in the shaping of the world in the 20th century, looking as well at the impact of technology on the environment and the tensions between forces of “globalization” and “modernization” within national states and traditional cultural and religious communities. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST – CAST 254 – Canada and the modern experience

The course explores some characteristics of modernity since 1890, with Canada as an example. Among the topics examined will be photography, travel, crime, new styles of business, government and educational organization, and changing attitudes toward sex, death and religion. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST – CAST – INDG 255 – History of the Indians of Canada (see Canadian Studies)**HIST – CAST – INDG 256 – First Nations and Métis of Western Canada** (see Indigenous Studies)**HIST – CAST – INDG 270 – History and politics of the Métis** (see Indigenous Studies)**HIST – WMST 276 – Women in Britain and Europe**

A survey of British/European women’s history with special emphasis on the medieval, Renaissance and early modern periods. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST – CAST 302 – Quebec since 1867

This course examines Quebec history from Confederation to the present, focussing various issues related to economic, cultural, social and political development. Topics include the evolution of French Canadian nationalism, minority groups, the role of the Roman Catholic Church, and Quebec’s relationship with the rest of Canada and the wider world. Excludes HIST – CAST 3021H and 3022H. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade. Excludes HIST – CAST 3021H and 3022H.

HIST – CAST 304 – Canada and the world since 1900

Major themes include the evolution from “colony to nation,” the World Wars, Canadian-American relations, Canada’s role in the Commonwealth, the U.N. and NATO, peacekeeping, links with the Third World, the changing ethnic makeup of the country, which has resulted in what is perhaps the world’s first truly multicultural nation. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST – CAST 306 – Canadian intellectual history

This course explores the evolution of Canadian culture and society in the second half of the twentieth century, with an emphasis upon issues of citizenship and the state, left-nationalist and “post-nationalist” ideological formations, the changing relationship of the state and cultural production, and the impact of globalization. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade. Excludes HIST 3952 (2005–2006). (offered only in Oshawa)

HIST – CAST 3071H – Public history I

Confronting history in real life. Issues in the practice of history outside the academy: museums, historic sites, theme parks, documentaries, popular history. The Canadian experience in wider context. Field trip fee of \$50. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST – CAST 3072H – Public history II

Confronting history in real life. Issues in the practice of history outside the academy: archives, film, the courts, business, public policy, heritage tourism, the schools. The Canadian experience in wider context. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST – CAST 308 – Business history: The Canadian experience in international perspective

From the age of the great European trading companies of the 1600s to the era of multinationals, businesses in Canada have emerged in the context of both the needs of national markets and the pressures of broader trends in finance, technology and organization. This course explores both aspects of Canadian business history. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST 311 – Colonial and revolutionary America, 1630 – 1800

Explorations in the social, economic, religious and intellectual aspects of political change in the thirteen colonies. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST 312H – Contemporary United States

The social, cultural, political and foreign policy developments from the 1929 Crash to the present. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST 315 – Triumph and tragedy: United States foreign policy, 1945 – 1990

Major factors and historical processes that shaped American foreign policies during the Cold War, with special attention to the Soviet-American confrontation, third world revolutions, the emergence of the Central Intelligence Agency, the War in Vietnam, and the interactions between foreign and domestic policy making in American politics. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade. Excludes HIST 3952H (2004WI).

HIST – CAST – WMST 316 – Canadian women’s history

Selected themes in Canadian women’s history from the 18th to the 20th century. Emphasis is placed on class, race and gender in shaping women’s experiences and on interpretive debates in women’s history. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST 320 – Modern British history, from the Industrial Revolution to the era of Margaret Thatcher

Special emphasis on the Victorians, culture, class and gender, and the making of modern British society. (offered online only) Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST – CAST 324 – Canada: The North (see Canadian Studies)**HIST 325 – The Soviet experiment**

A history of the Soviet Union from 1917 to 1991. The course examines this history as a series of social, political, economic, and cultural experiments with a focus on the complexities and contradictions of these transformations. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST – SOCI 326 – The other Europe

The history of the “small nations” and minorities of East Central Europe between 1848 and 1989 with special emphasis on the Czechs, Poles, Jews and Ukrainians. The course will focus on modernization and nation-building and the social aspects of integration and disintegration. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade. Excludes HIST 223.

HIST 330 – Modern German history, 1815 to the present

The political, social, economic and cultural history of the modern German nation, with special emphasis on the eras of Wilhelmine Germany, the Weimar Republic and the Third Reich. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST 335 – The era of the First World War

This course examines the political, military, social, economic and cultural aspects of a war that destroyed millions of people, brought about the collapse of four empires, and ended the illusion that European civilization was superior to all others. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST 3360 – The era of the Second World War

The major focus is on the European experience in a global context. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade. Excludes HIST 336.

HIST 337 – History of espionage, intelligence, and surveillance

A survey of key Western and selected non-Western secret service and secret police forces and their operations, including aspects of nineteenth-century imperial and colonial secret services; the Abwehr, the SS Sicherheitsdienst, and the GDR's Stasi; the Cheka, KGB, and GRU; the OSS, the CIA and Britain's MI5 and MI6; and Israel's Mossad. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade. Excludes HIST 337H (2004–2005).

HIST – IDST 3401H – Southern Africa in the 19th century

An examination of major issues, including the gradual British colonial conquest of the Xhosa people in the Cape, the Boer trek into the interior, African military resistance to colonial expansion and the impact of mineral discoveries. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST – IDST 3402H – Southern Africa in the 20th century

Themes will include the Union of South Africa in 1910, the development of African nationalism and trade unions, the rise of the Apartheid state from 1948, wars of liberation in Angola and Mozambique, the Rhodesian crisis, South Africa's campaign to destabilize the Frontline States in the 1980s and post-Apartheid issues. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST 3480 – Cuban-Canadian-U.S. relations

This course explores Canadian and American relations with the Republic of Cuba from the era of the Spanish-American war to the present. Special emphasis will be given to the Castro era, and to the divergent North American attitudes and policies towards the Cuban revolution. (offered only in Oshawa). Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade. Excludes HIST 3954, 4480, 4952.

HIST – FREN 351 – La civilisation française (see French Studies)**HIST 355H – Medieval warfare**

An examination of developments in warfare during the European Middle Ages (300 to 1500 CE). Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST 360 – The expansion of Europe from 1450 – 1825

This course explores the origins of the European overseas expansion; the participating European powers; the relationship between explorations, trade, colonization; the relative impact of the expansion on the societies of the Americas, Africa and Asia; and its repercussions in European politics, economy, lifestyle and intellectual life. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade. Excludes HIST 200.

HIST 365 – The history of the Middle East

A survey of the Modern Middle East from 19th-century Ottoman rule to the present day. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade. Excludes HIST 3952 (2004–2005).

HIST – IDST 375 – The history of Eastern Asia, 15th century to the present

A survey of modern China and Japan as well as some Southeast Asian countries (Vietnam, Indonesia, and the Philippines). The emphasis will be on cultural and historical diversities, regional dynamism and exchanges, and the wars and revolutions of the twentieth century. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade. Excludes HIST 370 (2005–2006).

HIST 380 – Early modern Europe

Selected social, economic, institutional, intellectual and cultural features of early modern Europe (c.1500 – c.1800), with special emphasis on popular culture, including such themes as gender relations, sexuality, popular religion, riots, literacy, crime and popular politics. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade. Excludes HIST 381H.

HIST 381H – Early modern Europe

Selected social, economic, institutional, intellectual and cultural features of early modern Europe (c.1500 – c.1800), with special emphasis on popular culture, including such themes as gender relations, sexuality, popular religion, riots, literacy, crime and popular politics. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade. Excludes HIST 380.

HIST 382 – The family in England, 1500-1900

A social history of the changes in family life in England wrought by the reformation, renaissance, civil war, enlightenment, and industrialization. While focussing upon plebeian families, it considers broad legal and social trends that affected all families and all members of the English household, including extended family, servants, and apprentices. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade. Excludes HIST 3953 (2005–2006). (offered only in Oshawa).

HIST – INDG 383H – Community-based oral history methods (see Indigenous Studies)**HIST 3850 – The history of crime in England**

A social history of crime between 1500 and 1900, from the perspective of the prosecutors and the courts as well as that of the criminals. Topics include witchcraft, sodomy, murder, theft, rape, and prostitution. (offered only in Oshawa) Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade. Excludes HIST 385 and 4850.

HIST – ERST – INDG – IDST 3950 – Special Topic: Indigenous People and the environment in sub-saharan Africa

This course examines the changing relationship between indigenous people and environment in Sub-Saharan Africa through looking at the impact of colonialism, conservationist movements, national parks, international economy, and development agendas. Examples will be taken from across the continent but there will be a special focus on Southern Africa. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST 3955 – Special topic: The early modern Atlantic world

This course encompasses developments from the beginning of European settlement in the New World to the pre-revolutionary period in the mid-eighteenth century. Topics include the destruction and reconfiguration of indigenous societies, cross-cultural relations, European transatlantic migrations, the slave trade, overseas trade, as well as war and conflict in colonial empires. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST – ERST 3956H – Special topic: The environmental crisis: from the atomic bomb to global warming

This course provides a historical perspective on contemporary environmental problems, mostly within the United States but also around the globe. Topics include: toxic chemicals and other threats to human health; landscape photography and environmentalism; international campaigns to save whales, elephants, and other species; and the current debate over global warming. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST – CAST 3957 – Special Topic: Canada west: a history

A history of the Canadian west from its aboriginal origins to the present focusing on the political, cultural and economic transitions between the many different “wests”: aboriginal space, fur-trade society, resource frontier, and hotbed of both Canadian conservatism and socialism. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST 3966 – Special topic: France and Britain, 1800-2000

This course traces the major events of French and British history in the period 1800-2000. It also addresses society and culture, French and British art, literature, theatre and its censorship, Jewish life, women’s lives, queer life, the lives of workers in the two countries. Prerequisite: 1 History credit at the 100 level with at least a C- (60%) grade.

HIST – CAST – INDG 400 – Research seminar in Indigenous history (see Canadian Studies)

HIST – CAST 403 – History of night

An introduction to contemporary approaches to cultural history through an investigation of witchcraft, crime, sexuality, entertainment and other themes related to the dark side of human experiences. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History.

HIST – CAST 4040 – Issues in the history of Canadian foreign policy

This course will examine Canada's role in international organization (the United Nations and NATO), the Cold War, peacekeeping and Canadian relations with developing nations. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History. Excludes HIST – CAST 4903.

HIST 405 – Topics in medieval history

Topic for 2007–2008: Medieval England. We will explore themes in English medieval history, including warfare, peasant life, women, childhood, kingship and medicine and other subjects. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History.

HIST – CAST 407 – The Canadian-American frontier

The Canadian West from first contact between Europeans and Native People to the end of the settlement period in the early twentieth century. Special emphasis on Indian-White relations, exploration, the fur trade, rebellions, government policies, the ranching and farming frontiers and the influx of new immigrant groups. Comparisons with the American West. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History.

HIST 408 – American politics in the 20th century

Underlying the rhetoric and personalities in U.S. presidential campaigns are longer term trends in voter loyalties, the organization of political parties, and the intersection of political ideologies and economic interests. This course looks at major shifts in American politics since the 1930s. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History. Excludes HIST 4954 (2005-06).

HIST 4090 – American Visual Culture

A study of visual images in relation to broad themes in United States history. Topics include: landscape painting and frontier expansion; documentary photography and political reform; mass media portrayals of feminism, civil rights, and other social movements; debates over monuments and memorials; Hollywood film; and the history of modern art. Prerequisite: the completion of all requirements for a general B.A. in History. Excludes HIST 4958.

HIST – CAST 420 – Canadian images – (see Canadian Studies)**HIST – CAST 4210 – The Car in history: business, culture, society and the automobile in North America**

The epitome of modernity, the automobile influences almost every aspect of living and working: social status, time, space, and even dating. From parking lots to advertising, this course explores the immense impact of the automobile – positive and negative – on the social, cultural and economic landscape of North America. Prerequisite: the completion of all 100- to 300-level History courses required for a General History program. Excludes HIST – CAST 4954.

HIST – CAST – INDG 425 – The evolution of the settlement commonwealth (see Indigenous Studies)**HIST – CAST 4290 – Conflict and convergence: Canadian-American relations since 1776**

This course examines Canada's relationship with the United States from the eighteenth century to the present day. Topics include Canadian-American diplomacy, continental integration, cultural convergence, and the conceptualization of the Canadian-American relationship. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History. Excludes HIST – CAST 4957.

HIST 430 – Topics in modern German history

Topic for 2007–2008: Nazism. Advanced seminar on select topics in the history of the Third Reich. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History.

HIST – CAST – POST 435 – The history of the radical book in Canada, 1860 – 1970 (see Canadian Studies)

HIST 4360 – Era of the Second World War

An examination of the Second World War era, 1939-45, with an emphasis on the military and cultural aspects of this global conflict, including its diplomatic origins, the impact of economic mobilization on the home fronts, the consequences of strategic bombing, and military operations in all the major theatres. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History. Excludes HIST 4902, 336 and 3360.

HIST 440 – Topics in modern comparative European history

Topic for 2007–2008: Europe between the Wars (1918-1939). This course will look at the major developments in European politics and societies during the period, and particularly to the processes of destruction of democracies and the rise of political extremism. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History.

HIST 4410 – Rebellions and civil wars in sub-Saharan Africa

This course will focus on violent protest in Sub-Saharan Africa from the late 19th century to the present. It will begin with an examination of the many peasant uprisings against the exploitation of colonial rule and ultimately look at recent African civil wars which have been fueled by diamond mining. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History. Excludes HIST 4904.

HIST 4420 – 1908 in Paris, London, Vienna and Berlin

The course examines life in four cities – London, Paris, Vienna and Berlin – during one pivotal year, 1908. Its focus is social and cultural: the everyday life of the élite, the working class and the bourgeoisie; art and literature, queer life, spiritual life; agents of subversion. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History. Excludes HIST 4905.

HIST 447 – Topics in Latin American history

Indigenous Peoples of Latin America. This course will look at the notion of community and nation among Indigenous Peoples of Latin America after 1850. As well it will look at the clash between communities, nations and the non-Native nation-state. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History.

HIST 4480 – Cuban-Canadian-U.S. relations

HIST 3480 offered at the 400-level. (offered only in Oshawa). Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History. Excludes HIST 3480, 3954 and 4952.

HIST 450 – The world, 1350 – 1750

An examination of the patterns of continuity and change in a period of world history marked, among other developments, by the rise of Europe and emergence of capitalism. The focus is the relationship between political power, economy, social structures, culture, values and attitudes in various world societies. Orientation period, readings on selected themes, individual research projects and presentations. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History.

HIST 455 – Topics in the history of early modern Europe

Medicine and Society in Europe: 1500-1800. A seminar course of select aspects of the history of health, healing and early modern culture. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History.

HIST 456 – The family in England, 1500-1900

HIST 382 offered at the 400-level. Students are required to attend lectures and tutorials in HIST 382. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History. Excludes HIST 4959 (2005–2006). (offered only in Oshawa)

HIST 460 – Topics in Russian and East European history

An intensive reading and writing course on select aspects of modern Russian and East European history. Special focus on historiography and problems of interpretation. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History.

HIST 465 – Topics in the history of the Middle East

Topic for 2007–2008: Islam and Terrorism. Advanced seminar course on select aspects of the history of the Middle East. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History. Excludes HIST 4958 (2004–2005).

HIST – CAST – ERST 467H – Environmental history (see Environmental & Resource Science/Studies)

HIST 470 – The Vietnam War

An examination of the many perspectives and dimensions of the American-Vietnam War, 1960-1975, with an emphasis on the social and political aspects of the war. While the focus will be on the Vietnam War as a national conflict, the international dimensions will also be examined. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History.

HIST – CAST 475 – History of everyday life: A course in applied history

Research and interpretation of ordinary life in the past, with emphasis on comparative theory, method and approaches, using primarily Canadian themes. Group projects and occasional field trips to museums. Field trip fee is \$125. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History.

HIST – CAST 476 – Canadian and Australian working class history (see Canadian Studies)**HIST – CAST – POST 477 – Studies in Canadian social policy** (see Canadian Studies)**HIST – CAST 478 – North American popular culture**

A study of North American Entertainment from the early 19th century to the late 20th century. The course will focus on both the evolution and social impact of dominant media forms, and on representative figures who captured public attention. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History. Excludes HIST–CAST 4952 (2005–2006).

HIST – CAST 479 – Canadian intellectual history

HIST – CAST 306 offered at the 400-level. Students are required to attend lectures and tutorials in HIST 306. Prerequisite: the completion of all requirements for a general B.A. in History. Excludes HIST 4956 (2005–2006) (offered only in Oshawa)

HIST 4800 – History of madness

This course explores madness in the West from the seventeenth century to the present seeking to understand how mental illness has been constructed by the medical profession and society, and by those labeled mad. Social and cultural issues will be approached through sources including patient narratives, asylum records, and film. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History. Excludes HIST 4907.

HIST 4850 – The history of crime in England

HIST 385 offered at the 400-level. Students are required to attend lectures and tutorials in HIST 385. (offered only in Oshawa). Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History. Excludes HIST 385, 3850 and 4953.

HIST 490 – Reading course

Individual courses designed to provide opportunities for more intensive study of particular topics in areas of history offered by the department. Open to undergraduates in the fourth year of the Honours program in History. Permission from relevant instructors and departmental approval is essential before registering. Regular consultation during the year. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History.

HIST – CAST 4950 – Descent into war in Canada, 1939-1940

This course addresses one of the most dramatic years in Canadian history – the descent into war from the summer of 1939 until the following summer of 1940 – through newspapers and magazines, music and films of the era, public speeches of Parliament and private diaries and letters. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History.

HIST 4951 – Special topic: Early modern piracy

This course examines two hundred years of maritime depredations from the first raid of a Spanish treasure fleet in 1523 to the suppression of piracy in 1726. It addresses social, economic, political and cultural aspects of piracy, the underlying conditions, and the representations of this popular historical theme in the media. Prerequisite: a cumulative average of 65%, and the completion of all 100- to 300-level History courses required for a general B.A. in History.

HIST – INDG 4953 – Special Topic: The Treaty, land claims and self government process in Canada (see Indigenous Studies)**HIST – CAST – WMST 4955 – Special Topic: Women, gender and the family in Canadian history**

Although familial ideals, roles and structures are dynamic and ever-changing, women's relationship to the family has always been mediated through gender difference. This course will also consider how race, class, ethnicity, religion, age and ability have affected Canadian women's experiences of family life in the past. Prerequisite: the completion of all 100- to 300-level History courses required for a general B.A. in History.

Indigenous Environmental Studies

Telephone: (705) 748-1011 ext. 7466
 Fax: (705) 748-1416

E-mail: ies@trentu.ca, indigenoustudies@trentu.ca
 Web: www.trentu.ca/ies

Director of the Program

D. Longboat, Roronhiakewen (Haudenosaunee), B.A. (Trent), M.E.S., Ph.D. (York)

The Indigenous Environmental Studies program is an innovative program that provides an interdisciplinary and creative approach to environmental issues affecting Indigenous Peoples, communities, and lands. The program blends Indigenous and western environmental perspectives and is offered jointly by Environmental & Resource Science/Studies and Indigenous Studies. It is available as a Specialization in either the B.A. or B.Sc. programs or as a Diploma. The Diploma is intended for students of Indigenous ancestry, who may be interested in specific educational opportunities.

DIPLOMA IN INDIGENOUS ENVIRONMENTAL STUDIES

- The Diploma is a two-year program open to students who have the equivalent of Ontario Grade 12 or qualify as mature students.
- The Diploma will be awarded upon successful completion of the program. With it will be included a Trent University transcript identifying all courses undertaken and grades received.
- Students who have earned the Diploma may apply for admission to the B.A. or B.Sc. program. Credits earned in the Diploma program are transferable to the B.A. and B.Sc. degrees.
 - Indigenous students seeking admission to this or other University programs should contact the academic programs coordinator in the Indigenous Studies program to inquire about getting special assistance with the Admission process.

Courses

INDG 101 provides the academic skills, attitudes, strategies and mutual support systems for students in the Indigenous Studies Diploma, Indigenous Management and Economic Development, or the Indigenous Environmental Studies programs.

During either the first or second year, students are required to successfully complete a field course, ERSC – INDG 215H, or the classroom/laboratory-based course ERSC – INDG 265. The following credits are required to complete the program:

- ERSC 100, ERST – CAST 250 or ERST 257H or CAST – ERST – GEOG – INDG 204, INDG – ERST 260, INDG 100, 150H and 151H
- 1 additional credit from Indigenous Studies or Environmental & Resource Science/Studies if ERSC – INDG 215H was completed or .5 additional credit from Indigenous Studies or Environmental & Resource Science/Studies if ERSC – INDG 265 or ERST 257H was completed

SPECIALIZATION IN INDIGENOUS ENVIRONMENTAL STUDIES

The Specialization in Indigenous Environmental Studies is available to students in the Bachelor of Arts program in Environmental & Resource Studies and/or Indigenous Studies and in the Bachelor of Science program in Environmental & Resource Science. The Specialization is designed to provide students with a theoretical and practical framework for working with environmental, natural resources and human health issues that involve Indigenous Peoples, cultures and communities.

The transcripts of students graduating with a General or Honours degree who have successfully completed the requirements of the Specialization will contain the notation “with a Specialization in Indigenous Environmental Studies.”

Students earn the Specialization in Indigenous Environmental Studies by successfully completing the following credits:

- ERSC 100, INDG 100, ERST – CAST 250 or ERST 257H or CAST – ERST – GEOG – INDG 204
- INDG – ERST 260
- INDG-ERST 363 or ERSC/ERST – INDG 373
- ERSC 220 or ERSC – INDG 215H or ERSC – INDG 265 (ERSC – INDG 215H and ERSC – INDG 265 are recommended for Bachelor of Arts students, and are not open to students in the Bachelor of Science program)
- 1 additional credit in Environmental & Resource Science/Studies
- 1 additional credit in Indigenous Studies or 1.5 credits if ERSC–INDG 215H was taken
- INDG – ERST 473 and INDG – ERSC – ERST – NURS 4740 are highly recommended

Please consult the Indigenous Studies and Environmental & Resource Science/Studies Programs for descriptions of the courses offered in the Indigenous Environmental Studies Program.

Indigenous Management & Economic Development

Telephone: (705) 748-1011 ext. 7466

E-mail: indigenoustudies@trentu.ca

Fax: (705) 748-1416

Web: www.trentu.ca/indigenoustudies

The Indigenous Management & Economic Development program provides an interdisciplinary and integrated approach to the development of management, community and economic development knowledge and skills appropriate for working within an Indigenous environment. The program is offered by the Indigenous Studies department and the Business Administration program, thus blending a study of Indigenous culture with management and economic development skills. It is available as a Diploma or as a Specialization in the Business Administration or Indigenous Studies programs.

Program Coordinator

Chair of the Indigenous Studies Program

D. Newhouse, (Onondaga), B.Sc., M.B.A. (Western Ontario)

Notes

- The following options are available in Indigenous Management & Economic Development: a Diploma in Indigenous Management & Economic Development, a Specialization in the Bachelor of Arts General or Honours degree in Indigenous Studies, a Specialization in the Bachelor of Business Administration Honours degree.
- Please consult the Indigenous Studies or Environmental & Resource Science/Studies Program for information on the courses offered in the Indigenous Environmental Studies Program.

DIPLOMA IN INDIGENOUS MANAGEMENT & ECONOMIC DEVELOPMENT

- The Diploma is a two-year program open to Indigenous students who have the equivalent of Ontario Grade 12 or qualify as mature students. Students of Indigenous ancestry are encouraged to enroll.
- The Diploma is awarded upon successful completion of the program. With it is included a Trent University transcript identifying all courses undertaken and grades received.
- Upon successful completion of the diploma, students may apply for admission to the B.A. program. Credits earned in the Diploma program are transferable to the B.A. degree.
- Application to the program should be made to the Ontario University Application Centre, www.ouac.on.ca/105.
- Inquiries should be directed to the Academic Programs Co-ordinator, Indigenous Studies department.
- Indigenous students seeking admission to this or other University programs should advise the Academic Programs Co-ordinator in order to activate admissions advocacy assistance at indigenoustudies@trentu.ca

Courses

- 4 INDG credits consisting of INDG 100, 101, 150H, and 151H
- 1 INDG credit in addition to the above
- 4 ADMN credits consisting of ADMN 100H, 101H, 102, 222H, 223H, 251H, and 210H
- 1 additional credit at the 100-level (recommended courses: MATH 1050, ANTH 100, IDST 100, PHIL 105, POST 100)

SPECIALIZATION IN INDIGENOUS MANAGEMENT & ECONOMIC DEVELOPMENT

The Specialization in Indigenous Management & Economic Development is available to students in the General or Honours program in Indigenous Studies or in the Bachelor of Business Administration program. The transcripts of students graduating with a General or Honours degree in Indigenous Studies or with an Honours degree in Business Administration, who have successfully completed the requirements of the Specialization, will contain the notation "with a Specialization in Indigenous Management & Economic Development."

BACHELOR OF ARTS PROGRAM IN INDIGENOUS STUDIES (with a Specialization in Indigenous Management & Economic Development)

- ECON 101H and 102H are strongly recommended for the Honours and General degree
- ADMN 400 is strongly recommended for the Honours degree.

The single-major Honours program. At least 9 credits in Indigenous Studies. The program must include:

- 4 INDG credits consisting of INDG 100, 150H, 151H, 200, 381H and 383H
- 1 INDG credit from INDG 225, 280 or 310
- 3 INDG credits at the 400-level
- 1 INDG credit in addition to the above
- ADMN 100H, 101H, 102, 210H, 222H, 223H, 251H, 350
- 1 ADMN credit in addition to the above

The joint-major Honours program. At least 7 credits in Indigenous Studies. The program must include:

- 4 INDG credits consisting of INDG 100, 150H, 151H, 200, 381H and 383H
- 1 INDG credit from INDG 225, 280 or 310
- 2 INDG credits at the 400-level
- ADMN 100H, 101H, 102, 210H, 222H, 223H, 251H, 350
- 1 credit in ADMN studies in addition to the above

The single-major General program. At least 6 credits in Indigenous Studies. The program must include:

- 4 INDG credits consisting of INDG 100, 150H, 151H, 200, 381H and 383H
- 1 INDG credit consisting of INDG 225, 280 or 310
- 1 INDG credit in addition to the above
- ADMN 100H, 101H, 102, 210H, 222H, 223H, 251H, 350
- 1 in ADMN in addition to the above

The joint-major General program. At least 5 credits in Indigenous Studies. The program must include:

- 4 INDG credits consisting of INDG 100, 150H, 151H, 200, 381H and 383H
- 1 INDG credit consisting of INDG 225, 280 or 310
- ADMN 100H, 101H, 102, 210H, 222H, 223H, 251H, 350
- 1 credit in ADMN in addition to the above

BACHELOR OF BUSINESS ADMINISTRATION PROGRAM (with a Specialization in Indigenous Management & Economic Development)

Include the following courses in the B.B.A. program (p. 54):

- 3 INDG credits consisting of INDG 100, 150H, 151H and 200
- 1 INDG credit from INDG 280, 225 or 310

Indigenous Studies

Telephone: (705) 748-1011 ext. 7466 E-mail: indigenoustudies@trentu.ca
 Fax: (705) 748-1416 Web: www.trentu.ca/indigenoustudies

Associate Professor and Chair of the Program

D. Newhouse, (Onondaga), B.Sc., M.B.A. (Western Ontario)

Canada Research Chair

M. Mumford (Métis), B.A. (Alberta), M.F.A. (Brandeis)

Professor

D. N. McCaskill B.A. (Winnipeg), M.A. (Carleton), Ph.D. (York) (*on leave 2008-09*)

Associate Professors

L. Davis, B.A. (Queen's), M.A. (Sussex), M.A. (Alberta), Ph.D. (Toronto); **M. Dockstator**, (Oneida), B.Sc. (Waterloo), L.L.B. (York), D.Jur. (York) (*on leave 2008–2009*); **N. McLeod**, (Cree) B.A., M.A. (Saskatchewan), Ph.D. (Regina)

Assistant Professors

C. Furgal, B.Sc. (Western), M.Sc., Ph.D. (Waterloo); **D. Longboat**, Roronhiakewen, (Haudenosaunee), B.A. (Trent), M.E.S., Ph.D. (York); **P. Sherman**, (Algonkian) B.A. (Eastern Connecticut State), M.A. (Connecticut), Ph.D. (Trent)

Adjunct Faculty

S. Brascoupe (Algonkian/Mohawk), M.A., (New York State, Buffalo); **L. Ellingson**, B.A., (Alberta), M.A., (Manchester), M.A., (Simon Fraser); **R. Jones**, (Pembina Chippewa), M.S., (Utah) **D. Lazore** (Mohawk), B.Ed. (Montréal); **D. McNab**, B.A. (Waterloo Lutheran), M.A. (McMaster), Ph.D. (Lancaster); **D. Williams** (Mississauga/Ojibway), B.A. (Trent)

Cultural Advisor

V. Douglas, B.A. (Laurentian)

Indigenous Counselor

J. Argue, B.A. (Guelph), B.A. (Trent)

Professors Emeriti

M. J. Castellano (Mohawk), OC, O.Ont., B.A. (Queen's), M.S.W. (Toronto); LLD (Carleton, Queen's, St. Thomas); **E. Manitowabi**, (Anishinaabe Kwe), B.A. (Laurentian); **S. I. Williams** (Anishinaabe Kwe), B.A. (Trent), NLIP Dip. (Lakehead), M.E.S. (York)

Indigenous Studies is a multi-disciplinary examination, analysis and reflection upon Indigenous experience in Canada and the world. This exploration, based in western and Indigenous epistemologies, aims to develop a more complex understanding of this experience in its many dimensions: political, economic, social, cultural and spiritual. The Indigenous Studies program offers a wide variety of courses allowing students to explore a particular aspect of this experience as well as opportunities for studying their interrelatedness. The program also collaborates with the Business Administration program through the Indigenous Management & Economic Development program and with the Environmental & Resource Science/Studies program in offering the Indigenous Environmental Studies program.

Notes

- For the Diploma in Foundations of Indigenous Learning see below.
- For the Diploma in Indigenous Management & Economic Development see the Indigenous Management & Economic Development section of the calendar (p. 146).
- For the Specialization in Indigenous Management & Economic Development, see the Indigenous Management & Economic Development section of the calendar (p. 146).
- For the Diploma and Specialization in Indigenous Environmental Studies see the Indigenous Environmental Studies section of the calendar (p. 145).
- For the Year Abroad program in Thailand, see below.
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in Indigenous Studies, if they have met the requirements for the joint-major General degree (see below).

BACHELOR OF ARTS PROGRAM IN INDIGENOUS STUDIES

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- Only two credits in INDG 280, 380, 225 and 310 may be counted towards the credits in Indigenous Studies required for a major.
- For the Year Abroad program in Thailand, see below.
- For the Specialization in Indigenous Management & Economic Development, see Indigenous Management & Economic Development (p. 146).
- For the Specialization in Indigenous Environmental Studies, see the Indigenous Environmental Studies Program (p. 145)

The single-major Honours program. At least 9 credits in Indigenous Studies, including:

- 3 credits including INDG 100, 200, 381H and 383H
- 1 credit from INDG 225, 280 or 310
- 5 credits in addition to the above, including 3 at the 400-level

The joint-major Honours program. At least 7 credits in Indigenous Studies, including:

- 3 credits including INDG 100, 200, 381H and 383H
- 1 credit from INDG 225, 280 or 310
- 3 credits in addition to the above, including 2 at the 400-level

The single-major General program. At least 6 credits in Indigenous Studies, including:

- 2 credits consisting of INDG 100 and 200
- 1 credit from INDG 225, 280 or 310
- 3 credits in addition to the above

The joint-major General program or minor. At least 5 credits in Indigenous Studies, including:

- 2 credits consisting of INDG 100 and 200
- 1 credit from INDG 225, 280 or 310
- 2 credits in addition to the above

DIPLOMA PROGRAMS

Notes

- Upon successful completion of a Diploma program, students may apply for admission to the B.A. program. Credits earned in the program are transferable to the B.A. degree.
- Only students enrolled in the Diploma program may obtain the Diploma
- Application to Diploma programs should be made to the Ontario University Application Centre. www.ouac.on.ca/105
- Inquiries should be directed to the Academic Programs Co-ordinator, Indigenous Studies program.
- Indigenous students seeking admission to the following or other University programs must advise the Academic Programs Coordinator in order to activate admissions advocacy assistance.
- E-mail indigenoustudies@trentu.ca to indicate your interest in enrolling in this program.

DIPLOMA IN FOUNDATIONS OF INDIGENOUS LEARNING

The Diploma in Foundations of Indigenous Learning is a two-year program open to Indigenous students who have the equivalent of Grade 12 or who qualify as mature students or who are approved by an admissions committee made up of faculty members teaching in the Indigenous Studies program and the Admissions Office. Students of Indigenous ancestry are encouraged to enroll. The Diploma is awarded upon successful completion of the program. With it is included a Trent University transcript identifying all courses undertaken and grades received. A Certificate from the Adler School of Professional Coaching is also awarded upon successful completion of the Diploma.

For full description and application procedures please see www.trentu.ca/indigenoustudies.

Courses

Over a two-year period, students are required to complete eight credits, of which six must be in Indigenous Studies courses. Some 200-level Indigenous Studies courses are available to students in Year 1 of the Diploma. See the prerequisites for individual courses.

Year 1

- 2 INDG credits consisting of INDG 100 and 101
- 1 INDG credit in addition to the above
- 1 credit in addition to the above, either in INDG or in another discipline at the 100-level

Year 2

- 3 INDG credit in addition to the above, at the 200- or 300-level, not including INDG 390
- 1 credit in addition to the above, either in INDG at the 200- or 300-level or in another discipline at the 100-level

DIPLOMA IN KANYEN'KEHA (MOHAWK) LANGUAGE

The Diploma in Kanyen'keha (Mohawk) Language is an intensive immersion in the Kanyen'keha language delivered over two years in the Mohawk Territory of Tyendinaga. The program is based on Mohawk culture and will enhance knowledge of traditions while developing oral and written language proficiency. The program is offered by the Indigenous Studies program together with Tsi Tyonnheht Onkwawenna (the Tyendinaga Territory Mohawk Language Circle) and the First Nations Technical Institute.

- The Diploma is a two year program open to Indigenous students who have the equivalent of Ontario grade 12 or who qualify as mature students.
- Application to the program should be made to the Ontario University Application Centre at www.ouac.on.ca/105
- Upon successful completion of the Diploma, students may apply for admission to the B.A. program: credits earned in the Diploma program are transferable to the B.A.
- Inquiries should be directed to the Academic Programs Co-ordinator for Indigenous Studies
- Offered only in the Mohawk Territory of Tyendinaga and open only to students registered in the Kanyen'keha (Mohawk) Language Diploma program.

Courses

The following will be taught in the Kanyen'keha (Mohawk) language:

- INDG 105, 205, 287, 288, 387 and 388
- immersion streams in INDG 100 and 220

DIPLOMA AND SPECIALIZATION IN INDIGENOUS ENVIRONMENTAL STUDIES

See Indigenous Environmental Studies (p. 145)

DIPLOMA AND SPECIALIZATION IN INDIGENOUS MANAGEMENT & ECONOMIC DEVELOPMENT

See Indigenous Management & Economic Development (p. 146)

THAILAND YEAR ABROAD PROGRAM

The Indigenous Studies Thailand Year Abroad program is offered in Chiang Mai, Thailand. The program is designed to afford students the opportunity to study the culture and development of Indigenous Peoples of South East Asia and to apply their learning in a practical situation. It is an integrated five-credit program for students in the third or fourth year of the Indigenous Studies program as well as students from other disciplines or from other universities attending Trent on a Letter of Permission. To be eligible, students must achieve at least a B- (70%) average in their academic program the year before going to Thailand. The program consists of:

- INDG 250 and 311
- INDG – IDST 305 or INDG 482
- INDG 386 and 390 or INDG 402D (practicum field placement)

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

INDG 100 – Introduction to Indigenous Studies

The course examines the contemporary situation of Indigenous People in Canada in the context of their cultural traditions and the historical interactions between Indigenous and non-Indigenous societies. There is a Kanyen'keha (Mohawk) language immersion stream offered only in the Mohawk Territory of Tyendinaga and open only to students registered in the Kanyen'keha (Mohawk) Language Diploma program.

INDG 101 – Foundations of Indigenous Learning

This course will explore the link between Indigenous identity and learning in a university environment. Emphasis will be placed on how Indigenous people have been defined in the historical and contemporary context and its attendant effects upon educational abilities and opportunities. Development of coaching/mentoring skills will be a component of the course. Registration is limited to students in the Indigenous Studies Diploma programs. All others will require Departmental permission.

INDG 105 – Introduction to Kanyen'keha,

In the Mohawk Language. An introductory immersion course in basic Kanyen'keha grammar, sentence structure and pronunciation. Students will be able to manipulate descriptives using and demonstrating command of 100 stative and 100 active descriptives. Includes colours, counting, common sentence forms, basic recall. Offered only in the Mohawk Territory of Tyendinaga and open only to students registered in the Kanyen'keha (Mohawk) Language Diploma program. Students judged by the instructor to be fluent in Kanyen'keha may not receive credit for this course. Excludes INDG 225.

INDG 150H – Foundations of Indigenous community development

This course explores the foundational elements of community development in an Indigenous context. Concepts of personal development, relationships between individual and community, powerful conversations, effective ways of working together and patterns of interaction are discussed both theoretically and experientially. In a concluding workshop, students create a model of community interaction.

INDG 151H – Foundations of Indigenous community economic development

This course examines lessons learned by First Nations that have taken control over their economic development. A history of Indigenous development before contact with Europeans is followed by a discussion of foundational concepts and best practices of First Nations. A development plan for an actual First Nation concludes the course.

INDG – POST 200 – Politics and Indigenous communities

The course will focus both on the traditional political culture of Indigenous Peoples and on the political structures of colonialism (Indian Acts, Treaties, etc.) viewed from legal and historical perspectives. Contemporary analysis will treat Indigenous self-government including models of development, cultural and ideological foundations, government policy and implementation strategies. Prerequisite: INDG 100 or POST 100 or permission of the instructor.

INDG 201H – Indigenous contemporary dance

Indigenous contemporary dance is rich in heritage and multi-faceted in form including social and ancient dances based in ceremony, contemporary derivations, traditional choreography staged for theatrical performance. This course offers a study of the dance practice, history and cultural context of the intertribal dance of the contemporary powwow. Prerequisite: INDG 100 or permission of the instructor. Excludes INDG 3952H.

INDG 202H – Indigenous contemporary music

This course provides an opportunity for students to obtain foundational performance knowledge of Indigenous drumming and song practice, along with the development of Indigenous contemporary music and its evolution from traditional music. Students will explore song structure, instrumentation and performance formats in an Indigenous environment of traditional and contemporary practitioners. Prerequisite: INDG 100 or permission of the instructor. Excludes INDG 3957H.

INDG – CAST – ERST – GEOG 204 – Canada: The land (see Canadian Studies)

INDG 205 – Intermediate Kanyen’keha

In the Mohawk Language. An intermediate immersion course in Kanyen’keha grammar and sentence construction, incorporating nouns, descriptive phrases, repetitive, translocative and cislocative pre-pronominal prefixes. An opportunity to get a strong foundation in the written and spoken components of the language. Offered only in the Mohawk Territory of Tyendinaga and open only to students registered in the Kanyen’keha (Mohawk) Language Diploma program. Prerequisite: INDG 105.

INDG 211 – Introduction to Indigenous theatre

The course engages Indigenous identity through the Performing Arts by exploring traditional cultural resources expressed in the theory and practice of contemporary Indigenous artists (playwrights, actors, directors, singers and choreographers). Students will learn to expand vocal and physical awareness through sensory exercises, improvisation and texts, culminating in a final performance.

INDG – ERSC 215H – Environmental assessment techniques for Indigenous communities (see Environmental & Resource Science/Studies)**INDG 220 – Haudenosaunee culture and traditions**

A study of the cultural, political, social kinship and knowledge foundations of traditional Six Nations society including Creation, Clans, the establishment of the Six Nations Confederacy, the Longhouse cycle of Ceremonies and various contemporary issues. Prerequisite or co-requisite: INDG 100 or permission of the instructor

INDG 225 – Oral Mohawk

An introduction to Mohawk designed for students with little or no knowledge of the language. This is a conversational course, emphasizing the use and understanding of Mohawk through the learning of the basic vocabulary and sentence patterns in class and in language laboratory. Students judged by the instructor to be fluent in Mohawk may not receive credit for this course. Excludes INDG 105.

INDG – CAST – CUST 2300 – Introduction to the key concepts and issues in post-colonial theory

The course focuses on theories of hybrid identity, resistance and agency within a contemporary Indigenous context specifically as they apply to debates on essentialism, identity politics and cultural appropriation. Prerequisite or co-requisite: INDG 100 or CUST 100 or CAST 100 or permission of the instructor.

INDG – CAST – HIST 2305 – Colonial encounters

This course explores the multifaceted encounters that resulted from European colonialism. The focus of the course will be on the lives and experiences of Indigenous Peoples in Africa, Asia, the Americas and the Pacific basin to develop a comprehensive understanding of colonialism and resistance on a global scale. Prerequisite or co-requisite: INDG 100 or CAST 100 or HIST 100. Excludes INDG 4956.

INDG – ENGL 2480 – Indigenous literature and creative writing

This course will examine examples of both traditional and contemporary Aboriginal narratives, the critical discourse around Aboriginal narratives and creative writing by students with a concentration on poetry and prose. Students will be asked to read their creative work in class. Prerequisite or co-requisite: INDG 100 or ENGL 100

INDG 250 – Introduction to Thai language

This is a conversational course designed for the students to have some ability to participate in Thai culture. This is an intense course designed to give some language skills and experience culture through language. Students judged by the instructor to be fluent in Thai may not receive credit for this course. (offered only in Thailand)

INDG – ANTH – CAST 253 – Aboriginal art of North America (see Anthropology)**INDG – CAST – HIST 255 – History of the Indians of Canada** (see Canadian Studies)**INDG – CAST – HIST 256 – First Nations and Métis of Western Canada**

A survey of the history of western First Nations and Métis from 1860 to 1960 including Indigenous/narrative/knowing; oral history; the Treaties; the story, *mistahi-maskwa* (Big Bear); 1885 (*ê-mâyikami, kahk* “where it went wrong”); twentieth-century Métis narratives regarding change and Indigenous political activism and resistance; and the challenges of modernity. Prerequisite or co-requisite INDG 100 or CAST 100 or HIST 100 or permission of the instructor.

INDG – ERST 260 – Introduction to Indigenous environmental studies

This course explores Indigenous worldviews, environmental philosophies, and cultural values through exposure to the perspectives of Indigenous Elders, community people, political leaders, academics, activists and scholars. Students will be introduced to Indigenous Knowledge as it pertains to the natural environment.

INDG – ERSC 265 – Introduction to environmental science techniques for Indigenous communities (see Environmental & Resource Science/Studies)**INDG – CAST – HIST 270 – History and politics of the Métis**

An examination of the historical development of the Métis nation and survey of selected issues facing the Métis today. Prerequisite or co-requisite: INDG 100 or CAST 100 or HIST 100 or permission of the instructor.

INDG 280 – Introduction to Nishnaabemowin

This is a beginner's course, for students with little or no knowledge of the language, emphasizing the use and understanding of Nishnaabemowin through the learning of the basic vocabulary and sentence patterns in class and in the language laboratory. This course is open to first year students.

INDG 287 – Oral Kanyen'keha 1

In the Mohawk Language. An introductory immersion course in the spoken language. Students will begin to use their speaking and descriptive skills to participate in specific settings. New vocabulary will be introduced regularly and practiced in a conversational setting. Offered only in the Mohawk Territory of Tyendinaga and open only to students registered in the Kanyen'keha (Mohawk) Language Diploma program.

INDG 288 – Kanyen'keha composition and translation 1

In the Mohawk language. An introductory immersion course in composition and translation. This course addresses basic grammatical features needed to understand the concepts of translation and writing. Students will be given the opportunity to speak in conversation and in presentations building vocabulary and linguistic comprehension. Offered only in the Mohawk Territory of Tyendinaga and open only to students registered in the Kanyen'keha (Mohawk) Language Diploma program.

INDG 301H – Indigenous masked dance and storytelling This course investigates the art of Indigenous storytelling and the skills of mask-making. Processes will search the 'roots of theatre' to discover expression of communication both verbal and non-verbal. Indigenous North American masking will be explored in depth; masks will be made and mask/story scenes developed and performed. Prerequisite INDG 201H or permission of the instructor. Excludes INDG 3954H.

INDG – POST 302 – Indigenous governance

This course examines and analyses the development of Indigenous forms of governance in Canada with a particular emphasis upon cultural, philosophical and political foundations. Prerequisite: INDG 100. Excludes INDG 300.

INDG 303H – Indigenous dance theatre is an advanced course offering the opportunity to create new or reconstructed dance theatre works drawing creatively from the movement vocabulary of Indigenous dance practice. Dramatic themes will be drawn from traditional, historic and personal story lines. Workshop for dancers, actors, choreographers and playwrights culminating in production and public performance. Prerequisite: INDG 201H. Excludes INDG 3953H.

INDG – IDST 305 – Indigenous and international community development

A study of various approaches to community development in Indigenous and Third World communities. The course will examine current initiatives in human resource, political and economic development, and critical issues relating to local control, values, gender, government policies and roles in social change processes. Also offered in Thailand. Prerequisite: INDG 100 or IDST 100 or permission of the instructor.

INDG 310 – Indigenous culture and community

A study of cultural continuity, change and revitalization in Indigenous communities in Canada. The dynamic nature of cultural adaptation and the significance of tribal language, spirituality and social responsibilities will be emphasized. Prerequisite: INDG 100 and one other Indigenous Studies course or permission of the instructor.

INDG 3102 – Images in contemporary media

By examining the portrayal of First Nations Peoples and their cultures in mass media, this course will provide students with a better understanding of the power of television and film and the impacts of these images on the relationship, place and space occupied by Indigenous Peoples in contemporary society. Excludes INDG 3951.

INDG 311 – Hill Tribes and Thai culture

A study of cultural continuity, change and revitalization in Hill Tribes and Thai communities in Thailand. The dynamic nature of cultural adaptation and the significance of tribal language, spirituality and social responsibilities will be emphasized. (offered only in Thailand)

INDG 320 – Urbanization and the Indigenous Peoples

An analysis of migration, adjustment and integration of Indigenous People into urban areas, examining various issues including: identity, urban Indigenous self-government, crime, justice and corrections, urban youth gangs, the development of urban Indigenous organizations, as well as cultural interaction between Indigenous and white society in rural Indigenous communities. Prerequisite: INDG 100 or permission of the instructor.

INDG 330 – Education and Indigenous Peoples

The course will examine issues pertaining to the development of an appropriate educational system for Indigenous People including Indigenous control of Indigenous education, learning theories, Indigenous culture, values and identity, teaching and learning styles, pedagogy and curriculum planning. Prerequisite: INDG 100 or permission of the instructor.

INDG 340 – Law and Indigenous Peoples

A practical introduction to the emerging and quickly expanding field of Indigenous rights. Provides students with an opportunity to apply their learning to realistic situations. Emphasis on preparing students to deal with rights based issues they may encounter after graduation. Prerequisite: INDG 100 or permission of the instructor.

INDG – CAST – ENGL 3481H – Studies in Indigenous fiction (see English Literature)**INDG – CAST – ENGL 3483H – Studies in Indigenous poetry** (see English Literature)**INDG – WMST 350 – Indigenous women**

This course examines the experience of Indigenous women in Canada today with respect to cultural expression in the arts, education, work, family, health, politics and the law. Contemporary issues facing Indigenous women will be examined. Women's Symposium included. Prerequisite: INDG 100 or WMST 100 or permission of the instructor.

INDG – ERST 363 – Issues in Indigenous environmental studies

This course explores a wide variety of contemporary environmental issues and solutions that pertain to Indigenous cultures and communities. Studies will include the local, national and international perspectives. Topics may vary from year to year based upon student interests and current, relevant issues confronting Indigenous Peoples. Prerequisite: INDG – ERST 260 or permission of the instructor.

INDG – ERSC/ERST 373 – Indigenous Peoples health and the environment (see Environmental & Resource Science/Studies)**INDG 380 – Intermediate oral Nishnaabemowin**

An intermediate course in conversation and pronunciation as well as an introductory exploration of the written orthography, using language laboratory and classroom participation. Prerequisite: INDG 280 or permission of the instructor.

INDG 381H – Theory of community-based research

A practical introduction to research methods in the social sciences, including a critique of those methods in the context of Indigenous Studies. The ideological base of participatory and action research is examined along with case studies exemplifying alternative methodologies. Prerequisite: INDG 100 or permission of the instructor.

INDG – HIST 383H – Community-based oral history methods

Emphasis is upon the cultural and strategic approaches which enhance oral history methods in Indigenous communities. Topics include research design, community rapport, administration, community-based data collection and analysis. A small-scale field project will be developed. Prerequisite: INDG 100 or permission of the instructor.

INDG 386 – Practicum field placements

An opportunity for students to apply learning in a field setting, reflecting student interests and the availability of agencies willing to take students. Learning about development and culture will be dialectical, through experience (action) and reflection on experience. It will be formal and informal, and at many levels (personal, interpersonal and community). Prerequisite: 5 credits including INDG 100 and a B average. Written approval of the chair of the program required.

INDG 387 – Oral Kanyen'keha 2

In the Mohawk language. An advanced immersion course in which students will develop speaking skills to deliver the traditional themes or on themes of their own choosing. This course focuses on speaking, but relies also on writing, reading and listening abilities as well. Offered only in the Mohawk Territory of Tyendinaga and open only to students registered in the Kanyen'keha (Mohawk) Language Diploma program. Prerequisite: INDG 287.

INDG 388 – Kanyen'keha composition and translation 2

In the Mohawk language. An advanced immersion course in grammatical features needed to understand the concepts of culturally appropriate translation and writing. Advanced speaking opportunities, reading and translating will build vocabulary. Translation of cultural metaphors and associated etiquette will also be addressed. Offered only in the Mohawk Territory of Tyendinaga and open only to students registered in the Kanyen'keha (Mohawk) Language Diploma program. Prerequisite: INDG 288.

INDG 390, 391H, 392H – Reading course

Intended for third-year majors and for second-year students, by application to the program, who wish to carry out independent research. Details must be arranged with the chair of the program before the end of the preceding academic year. Prerequisite: 5 credits including INDG 100 and a B average. Written approval of the chair of the program required.

INDG – ERST – HIST – IDST 3950H – Special Topic: Indigenous People and the environment in sub-Saharan Africa (see History)**INDG – ERST 3952H – Special Topic: Indigenous environmental research protocol and ethics**

This seminar based course offers an introductory exploration of research ethics and protocols within the context of Indigenous Environmental Studies. Students will examine how issues surrounding cultural definitions of consultation and sharing the benefits of research influence methodologies in environmental and health studies. Prerequisite: INDG 100 or ERST 100

INDG 3955 – Special Topic: Indigenous Language Issues

This course examines issues impacting Indigenous languages while emphasizing the importance of Indigenous languages to their respective culture and worldview. We will explore the shifting position of Indigenous languages from the impact of colonization and globalization to the development of language revitalization initiatives worldwide. Prerequisite or co-requisite INDG 100 or INDG 280 or INDG 225 or permission of the instructor.

INDG – ADMN 3959H – Special Topic: The meaning of work in the contemporary world

This course examines how work has been seen historically and in the contemporary world. Indigenous and non-Indigenous perspectives and research are considered, including the evolving roles of men and women. A model assists students in their search for meaningful work and for an understanding of themselves in relation to work. Prerequisite: 5 credits including INDG 100 or ADMN 100 and permission of the instructor.

INDG – CAST – HIST 400 – Research seminar in Indigenous history

The seminar will focus on ethnohistorical method and Indigenous historiography. The course and course work is structured to give students experience in all the elements involved in producing a piece of professional historical research. Prerequisite: INDG 100, CAST 100 or HIST 100 or permission of the instructor.

INDG 402D – Thesis

A double credit. An in-depth study course in library or field-oriented research, supervised by a Research Project Committee for which a double fee is charged. Details must be arranged with the chair of the program before the end of the preceding academic year. Also offered in Thailand. Prerequisite: INDG 100, 200, 381H, 383H, a B cumulative average, 10 credits and written approval of the chair of the program.

INDG 410 – Seminar on Indigenous knowledge

This seminar explores contemporary Indigenous expressions and interpretations of traditional thought and beliefs. Modes of organizing, validating and communicating knowledge form central themes. Prerequisite: INDG 100 or permission of the instructor.

INDG 420 – Indigenous Studies Honours Collegium

This seminar concentrates upon a reading of texts considered basic to the definition of contemporary Indigenous realities. It will explore issues surrounding history, identity, development, epistemology, ontology, using a multi-disciplinary model of inquiry and analysis. Prerequisite: 5 credits including INDG 100 or permission of the instructor.

INDG – CAST – HIST 425 – The evolution of the settlement commonwealth

A comparative study of Canada, Australia and New Zealand, with special emphasis on the relationship between the “settlers” and the Indigenous Peoples. Prerequisite: 5 credits including INDG 100 or CAST 100 or HIST 100 or permission of the instructor.

INDG 430 – Critical theory and Indigenous Studies

A seminar on the relevance of contemporary western social and political thought to Indigenous issues. The course will apply a broad range of theoretical approaches to develop understandings and insights of Indigenous and western societies and the specific character of the interactions between them. Prerequisite: 5 credits including INDG100 or CUST 100 or permission of the instructor.

INDG – ERST 473 – Sustainable Indigenous communities

This is a research colloquium course that gives students an opportunity to examine concepts of sustainability, to select their own research area and develop a model for a “sustainable” community. Lectures and seminars provide insight into Indigenous understandings and environmental impacts and a multi-disciplinary approach to resolving issues is encouraged. INDG – ERST 373 is highly recommended. Prerequisite: 5 credits including INDG 100 or ERST 100 or permission of the instructor. Excludes INDG – ERSC/ERSC 497H.

INDG – ERST/ERSC – NURS 4740 – Advanced topics in Indigenous Peoples, health and the environment

The course will provide students with an advanced survey of emerging topics in the multidisciplinary field of environmental health and its application to understanding key health issues and their changing status among Indigenous Peoples in Canada and abroad. INDG – ERST 373 is highly recommended. Prerequisite: 5 credits including INDG 100 or ERST 100 or NURS 100 or permission of the instructor.

INDG – ANTH 477H – Anthropology of colonialism (see Anthropology)**INDG 480 – Advanced Nishnaabemowin language**

This fourth-year course will be a continuation of the study of the Nishnaabemowin (Ojibway) language. This course will study four different styles of Nishnaabe verbs. Prerequisite: INDG 380 or permission of the instructor.

INDG 482 – Indigenous responses to cultural interaction

Focus will be on social processes involved when cultures meet, examining acculturation and conflict models, culture and personality, interaction perspectives and ethnic identity studies. (offered only in Thailand)

INDG 485 – Learning and living on the land focus on Nishnaabe and Cree Teachings

This intensive 10-day summer course examines Indigenous knowledge from a holistic “on-the-earth” perspective. The connections between Indigenous knowledge, the Land and student’s lives will be explored. The course addresses the physical, mental, emotional and spiritual aspects of Indigenous knowledge, possessed and transmitted by Elders, traditional people and other knowledge holders. Prerequisite: 5 credits including INDG 100 or 280 or 310 or 410 or permission of the instructor. Excludes INDG 4955.

INDG 490 – Reading course

Students may select an area of study under the direction of an adviser. Details are to be arranged through the chair of the program before the end of the preceding academic year. Prerequisite: 10 credits including INDG 100 and written approval of the chair of the program.

INDG 4950 – Special topic: Indigenous knowledge field course focus on Haudenosaunee teachings

This intensive 10-day summer course examines Aboriginal knowledge from a Haudenosaunee perspective. The course addresses the physical, mental, emotional and spiritual aspects of Indigenous knowledge, proceeding from a foundation of Haudenosaunee knowledge possessed and transmitted by Elders, traditional people and other knowledge holders. Prerequisite: 5 credits including INDG 100 or INDG 220 or INDG 225 or permission of the Instructor.

INDG 4951 – Special topic: Indigenous Peoples and social movements: relationships in struggle

Explores types of relationships that Indigenous Peoples are pursuing with social movements in Canada and internationally. Students will explore theories of social movement building as they relate to alliances and coalitions with Indigenous Peoples. Theory will be grounded in experience of relationship-building. There is also opportunity to do a practicum. Prerequisite: 10 credits including INDG 100 or permission of the instructor

INDG 4952 – Special topic: Research seminar on the Indigenous histories of Southern Ontario

Researching sources relevant to Haudenosaunee, Anishnaabe and non-Indigenous peoples, students explore historical perspectives from Creation to the present. The course incorporates oral and written history and reviews historical theory. Students obtain an appreciation for the Peoples who have always lived in this territory and a broader understanding of historical methodologies. Prerequisite: 5 credits including INDG 100 or permission of the instructor.

INDG – HIST 4953 – Special Topic: The Treaty, land claims and self government process in Canada

This course explores and examines, through film, literature and lectures, the history of the treaty process in Canada. It provides students with the opportunity to examine the process from a multiplicity of perspectives such as Western and Indigenous historians, Indigenous political scientists, legal analysis, as well as federal policy. Prerequisite: 5 credits including INDG 100 or HIST 100 or permission of the instructor.

Individualized Studies Program

Normally students choose a program of study determined by the academic regulations leading to a Major or Joint-Major in Arts or Science. In exceptional circumstances, students of superior academic ability and intellectual independence may design an individualized program of study, selecting courses from various disciplines to explore a theme of their own choosing. Before designing such a program, students are encouraged to speak with the Senior Tutor of their College about their personal academic goals.

The following guidelines apply:

- This program is intended for students who have given evidence of superior academic ability and intellectual independence, and is normally available only as an Honours degree.
- The Individualized Studies program consists of 20 credits of which at least two must be at the 400-level. A minimum cumulative average of 75% should normally be maintained.
- Students must apply for the program through the Senior Tutor of their College. The application must include a rationale for their choice of courses, including reasons why their proposed program of study cannot be accommodated within an existing major or joint-major program, and must identify the remaining courses required.
- Students must discuss their intended program with the Senior Tutor of the College before the end of the first year of studies. Students who have completed five credits may be considered retroactively for an Individualized Studies program.
- The Senior Tutor will: ensure that the program meets the University's degree requirements, ensure that the student has obtained approval from the academic departments or programs concerned, and confirm that the required courses for program completion will be available on the proposed schedule.
- The Senior Tutor and the student must present the program to the Committee on Undergraduate Petitions (CUP) for approval. Once approved, any changes must be discussed with the Senior Tutor and reported to CUP.

International Development Studies

Telephone: (705) 748-1339

E-mail: ids@trentu.ca

Fax: (705) 748-1624

Web: www.trentu.ca/ids

Professor and Chair of the Program

W. Lem, M.A., Ph.D. (Toronto)

Professors

H. Akram-Lodhi, B.A. (Univ London, UK), M.Phil. (Cambridge), Ph.D. (Manitoba) (*on leave Winter term*); **C. V. Huxley**, B.A. (York, England), M.A. (Simon Fraser), Ph.D. (Toronto)

Associate Professor

J. Solway, B.A. (Oakland), M.A., Ph.D. (Toronto)

Assistant Professors

C. Beyers, B.A. (Trent), M.A. (York), D.Phil. (Sussex) (*on leave 2008–2009*); **P. Shaffer**, M.A. (Toronto), D.Phil. (Univ. Sussex)

Associated Faculty

Anthropology: **A. Meneley**. *Business Administration*: **R. Dart**. *Economics*: **S. Choudhry**.

Cultural Studies: **A. O'Connor**. *Environmental & Resource Science/Studies*: **S. Bocking**,

R. Ponce-Hernandez, **T. Whillans**. *Hispanic Studies*: **T. Noriega** (*on leave Winter Term*).

History: **D. Sheinin**, (*on leave Fall term*) **T. Stapleton**. *Indigenous Studies*: **D. N. McCaskill**.

Politics: **G. Fridell**. *Women's Studies*: **C. O'Manique**

Adjunct Faculty

J. Clapp, B.A. (Michigan), M.Sc., Ph.D. (London); **E. Helleiner**, B.A. (Toronto), Ph.D. (London);

S. Gariba, B.A. (Ghana), M.A., Ph.D. (Carleton)

Professors Emeriti

J. Hillman, M.A. (Oxford), Ph.D. (SUNY, Buffalo), **D. R. Morrison**, M.A. (Saskatchewan), D.Phil. (Sussex)

International Development Studies involves the comparative examination of societies and cultures undergoing rapid change, and of the complex global relations between industrialized countries and the developing areas of Africa, Asia, the Caribbean and Latin America. It is offered with the co-operation of the following departments and programs: Anthropology, Cultural Studies, Economics, Environmental & Resource Science/Studies, Geography, History, Hispanic Studies, Indigenous Studies, Politics), Sociology and Women's Studies.

Notes

- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in International Development Studies, if they have met the requirements for the joint-major General degree (see below).

BACHELOR OF ARTS PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- There is no single-major General program in International Development Studies.
- The new degree requirements indicated below apply to all students entering Trent in the 2005–2006 academic year or later. Students who entered Trent before the 2005–2006 academic year may graduate under these requirements if they so choose.
- Students in the joint-major program in Anthropology and International Development Studies may substitute IDST – ANTH 221 for one of ANTH 212, 231 or 240 in their Anthropology requirements.
- Students may count no more than 1 credit of International Development Studies reading courses (390, 391H, 392H, 490, 491H, 492H) toward their International Development Studies degree requirements.
- Students are strongly encouraged to include ECON 101H and 102H and SOCI 480 in their choice of elective courses.

	A	B	C	D
221	385H	210H	390	370
301	387	225	391H	371H
310	388	247	392H	372H
311H	389	2401H	401	
312H	400	2402H	402D	
313	411H	304	490	
314H	4120H	305	491H	
322H	422	306	492H	
377	423H	329H		
378	424	331H		
379	425H	332		
380	470H	333H		
395H	475H	3401H		
	476H	3402H		
		360		
		375		
		407		
		427		
		461H		

The single-major Honours program. At least 10 credits in International Development Studies. The program must include:

- 2 credits consisting of IDST 100 and 200
- 1 credit consisting of IDST 310
- 1 credit at the 400-level from Category A
- 1 credit at the 400-level in addition to the above, from Category A, B or C
- 5 credits in addition to the above, no more than 1 credit from Category B and no more than 1 credit from Category D

The joint-major Honours program. At least 7 credits in International Development Studies, including:

- 2 credits consisting of IDST 100 and 200
- 1 credit at the 400-level from Category A
- 4 credits in addition to the above, no more than 1 credit from Category B and no more than 1 credit from Category D.

The joint-major General program or minor. At least 5 credits in International Development Studies, including:

- 2 credits consisting IDST 100 and 200
- 1 credit beyond the 200-level from category A
- 2 credits in addition to the above, no more than 1 credit from Category B and no more than 1 credit from Category D

YEAR ABROAD PROGRAMS

These are designed primarily for Honours students who have 9 credits in the single-major or joint-major programs in International Development Studies or Anthropology, with an overall average of at least B- (70%). They are offered only in Ecuador and Ghana.

The Ecuador program consists of the following courses:

- HSST 250 or IDST 387, IDST 380D, 388 and IDST – ANTH 389.

The Ghana program consists of the following courses:

- IDST 378, 379 and 380D, IDST – ANTH 377.

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

IDST 100 – Human inequality in global perspective

An introduction to the basic ideas of development analysis including issues of global poverty and inequality; food and agriculture; gender, industrialization and the environment; gender and resistance. These issues are examined from a comparative and a historical perspective with illustrations from widely differing societies.

IDST 200 – Development analysis

An examination of the strengths and limitations of the major perspectives that have informed the study of development. Selected case studies and monographs are used to illustrate theory-building, analytical models, and sound empirical research. Prerequisite: IDST 100 or departmental permission.

IDST – WMST 210H – Women, colonialism and imperialism (see Women's Studies)**IDST – ANTH 221 – Agrarian change and the global politics of food**

A comparative analysis of the impact of transformations in the world food system on contemporary agrarian societies, examining how processes of commodification and globalization of food production have affected the social organization of rural communities. Prerequisite: IDST 100 or ANTH 100 or permission of the instructor.

IDST – WMST 225 – Women, gender and development (see Women's Studies)**IDST – HIST 2401H – The emergence of modern Africa before 1880** (see History)**IDST – HIST 2402H – The emergence of modern Africa since 1880** (see History)**IDST – HIST 247 – Introduction to Latin America, 1500 – 1990** (see History)**IDST – ANTH 301 – African culture and society** (see Anthropology)**IDST – ANTH 304 – Latin American culture and society** (see Anthropology)**IDST – INDG 305 – Indigenous and international community development** (see Indigenous Studies)**IDST 310 – International development studies in an economic context**

An examination of the economic dimensions of international development issues. Prerequisite: 4 credits including IDST 100 or permission of the instructor.

IDST 311H – Industrialization

An historical, theoretical, and comparative examination of industrialization. Using case studies the course explores the significance of state and market in development interventions; how these are shaped by domestic and transnational political, economic, cultural, and social factors; as well as debates about democracy and development. Prerequisite: IDST 200 or permission of the instructor.

IDST – SOCI 312H – Law, rights, and development

Analysis of the concept of rights, and its role in social and political transformation. Social justice and citizenship struggle; critical perspectives on law and power; foundations and implementation of human rights; development, the state, and multilateral agencies. Prerequisite: IDST 200 or SOCI 210 or permission of the instructor.

IDST 313 – The cinema of development and underdevelopment

An exploration of development and underdevelopment through documentaries, feature films and ethnographic cinema, which focuses on the lived experiences of people who struggle with and against colonialism and imperialisms; global inequalities; marginalization; urbanization and alienation; gender inequality. The work of filmmakers from developing and developed countries is used. Prerequisite: 4 credits including IDST 100 or permission of the instructor.

IDST 314H – Global institutions and development

Examines the historical, contemporary and possible future roles of global multilateral institutions in international development. Explores these roles with reference to the activities of global institutions relating issues such as peace and security, labour and migration, international finance and trade, food and health, gender, and the environment. Prerequisite: 4 credits including IDST 100 or permission of the instructor. Excludes IDST 398H.

IDST – POST 322H – Global political economy

An examination of the historical development of the global political economy and of key debates in the field. The course focuses on the ideas that underpin different political-economic systems, the relationship between domestic and international political economy, finance and trade, and the political economy of warfare. Prerequisite: IDST 200 or POST 220 or 223 or 240 or permission of the instructor.

IDST – POST 329H – Causes of war (see Politics)**IDST – ECON 331H – The economics of developing countries** (see Economics)**IDST – CUST 332 – Media and development** (see Cultural Studies)**IDST – ECON 333H – The economics of global interdependence** (see Economics)**IDST – HIST 3401H – Southern Africa in the 19th century** (see History)**IDST – HIST 3402H – Southern Africa in the 20th century** (see History)**IDST – ERST – POST 360 – Environment and development** (see Environmental & Resource Science/Studies)

IDST 370, 371H, 372H – Community-based research project

Students are placed in research projects with community organizations in the Peterborough area. Each placement is supervised jointly by a faculty member and a representative of a community organization. For details, see Community-Based Education Program (p. 226). Prerequisite: 9 credits with a cumulative average of 75%.

IDST – HIST 375 – The history of Eastern Asia, 1600 – present (see History)**IDST – ANTH 377 – Society, culture and development in Africa**

Historical dimensions and socio-cultural diversities in sub-Saharan Africa; the changing economic relationship of the area with the global economy; the politics of sub-regional conflict and continental and regional integration; trends towards democratization and the strengthening of civil society. (offered only in Ghana)

IDST 378 – Ghana seminar

Contemporary Ghana in the light of its historical background and its patterns of stratification, religion, ethnicity and gender. Processes of structural change, including economic policy, social and political movements. (offered only in Ghana)

IDST 379 – Local dynamics of change

Social, political and economic conditions that encourage or block micro-level improvements; role of women's organizations and other local institutions and their relations with local District Assemblies and other government authorities. (offered only in Ghana)

IDST 380D – Community development

Theory and practice of community development, with an extensive field placement. (offered only in Ecuador and Ghana)

IDST 385H – Field course

An examination of the development experiences and strategies in a developing country. The course involves a field trip coinciding with the Winter Reading Break. Students pay a field trip fee and cover their other costs.

IDST 387 – Introduction to Quichua language and culture

Prerequisite: HSST 250 or equivalent. (offered only in Ecuador)

IDST 388 – Ecuador seminar

An examination of the major features of Ecuadorian economic, political and social life, with particular attention to regional and cultural diversity. (offered only in Ecuador)

IDST – ANTH 389 – Andean economy, culture and society

An examination of the structure of agrarian production systems, role of land tenure and market relations in selected Andean societies. Impact of mining and manufacturing industry, and the role of the state in shaping economic and social development. Emergence of political and ideological movements. (offered only in Ecuador)

IDST 390, 391H, 392H – Reading courses in international development

Open only to students taking a major in International Development Studies, and designed to provide an opportunity for specialized studies on selected topics. Prerequisite: Permission of the chair of the department and the instructor concerned.

IDST 395H – Poverty research and analysis

An examination of theories and methodologies used in the social sciences research to analyze poverty. Explores such topics as: paradigms of inquiry in the social sciences; concepts of poverty, techniques of identifying the 'poor'; ways of identifying the causes of poverty. Prerequisite 4 credits including IDST 100 or permission of instructor.)

IDST – ERST – HIST – INDG 3950 – Special Topic: Indigenous People and the environment in sub-Saharan Africa (see History)**IDST 400 – Advanced topics in development theory and research**

Critical perspectives on selected issues in the field of development. Prerequisite: 14 credits including IDST 200 or permission of the instructor.

IDST 401, 402D – Honours thesis

IDST 401 is a single credit, IDST 402D is a double credit. A specific scholarly project on a well-defined topic. Prerequisite: 14 credits and minimum A- (80%) average in International Development Studies courses and permission of the chair and the instructor.

IDST – ANTH 407 – Politics, economy and culture (see Anthropology)

IDST 411H – Capitalism

An advanced introduction to debates over the origins, nature, and spread of capitalism. The class highlights capitalism's relationship to development, the environment, gender, identity and politics. Prerequisite: 14 credits including International Development 200 or permission of the instructor.

IDST 4120H – International migration

An examination of the theoretical and conceptual debates that center on the causes and consequences of international migration. Some issues to be explored include: transnationalism, gender, citizenship, identity; social and spatial inequalities, labour markets, migrant livelihoods, politics and social exclusion. Pre-requisite: 14 credits including IDST 200 or permission of the instructor.

IDST 422 – Assessment of development projects

An examination of techniques for analyzing and assessing development projects focusing on selected case studies of Canadian projects for development assistance abroad. Project evaluation placement in second term. Open only to students Honours degree in International Development Studies. Prerequisite: 14 credits including IDST 200 and permission of the instructor or chair required before registration.

IDST – POST 423H – Global civil society

An examination of the reactions by agents of "global civil society" to the process of economic globalization and its impact on the developing world. Prerequisite: 14 credits including one of IDST 200 or POST 220, 223 or 240 or permission of the instructor.

IDST – CAST – POST 424 – Canada, globalization and international development

Examines Canada's socio-cultural diversity and place within the global political economy, and its North-South policies and practices. Topics include immigration and multiculturalism, foreign policy, human security, peacekeeping, development assistance (including gender, democratization, and human rights), trade and the roles of Canadian business and civil society in international development. Prerequisite: 14 credits including one of IDST 200, CAST – ERST – GEOG – INDG 204, POST 220, 223 or POST 240 or permission of the instructor. Excludes 424H.

IDST – POST 425H – Topics in global political economy

An examination of contemporary debates concerning the relationship between global inequality and the global political and economic order. Topics vary yearly Prerequisite: 14 credits including IDST – POST 322H or permission of the instructor.

IDST – POST 427H – Democracy and global order (see Politics)**IDST – POST – ERST 461H – Global environmental policy** (see Environmental & Resource Science/Studies)**IDST – SOCI 470H – Religion and social movements**

An examination of the religious movements generated by social upheaval in contemporary developing contexts, with particular attention given to new forms of religious organization and the revitalization of popular religion. Prerequisite: 14 credits including SOCI 210 or IDST 200 or permission of the instructor.

IDST – ANTH 475H – Perspectives on ethnicity

Examination of ethnic consciousness and identity formation through theoretical and ethnographic case studies in a variety of settings. Identity construction in relation to process of development. Articulation and comparison of ethnicity with gender, class, kinship, nationalism and other markers of social and cultural difference. Prerequisite: 14 credits including ANTH 200 or IDST 200 or permission of the instructor.

IDST – ANTH 476H – Family and modernity

An examination of the dynamics of the family and its relation to development. Themes considered include historical change in family form, marriage patterns, gender relations and social hierarchy; the role of kin and family in economic change Prerequisite: 14 credits including IDST 200 or ANTH 200 or permission of the instructor.

IDST 490, 491H, 492H – Reading courses in international development

Open to students in Honours program in International Development Studies. Prerequisite: 14 credits and permission of the chair and the instructor.

Latin

See Ancient History & Classics

Mathematical Computer Science

Program Co-ordinators

Chair of Computing & Information Systems

B.G. Patrick, B.C.S. (Concordia), M.Sc. (Queen's), Ph.D., M.B.A. (McGill)

Chair of Mathematics

R. Yassawi, B.Sc. (London School of Economics), M.Sc., Ph.D. (McGill)

Professors

See listing of faculty in Computing & Information Systems and in Mathematics.

This program is intended for mathematically talented students who are interested in the theoretical foundations of computer science. The program will prepare students who may wish to go to graduate school and perhaps eventually become researchers in theoretical computer science, cryptography, or applied discrete mathematics.

Notes

- There is no Minor and there is no General Major in Mathematical Computer Science.

BACHELOR OF SCIENCE PROGRAM IN MATHEMATICAL COMPUTER SCIENCE

- See p. 27 for requirements which apply to all undergraduate degree programs.
- For information on individual courses, see calendar entries for Computing & Information Systems and for Mathematics.
- Students wishing to transfer to a single major in either Computer Science or Mathematics should consult the chair of the appropriate department before they have completed ten credits.

The Honours program. At least 15 credits in Computer Science and Mathematics, including:

- 3.5 COIS credits consisting of COIS 1010H, 1020H, 2020H, 2320H, 3050H, 4050H and 4470H (COSC 101H, 102H, 202H, 232H, 305H, 405H and 447H)
- 2.0 COIS – MATH credits consisting of COIS – MATH 2180H, 3210H, 4215H, 4216H (COSC – MATH 203H, 321H, 415H, 416H)
- 0.5 MATH – COIS credit consisting of MATH – COIS 2600H; or MATH – COST 260
- 6.0 MATH credits consisting of MATH 1100 (110), 1350H (135), 1550H (155), 2110H (201H), 2120H (202H), 2200H (220H), 2350H (235H), 3610H (361H), 4180H (403H), 4610H (461H), 4620H (462H)
- 0.5 MATH credit from MATH 3320H (332H) or 3360H (336H) or 3570H (357H)
- 2.5 additional credits from COIS – PHIL 2400H, 3410H, COIS 3400H, 4100H, 4310H, 4320H, 4550H, or any 3000- or 4000-level courses in Mathematics in any of categories A, B or C (see Mathematics)

Mathematical Economics

Program Co-ordinators

Chair of Economics

T. Drewes, B.A. (Lakehead), Ph.D. (Queen's).

Chair of Mathematics

R. Yassawi, B.Sc. (London School of Economics), M.Sc., Ph.D. (McGill)

Professors

See listing of faculty in Economics and in Mathematics.

This program is intended for mathematically talented students who are considering graduate studies and possibly a research career in economics.

Notes

- There is no Minor and there is no General Major in Mathematical Economics.

BACHELOR OF SCIENCE PROGRAM IN MATHEMATICAL ECONOMICS

- See p. 27 for requirements which apply to all undergraduate degree programs.
- For information on individual courses, see calendar entries for Economics and for Mathematics.
- Students wishing to transfer to a single major in either Economics or Mathematics should consult the chair of the appropriate department before beginning third year.

The single-major Honours program. At least 10 credits in Economics. The program must include:

- 7.0 credits consisting of ECON 101H, 102H, 200H, 201H, 300H, 301H, 320H, 325H, 400H, 404, 405H, 420H, 425H.
- 1.0 ECON credits at the fourth year level.
- 2.0 ECON credits in addition to the above and excluding ECON-ADMN 220H and ECON-ADMN 225H.
- 3.5 credits in Mathematics consisting of MATH 1100 (110), MATH 1350H (135H), MATH 1550H (155H), MATH 2110H (201H), MATH 2560H (256H), MATH 3350H (335H).
- The following courses are particularly suited to the Bachelor of Science in Mathematical Economics, and students may wish to consider them as electives: MATH 2150H, 2350H, 3700H, 3510H, 3560H, 3570H, 3610H, 4510H, 4561H and 4563H

Mathematical Physics

Program Co-ordinators

Chair of the Mathematics

R. Yassawi, B.Sc.(London School of Economics), M.Sc., Ph.D. (McGill)

Chair of the Physics and Astronomy

D.R. Patton, B.Math (Waterloo), Ph.D. (Victoria)

Professors

See listing of faculty in Mathematics and in Physics & Astronomy

Physics is the most fundamental of the natural sciences, and mathematics is the language of physics. This program develops, in parallel, experience with the central theoretical frame-works of physics and facility with the mathematical methods which form the foundation and tools of physics.

Notes

- There is no minor in Mathematical Physics.
- There is no General B.Sc. in Mathematical Physics.

BACHELOR OF SCIENCE PROGRAM IN MATHEMATICAL PHYSICS

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The Honours program in Mathematical Physics is a sequence of courses offered by the Mathematics Department and the Department of Physics & Astronomy that compose an integrated whole. It is not available as a joint-major degree.
- For information on individual courses see calendar entries for Mathematics and Physics & Astronomy.

The Honours program. At least 15 full Mathematics and Physics courses are required, including:

- 4.0 MATH credits consisting of MATH 1100 (110), 1350H (135H), 1550H (155H), 2110H (201H), 2120H (202H), 2350H (235H) and 3770H (307H)
- 1.0 MATH credit from MATH 3720H (302H), 4160H (405H) and 4180H (403H)
- 0.5 MATH credits from MATH 3570H (357H), 3720H (302H), 4120H (412H), 4130H (413H), 4160H (405H), 4180H (403H), 4710H (471H), 4720H (472H)
- 2.5 MATH-PHYS credits consisting of MATH-PHYS 2150H (205H), 3103H, 3150H (305H), 3130H (313H) and 3140H (314H)
- 5.0 PHYS credits consisting of PHYS 100, 202H, 203H, 270H, 380H, 400, 421H and 470H
- 0.5 PHYS credits from PHYS 424H, 431H, 441H and 450H
- PHYS-COIS 3210 (PHYS-COSC 321)
- MATH-COIS 2180H (MATH-COSC 203H) or PHYS-COIS 2310H (PHYS-COSC 231H)

Mathematics

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E-mail: math@trentu.ca

Fax: (705) 748-1155

Web: <http://euclid.trentu.ca/math>

Associate Professor and Chair of the Department

R. Yassawi, B.Sc. (London School of Economics), M.A., Ph.D. (McGill)

Professors

K. Abdella, B.Sc. (Trent), M.Sc. (Alberta), Ph.D. (Western Ontario) (*on leave 2008–2009*);

D. G. Poole, B.Sc. (Acadia), M.Sc., Ph.D. (McMaster); **B. Zhou**, B.Sc. (Shanghai), Ph.D. (South Carolina)

Associate Professors

S. Bilaniuk, B.Sc. (Toronto), A.M., Ph.D. (Dartmouth); **N. Dokuchaev**, M.Sc., Ph.D. (St. Petersburg);

W. Feng, M.Sc. (Shaanxi), Ph.D. (Glasgow); **M. Pivato**, B.Sc. (Alberta), Ph.D. (Toronto)

Assistant Professors

M. Boue, B.Sc. (ITAM), M.Sc., Ph.D. (Brown); **M. Pollanen**, B.Sc. (Carleton), M.Sc., Ph.D. (Toronto)

Professors Emeriti

I. C. Chakravartty, M.Sc. (Gauhati), Ph.D. (Saskatchewan); **G. F. Hamilton**, B.A.Sc., M.A., Ph.D.

(Toronto), P. Eng.; **T. N. Murphy**, B.Sc. (Liverpool); **E. A. Maxwell**, M.Sc., Ph.D. (Toronto)

The curriculum in Mathematics has been designed to accommodate a wide variety of interests in both pure and applied mathematics. All students in the Mathematics major program must take core courses in calculus and algebra. Most of the remaining courses have been divided into three categories corresponding to the major areas of Mathematics. The intent is to provide students with both breadth and depth in Mathematics while allowing them to pursue those areas that interest them.

Revision and Expansion of Program

The Mathematics curriculum has been revised in 2008. Please take note of the following changes:

New Courses

MATH 4561H, 4562H, 4563H

Full course to half course

MATH – COSC 260 into MATH – COIS 2600H

New Specializations and Programs

Please note that a new Specialization in Statistics is offered in 2008. Also, new programs in Mathematical Computer Science and Mathematical Physics are being introduced in 2008. Please consult appropriate sections in this calendar.

Course Renumberings

The Department has moved to a four digit course numbering system for 2008-2009. Please consult course descriptions for new numberings. The old three digit course number appears as an exclusion. Wherever a course is required as a Pre- or co-requisite, the old three digit number appears in parenthesis after the new four digit course number.

Frequency of Course Offerings

Some courses are offered only in alternate years, and some courses are offered in only the Fall or the Winter term. Please refer to the department website at <http://euclid.trentu.ca/mathematics> for general information, and for scheduled course offerings in any year. Courses will be offered only if there is adequate staffing and demand. It is important that you plan your courses at least one year in advance to ensure that you will be able to satisfy all of the prerequisites for future courses.

Notes

- C- (60%) or higher in a Mathematics course at the 100-level is a prerequisite for all upper-level Mathematics courses. For specific prerequisites, see individual course descriptions.
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in Mathematics, if they have at least 5 credits in Mathematics, excluding MATH 1005H (105H), 1050 (150), and 2080 (280), 2084H (284H), 2085H (285H).
- Please refer to the department website at <http://euclid.trentu.ca/math> for updated course information. MATH 2080 (280), 2084H (284H), 2085H (285H) do not satisfy the mathematics requirement for a Bachelor of Science degree.

BACHELOR OF SCIENCE PROGRAM IN MATHEMATICS

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- C- (60%) or higher is required in a course if it is to serve as a prerequisite for another course in the program.
- The following core courses are required of all students in the Mathematics majors program: MATH 1100 (110), 1350H (135H), 2110H (201H), 2120H (202H) and 2350H (235H) .
- Most other courses in Mathematics are divided into four categories. Some courses appear in more than one category, but no course may fulfill more than one category requirement. For specific stream requirements for the major, see the table below. The courses listed below will be offered only if there is adequate staffing and student demand .

Category A Analysis and Topology	Category B Algebra, Geometry, and Discrete Mathematics	Category C Modeling and Statistics	Category D Miscellaneous
3720H (302H)	2260H (226H)	2180H (203H)	2110H (201H)
3160H (303H)	260	2150H (205H)	2120H (202H)
3150H (305H)	2600H	207H	2200H (220H)
3770H (307H)	3720H (302H)	2560H (256H)	2350H (235H)
3790H (309H)	3200H (320H)	3160H (303H)	380
3700H (310H)	3210H (321H)	3150H (305H)	3810H (381H)
4160H (405H)	322	308H	3820H (382H)
4770H (407H)	3260H (326H)	311	3900 (390)
4790H (409H)	330	312	3901H (391H)
4700H (410H)	3320H (332H)	3130H (313H)	3902H (392H)
4330H (433H)	3350H (335H)	3140H (314H)	3903H (393H)
470	3360H (336H)	3510H (351H)	3904H (394H)
4710H (471H)	341	355	4810H
4720H (472H)	3610H (361H)	3560H (356H)	4820H (482H)
	4215H (415H)	3570H (357H)	491H
	4216H (416H)	3610H (361H)	492H
	4260H (426H)	4180H (403H)	4903H (493H)
	4310H (431H)	4160H (405H)	4904H (494H)
	4320H (432H)	411	4950 (495)
	4330H (433H)	4120H (412H)	
	4350H (435H)	4130H (413H)	
	4370H (437H)	4510H (451H)	
	460	4560H (456H)	
	4610H (461H)	4561H	
	4620H (462H)	4562H	
		4563H	
		4570H (457H)	

- An information meeting concerning upper level courses in Mathematics will be arranged in the Winter session.

The single-major Honours program. At least 11 credit in Mathematics, including:

- 3.0 credits consisting of MATH 1100 (110), 1350H (135H) , 2110H (201H), 2120H (202H) and 2350H (235H)
- 2.0 credits from one of categories A, B and C
- 2.0 credits from another one of categories A, B and C
- 0.5 credit from the remaining category of categories A, B, and C.
- 3.5 credits in addition to the above
- at least 6 of the credits beyond the 2000-level, including at least 2 at the 4000-level

The joint-major Honours program. At least 7.5 credits in Mathematics, including:

- 3.0 credits consisting of MATH 1100 (110), 1350H (135H), 2110H (201H), 2120H (202H) and 2350H (235H)
- 1.0 credit from one of categories A, B and C

- 1.0 credit from another one of categories A, B and C
- 0.5 credit from the remaining category of categories A, B, and C.
- 2.0 credits in addition to the above
- at least 3 of the credits beyond the 2000-level, including at least 1 at the 4000-level

The single-major General program. At least 6 credits in Mathematics, including:

- 3.0 credits consisting of MATH 1100 (110) , 1350H (135H) , 2110H (201H) , 2120H (202H) and 2350H (235H)
- 0.5 credit from one of categories A, B and C
- 0.5 credit from another one of categories A, B and C
- 2.0 credits in addition to the above
- at least 1 of the credits beyond the 2000-level

The joint-major General program. At least 5 credits in Mathematics, including:

- 3.0 credits consisting of MATH 1100 (110) , 1350H (135H) , 2110H (201H) , 2120H (202H) and 2350H (235H)
- 2.0 additional credits from categories A, B or C
- at least 1 of the credits beyond the 2000-level

SPECIALIZATION IN MATHEMATICAL FINANCE

The specialization in Mathematical Finance is available to students in the single-major Honours program in Mathematics. The transcripts of students graduating with an Honours degree in Mathematics, who have successfully completed the requirements of the Specialization, will contain the notation “with a Specialization in Mathematical Finance”.

The single-major Honours program with a Specialization in Mathematical Finance. At least 11 credits in Mathematics. The program must include:

- 10 credits in MATH consisting of MATH 1100 (110), 1350H (135H), 1550H (155H), 2110H (201H), 2120H (202H), 2180H (203H or 207H), 2150H (205H) , 2350H (235H), 2560H (256H), 3160H (303H or 308H), 3150H (305H), 3350H (335H), 3510H (351H), 3560H (356H), 3570H (357H), 3610H (361H), 4180H (403H), 4510H (451H) and 4570H (457H)
- 0.5 credit in MATH in addition to the above, at the 4000-level
- 0.5 credit in MATH in addition to the above, at the 3000- or 4000-level
- ECON 101H, 102H, and 302H

The following courses are recommended: COIS 1020H, MATH 4790H (409H) , 4120H (412H) , 4560H (456H)

SPECIALIZATION IN STATISTICS

The Specialization in Statistics (Honours) is available to students in the single or joint major Honours program in Mathematics. The transcripts of students graduating with a single or joint Honours degree in Mathematics who have successfully completed the requirements of the Specialization will contain the notation “with a Specialization in Statistics.”

Note:

- The following courses are strongly recommended for students planning to pursue graduate studies in statistics: MATH 2200H (220H), 3770H (307H), 3790H (309H) and 4790H (409H) and one credit in any writing-intensive course offered at Trent (for example, ENGL1000, PHIL101).

Courses Required for the Specialization:

- 2.5 MATH credits consisting of MATH 1550H (155H), 2150H (205H), 2180H (203H), 2560H (256H) and 3560H (356H)
- 0.5 MATH credits from MATH 4561H or 4562H
- 2.0 credits in addition to the above from 3570H (357H), 4560H (456H), 4561H, 4562H, 4563H, 4570H (457H), 4850 or COIS 4400H
- 1.0 COIS credit consisting of COIS 1010H and 1020H
- a minor from another department at Trent, following the academic calendar, or 3 credits beyond the 2000-level from one program other than Mathematics.

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

MATH 1005H – Applied calculus

An introduction to the methods and applications of calculus. Derivatives, exponential and logarithmic functions, optimization problems, related rates, integration, partial derivatives, differential equations. Selected applications from the natural and social sciences. Prerequisite: A Grade 12U mathematics course. Not available to students enrolled in or with credit for MATH 1100 (110). Not for credit towards a major or minor in Mathematics. Prerequisite: A Grade 12U mathematics course, or its equivalent. Excludes Math 105H.

MATH 1050 – A non-calculus-based introduction to probability and statistical methods

Data summary, elementary probability, estimation, hypothesis testing, comparative methods, analysis of variance, regression, nonparametric methods, introduction to elementary applications of statistical computing. This course uses high school mathematics as a foundation and involves the use of computers. Not for credit towards a major or minor in Mathematics, nor available to students enrolled in, or with credit for MATH 1100 (110) or 2560H (256H). Excludes Math 150.

MATH 1100 – Calculus I: Calculus of one variable

An examination of the concepts and techniques of calculus, with applications to other areas of mathematics and the physical and social sciences. Prerequisite: Grade 12 Advanced Functions or equivalent with at least 60% or permission of instructor. Strongly Recommended: Grade 12U Calculus and Vectors. Excludes MATH 110.

MATH 1350H – Linear algebra I: Matrix algebra

Vectors, systems of linear equations, matrices, determinants, linear transformations, eigenvalues and eigenvectors. Prerequisite: A Grade 12U mathematics course with at least 60% or permission of instructor. Excludes MATH 135H.

MATH 1550H – Introduction to probability

Probability, random variables, probability distributions. Note that MATH 1550H does not count as the Introductory Statistics course required for admission into some professional schools. Pre- or co-requisite or permission of instructor: MATH 1005H (105H) or 1100 (110). Excludes MATH 155H.

MATH 2080 – Mathematics for Teacher Education

A course in mathematics and mathematical thinking for prospective elementary school teachers. Number systems and counting, graphs and networks, symmetry and patterns, mathematics in nature and art, probability and statistics, measurement and growth. This course cannot be used toward the mathematics requirement for a B.Sc. Normally open only to students who are in the Concurrent Education program or who are pursuing the Emphasis in Teacher Education. Permission of the department required. Excludes MATH 280 and any Mathematics course, or its equivalent, which counts toward a major or minor in Mathematics.

MATH 2084H – Recreational mathematics

A look at parts of mathematics that are done for fun. Topics may include magic squares, logic puzzles, toys and tricks with mathematical content, polygonal dissections and tiling problems. We will also look at the mathematical theories behind these puzzles and surprising phenomena. Prerequisite: Grade 12 Mathematics credit or equivalent and two full credits in any subject(s) at the 100 level with at least 60% or permission of instructor. Not for credit towards a major or minor in mathematics. Excludes MATH 284H.

MATH 2085H – The mathematics of art, architecture and music

This interdisciplinary course explores how mathematics can be used to understand art, and how artists are inspired by mathematics. Topics include: Symmetry (tilings, crystallography). Self-similarity and fractals. The Golden ratio and Fibonacci sequence. Musical harmony. Modular arithmetic. Self-reference and recursion. Architecture. Labyrinths. Art and literature inspired by mathematics. Prerequisite: Grade 12 Mathematics credit or equivalent and two full credits in any subject(s) at the 100 level with at least 60% or permission of the instructor. It is suggested that students take MATH 2260H (226H) or CUST 211, 216 or 245 or CUST – ENGL 229 before or along with this course. Not for credit towards a major or minor in mathematics. Excludes MATH 285H.

MATH 2110H – Calculus II: Calculus of several variables

Multivariable functions, curves and surfaces in two and three dimensions. Partial differentiation and applications. Multiple integrals. Prerequisite: MATH 1100 (110) with at least 60%. Pre- or co-requisite: Math 1350H (135H) with at least 60% or permission of instructor. Excludes MATH 200 and 201H.

MATH 2120H – Calculus III: Vector calculus

Parametric curves and surfaces, vector functions and fields. Line integrals, Green's Theorem. Surface integrals, curl and divergence, Stokes' and Divergence Theorems. Prerequisite: MATH 2110H (201H) with at least 60% or permission of instructor. Excludes MATH 200 and 202H.

MATH – PHYS 2150H – Ordinary differential equations

First order equations; qualitative and numerical methods. Second order linear equations. Linear systems. Applications to physical and biological models. Laplace transforms. Prerequisite: MATH 1100 (110) with at least 60% or permission of instructor. Recommended: MATH 1350H (135H). Excludes MATH – PHYS 205H.

MATH – COIS 2180H – Introduction to numerical and computational methods

Error analysis, non-linear equations, linear systems, interpolation methods, numerical differentiation and integration and initial value problems. Prerequisite: MATH 1005H (105H) or 1100 (110) with at least 60% or permission of instructor. Excludes MATH 207H and MATH – COSC 203H.

MATH 2200H – Mathematical Reasoning

This course and introduces concepts/methods that are essential for all advanced courses in pure mathematics. It is intended for Mathematics majors early in their program. Logic, abstraction, proof techniques. Basic combinatorics. Sets, functions, (in/sur/bi)jections. Cantor's transfinite arithmetic. Number theory: divisibility, prime factorization, modular arithmetic. Optional: basic group theory and topology. Pre- or co-requisite: MATH 1100 (or 110) and MATH 1350H (or 135H) with at least 60% or permission of instructor. Excludes MATH 220H.

MATH 2260H – Geometry I: Euclidean geometry

Elements of Euclidean geometry stressing links to modern mathematical methods. Geometric transformations and symmetry. Recommended for Education students. Prerequisite: either MATH 1005H (105H) or 1100 (110) or 1350H (135H) with at least 60% or permission of instructor. Excludes MATH 226H.

MATH 2350H – Linear algebra II: Vector spaces

Vector spaces, basis and dimension, inner product spaces, orthogonality, linear transformations, diagonalization, quadratic forms, least squares, the singular value decomposition. Prerequisite: MATH 1350H (135H) with at least 60% or permission of instructor. Excludes MATH 235H.

MATH 2560H – Introduction to statistical inference

Introduction to mathematical statistics: Methods of point estimation, confidence intervals, hypothesis testing, comparative inferences, nonparametric methods. Assumes a background in probability and calculus. Prerequisite: MATH 1550H (155H) with at least 60% or permission of instructor. Excludes MATH 355 and 256H.

MATH – COIS 2600H – Discrete structures

Mathematics related to Computer Science including sets and relations, counting techniques and recursive relations, trees and networks. Applications to analysis of algorithms, data structure and optimization problems. Prerequisite: either MATH 1100 (110) and 1350H (135H); or COIS 1020H (COSC 102H), MATH 1005H (105H) and 1350H (135H) with at least 60% or permission of instructor. Excludes MATH – COSC 260.

MATH – PHYS 3130H – Classical mechanics (see Physics & Astronomy)

Excludes MATH – PHYS 313H.

MATH – PHYS 3140H – Advanced classical mechanics (see Physics & Astronomy)

Excludes MATH – PHYS 314H.

MATH – PHYS 3150H – Partial differential equations

An introduction to methods for the solution of partial differential equations. Fourier analysis. Prerequisite: MATH 2150H (205H) . Co-requisite: MATH 2110H (201H) with at least 60% or permission of instructor. Strongly recommended: MATH 1350H (135H) . Recommended: MATH 2200H (220H). Excludes MATH – PHYS 305H.

MATH – PHYS 3160H – Methods of applied mathematics

Differential equations in applied mathematics, including Bessel, Legendre, hypergeometric, Laguerre, Hermite, Chebyshev, etc. Series and numerical solutions. Properties of the special functions arising from these equations. Prerequisite: MATH – PHYS 2150H (205H) with at least 60% or permission of instructor. Recommended: MATH 2200H (220H). Excludes MATH 308H and 303H.

MATH 3200H – Number theory

Divisibility (GCDs, LCMs, Euclidean algorithm, Bezout's identity). Linear Diophantine Equations. Prime numbers (Factorization; Fermat/Mersenne numbers; pseudoprimes; Carmichael numbers). Modular Arithmetic (Chinese Remainder Theorem; Fermat/Euler theorem). Group of units mod m . Primitive roots. Quadratic Residues (Legendre symbols; Quadratic Reciprocity). Prerequisite: MATH 1350H (135H) and 2200H (220H) with at least 60% or permission of instructor. Excludes MATH 322 and 320H

MATH – COIS 3210H – Mathematical cryptography

Public vs. private key cryptosystems: cyphertexts, plaintexts, and Kerckhoff's principle. Shannon's theory of perfect secrecy. Modular arithmetic: Chinese remainder theorem, Fermat/Euler theorems.

RSA cryptosystem: definition and vulnerabilities. El-Gamal cryptosystem. Rabin cryptosystem. Quadratic residue theory. Probabilistic primality tests and factoring algorithms. Optional: discrete logarithm algorithms and elliptic curve cryptosystems. Prerequisite: MATH 2200H (220H) with at least 60% or permission of instructor. Recommended: MATH – COIS 2600H or MATH – COSC 260; or both MATH 1550H (155H) and COIS 2120H (202H). Excludes MATH – COSC 321H.

MATH 3260H – Geometry II: Projective and non-Euclidean geometry

Elements of projective and non-Euclidean geometry, including an introduction to axiomatic systems. Prerequisite: MATH 1350H (135H) with at least 60% or permission of instructor. Excludes MATH 326H.

MATH 3320H – Groups and symmetry

Geometric symmetry groups. Transformation groups (permutations, matrices) . Abstract groups. Cyclic and abelian groups. Generators. (Normal) subgroups, cosets, Lagrange's theorem. Homomorphisms and quotient groups. The four Isomorphism Theorems. Direct products; structure theory. Group actions. Basic ring theory (if preceding MATH 4310H [431H]) or free groups and group presentations (if preceding MATH 4330H [433H]). Prerequisite: MATH 2350H (235H) and 2200H (220H) with at least 60% or permission of instructor. Excludes MATH 330 and 332H.

MATH – COIS 3350H – Linear programming

Introduction to the concepts, techniques and applications of linear programming and discrete optimization, Topics include the simplex method, duality, game theory and integer programming. Prerequisite: MATH 1350H (135H) with at least 60% or permission of instructor. Excludes MATH – COSC 335H.

MATH 3360H – Rings and fields

Rings and subrings (e.g. integers, polynomials, functions, matrices) . Homomorphisms, quotient rings, and ideals. The four Isomorphism Theorems. Divisibility, zero divisors, integral domains. Principal ideal domains, Euclidean domains and unique factorization domains. Fields and field extensions. Basic group theory (if preceding MATH 4350H (435H), or commutative ideal theory (if preceding MATH 4370H (437H) . Prerequisite: MATH 2350H (235H) and 2200H (220H) with at least 60% or permission of instructor. Excludes MATH 330 and 336H.

MATH 3510H – Mathematical finance

Elements of stochastic calculus. Discrete time market models and continuous time market models. Self-financing strategies and arbitrage. Replication of claims. Completeness of market models. Pricing of derivatives: binomial model, Black-Scholes model. Historical and implied volatility. Prerequisite: MATH 1550H (155H) and 2150H (205H) with at least 60% or permission of instructor. Excludes MATH 351H.

MATH 3560H – Linear statistical models

Linear regression and correlation, multiple regression, analysis of variance and experimental designs. Assumes background in probability and uses introductory linear algebra. Prerequisite: Mathematics 2560H (256H) with at least 60% or permission of instructor. Strongly recommended: Mathematics 1350H (135H). Excludes MATH 355 and 356H.

MATH 3570H – Introduction to stochastic processes

This course covers a variety of important models used in modeling of random events that evolve in time. These include Markov chains (both discrete and continuous) , Poisson processes and queues. The rich diversity of applications of the subject is illustrated through varied examples. Prerequisite: MATH 1350H (135H) and 1550H (155H) with at least 60% or permission of instructor. Excludes MATH 357H.

MATH 3610H – Discrete optimization

Introduction to the concepts, techniques and applications of discrete optimization. Topics include transportation problems, assignment problems, matchings in graphs, network flow theory and combinatorial optimization. Prerequisite: MATH 1350H (135H) together with one of Math 2200H (220H) or MATH – COIS 2600H or MATH – COSC 260 with at least 60% or permission of instructor. Excludes MATH 361H.

MATH 3700H – Metric geometry and topology

Metric spaces. Limits and continuity. Completeness: the Baire Category Theorem; normed linear spaces and Banach spaces; the Contraction Mapping Theorem and applications. Compact, separable, and (first/second) -countable spaces: the Heine-Borel and Lindelof theorems. Topological spaces. Hausdorff axiom and (non) metrizable. Product spaces and quotient spaces. Compactness and Tychonoff's theorem. (Path) -connectedness. Prerequisite: MATH 2120H (202H) and 2200H (220H) , and one of MATH 3720H (302H) 3770H (307H) or 3790H (309H) with at least 60% or permission of instructor. Excludes MATH 310H.

MATH 3720H – Differential geometry

Tensor calculus: (co) vector fields and frame fields; multilinear forms and differential forms. Surfaces and coordinate patches. Differential forms: integration, Stokes theorem and topological consequences. Connection forms. Gaussian curvature; Theorema Egregium. Optional: Frenet's theory of curves. Mean curvature and minimal surfaces. (pseudo) Riemannian geometry and Einstein manifolds. Symplectic geometry and Hamiltonian manifolds. Prerequisite: MATH 2120H (202H) , 2200H (220H) and 2350H (235H) with at least 60% or permission of instructor. Excludes MATH 302H.

MATH 3770H – Complex analysis

Functions of a complex variable, analytic functions, complex integrals, Cauchy integral theorems, Taylor series, Laurent series, residue calculus. Prerequisite: MATH 2120H (202H) or 200 with at least 60% or permission of instructor. Excludes MATH 306H and 307H.

MATH 3790H – Analysis I: Introduction to analysis

The real number system. Limits. Continuity. Differentiability. Mean-value theorem. Convergence of sequences and series. Uniform convergence. Prerequisite: MATH 1100 (110), with at least 60%. Pre- or co-requisite: Math 2200H (220H) with at least 60% or permission of instructor. Excludes MATH 206H and 309H.

MATH 3810H – Ancient and classical mathematics

This course traces the historical development of mathematics from prehistory to medieval times, and the interactions between the development of mathematics and other major trends in human culture and civilization. We will study the mathematics of ancient Egypt and Mesopotamia, and classical Greece and Rome. Prerequisite: MATH 1100 (110) with at least 60% or permission of instructor. Recommended: MATH 2200H (220H) or 2350H (235H). Excludes MATH 380 and 381H.

MATH 3820H – Mathematics from medieval to modern times

Traces the development of mathematical ideas, abstraction and proofs. The genesis of modern arithmetic in medieval India, the birth of algebra in the Islamic world, and their influence on medieval European mathematics. Renaissance mathematics (polynomial equations, analytic geometry). The Enlightenment (calculus, number theory). The apotheosis of rigour since the 19th century. Prerequisite: MATH 1100 (110) with at least 60% or permission of instructor. Recommended: MATH 2200H (220H) or 2350H (235H). Excludes MATH 380 and 382H.

MATH 3900 – Reading-seminar course

Details may be obtained by consulting the department.

MATH 3901H, 3902H, 3903H, 3904H – Reading-seminar courses

Details may be obtained by consulting the department.

MATH 4120H – Mathematical modeling I

This course provides an introduction to the mathematical modeling process and applies this process to simple mathematical modeling problems arising from a variety of application areas in science and engineering. Mathematical modeling techniques, such as differential equations, discrete systems and numerical methods along with computer aids will be utilized. Prerequisite: MATH – PHYS 2150H (205H) with at least 60% or permission of instructor. Excludes MATH 411 and 412H.

MATH 4130H – Mathematical modeling II

This course further develops the mathematical modeling techniques introduced in MATH 4120H (412H). Topics include dimensional analysis and partial differential equation models such as diffusion processes, wave motions and fluid flows. Prerequisite: MATH 4120H (412H) and one of MATH – PHYS 3180H or 3150H (305H) with at least 60% or permission of instructor. Excludes MATH 411 and 413H.

MATH 4160H – Advanced methods of applied mathematics

This course deals with a variety of applied mathematics techniques, focussing on dimensional analysis and scaling, perturbation techniques for algebraic and differential equations, and asymptotic expansions of integrals. Topics include Laplace's method, Watson's Lemma, methods of stationary phase, method of steepest descent, regular and perturbation, boundary layer theory, and matched asymptotic expansions. Prerequisite: MATH 2150H (205H) and 3160H with at least 60% or permission of instructor. Recommended: Math 2200H (220H). Excludes MATH 405H.

MATH 4180H – Advanced numerical methods

This course deals with a variety of numerical methods for solving ordinary and partial differential equations arising from scientific and engineering applications. The topics covered include finite difference, adaptive techniques, multi-step methods, Runge-Kutta methods, direct and iterative methods for systems, stability and convergence. Prerequisite: MATH 2180H (203H) and 2150H (205H) with at least 60% or permission of instructor. Excludes MATH 403H.

MATH – COIS 4215H – Mathematical logic

An introduction to the syntax and semantics of propositional and first-order logics through the

Soundness, Completeness and Compactness Theorems. Prerequisite: MATH – COIS 2600H or MATH – COSC 260 with at least 60% or permission of instructor. Excludes MATH – COSC 415H.

MATH – COIS 4216H – Computability

An introduction to computability via Turing machines and recursive functions, followed either by applications to the Incompleteness Theorem or by an introduction to complexity theory. Prerequisite: COIS 3050H (COSC 305H) or MATH – COIS 4215H (MATH – COSC 415H) with at least 60% or permission of instructor. Excludes MATH – COSC 416H.

MATH 4260H – Topics in geometry

Excludes MATH 426H.

MATH 4263H – Projective geometry

Projective lines and projective planes, and their combinatorial properties. Collineations, transitivity, Desargue's Theorem. Coordinates and ternary rings. Constructing projective planes using affine planes, skew fields and free completions. Prerequisite: 2260H (226H) or 3260H (326H) with at least 60% or permission of instructor.

MATH 4310H – Algebra IV: Galois theory

Extension fields and Galois groups. The Fundamental Theorem of Galois Theory. The insolubility of the quintic. Prerequisite: MATH 3320H (332H) with at least 60% or permission of instructor. Excludes MATH 431H.

MATH 4320H – Algebra V: Topics in algebra

Prerequisite: 3320H (332H) or 330 or 3360H (336H) with at least 60% or permission of instructor. Excludes MATH 432H.

MATH 4330H – Homological algebra and algebraic topology

Homotopy of paths and functions. Fundamental group: covering spaces, Seifert-van Kampen theorem. Higher homotopy groups. Categories and functors. Homological algebra: chain complexes and their homology groups, long exact sequences. Simplicial (co) homology groups: simplicial complexes, Mayer-Vietoris sequences, Euler-Poincare characteristic, Poincare duality. Optional: applications to fixed point theorems. Prerequisite: MATH 3320H (332H) and 2110H (201H) with at least 60% or permission of instructor. Recommended: MATH 2120H (202H) or 3770H (307H) . Excludes MATH 433H.

MATH 4350H – Modules, multilinear algebra, and linear groups

Modules, submodules, and module homomorphisms. The structure theory of finitely generated modules over principal ideal domains. The rational canonical form and Jordan canonical form for linear operators. Spectral theory. Linear groups. Dual spaces. Bilinear forms, Multilinear functions and tensor algebra. Group representation theory; Schur's lemma. Projective and injective modules. Prerequisite: MATH 3360H (336H) with at least 60% or permission of instructor. Recommended: MATH 3320H (332H) . Excludes MATH 435H.

MATH 4370H – Commutative algebra and algebraic geometry

Affine and projective algebraic varieties over the complex numbers and other algebraically complete fields. Hilbert basis theorem, Zariski topology, and *Nullstellensatz*. Coordinate rings, (iso) morphisms, (bi) rational maps. Tangent spaces and dimension. Applications to elliptic curves and cubic surfaces. Prerequisite: MATH 3360H (336H) and 2110H (201H) with at least 60% or permission of instructor. Excludes MATH 437H.

MATH 4510H – Mathematical risk management

Basic mathematical theory and computational techniques for how financial institutions can quantify and manage risks in portfolios of assets. Topics include: mean-variance portfolio analysis, the capital asset pricing model and Value at Risk (VaR) . Prerequisite: MATH 1550H (155H) and 2150H (205H) with at least 60% or permission of instructor. Excludes MATH 451H.

MATH 4560H – Topics in statistics

Prerequisite: MATH 2560H (256H) with at least 60% or permission of instructor. Strongly recommended: Math 3560H (356H). Excludes MATH 456H.

MATH 4561H – Sampling

The goal of this course is to study the statistical aspects of taking and analyzing a sample. Topics covered include simple random, systematic, stratified, cluster, two-stage and probability proportional to size designs. Applications in a variety of areas are discussed. Prerequisite: MATH 2560H (256H), with at least 60% or permission of instructor. Recommended: MATH 3560H (356H). Excludes MATH 456H.

MATH 4562H – Design of experiments

The goal of this course is to introduce students to the principles and methods of designed experiments. Designs commonly used in research will be studied, with focus both on analysis and

construction of designs. Students will apply the concepts studied in applications. Prerequisite: MATH 2560H (256H), with at least 60% or permission of instructor. Recommended: MATH 3560H (356H).

MATH 4563H – Foundations of research design and data analysis

Students enrolled in this course will follow the course syllabus for BIOL – ERSC 403H (please consult course description for the latter). Students registered in MATH 4563H will complete assignments for BIOL – ERSC 403H, with theoretical assignments replacing some of the labs required there.

Prerequisite: MATH 2560H (256H) and 3560H (356H) with at least 60% or permission of instructor.

MATH 4570H – Topics in probability: A second course in stochastic processes.

Stochastic calculus and stochastic differential equations. Prerequisite: MATH 3570H (357H) with at least 60% or permission of instructor. Excludes MATH 457H.

MATH 4610H – Introduction to graph theory

An introduction to graph theory with emphasis on both theory and applications and algorithms related to computer science, operation research and management science. Prerequisite: either MATH – COIS 2600H or MATH – COSC 260 and Math 2200H (220H) with at least 60% or permission of instructor. Excludes MATH 461H.

MATH 4620H – Introduction to combinatorics

An introduction to combinatorics. The topics include counting techniques, generating functions and block design. Prerequisite: MATH 2200H (220H) with at least 60% or permission of instructor. Excludes MATH 460 and 462H.

MATH 4700H – Topology III: Topics in topology

Prerequisite: 3700H (310H) with at least 60% or permission of instructor. Excludes MATH 410H.

MATH 4710H – Chaos, symbolic dynamics, fractals

An introduction to discrete dynamical systems. Periodicity, attraction. Parametrized families of functions, bifurcation, chaos. Symbolic dynamics, conjugacy, Cantor Sets. Deterministic fractals, fractal dimension, Lyapunov exponents, entropy. Prerequisite: MATH 3700H (310H) with at least 60% or permission of instructor. Excludes MATH 470 and 471H.

MATH 4720H – Fractals and complex dynamics

Discrete two-dimensional linear systems, The stable and unstable manifolds. Symbolic dynamics. The horseshoe map, hyperbolicity. The Poincare-Bendixson Theorem. Complex dynamics, Julia Sets, Mandelbrot Sets. Prerequisite: MATH 4710H (471H) with at least 60% or permission of instructor. Excludes MATH 470 and 472H.

MATH 4770H – Analysis IV: Topics in complex analysis

Mobius transformations and the Riemann Sphere, automorphisms of the disc, the Poincare metric. Infinite products. Analytic continuation and applications. Harmonic functions and applications. The Riemann mapping theorem and Picard's theorem. Prerequisite: MATH 3770H (307H) with at least 60% or permission of instructor. Excludes MATH 407H.

MATH 4790H – Analysis III: Measure and integration

Riemann and Lebesgue measure, integration. Prerequisite: MATH 3700H (310H) with at least 60% or permission of instructor. Excludes MATH 406H and 409H.

MATH 4810H – Perspectives in mathematics I

This course is team taught by three instructors. Each instructor will teach a four-week module on a special topic. Prerequisite: One 300-level MATH credit with at least 60% or permission of instructor. Excludes MATH 491H and 481H.

MATH 4820H – Perspectives in mathematics II

This course is team taught by three instructors. Each instructor will teach a four-week module on a special topic. Prerequisite: One 300-level MATH credit with at least 60% or permission of instructor. Excludes MATH 492H and 482H.

MATH 4850 – Community-based Research Project

Students are placed in research projects with community organizations in the Peterborough area. Each placement is supervised jointly by a faculty member and a representative of a community organization. For details see 'Community-Based Education Program' (p. 226). Prerequisite: MATH 2560H and either MATH 3560H or 4561H or 4562H and a cumulative average of at least 75%.

MATH 4900 – Reading-seminar course

Details may be obtained by consulting the department.

MATH 4903H, 4904H (494H) – Reading-seminar courses

Details may be obtained by consulting the department.

MATH 4950 – Special topics

Details may be obtained by consulting the department.

Modern Languages & Literatures

Telephone: (705) 748-1011 ext. 7626

E-mail: modernlang@trentu.ca

Web: www.trentu.ca/modernlanguages

Professor and Chair of the Department

R. Hagman, B.A., Ph.D. (Columbia)

The department of Modern Languages & Literatures offers programs in French, German and Hispanic Studies, as well as an Emphasis in Linguistics. These programs enable students to begin or deepen their knowledge of a second language and then explore great works of literature in their original tongue. Language courses are offered at all levels from introductory to advanced and strive to develop competence in understanding, speaking, reading and writing. Literature courses give students a broad acquaintance with the variety of works written in the language, while helping them develop the critical abilities necessary for their proper appreciation. It is the department's goal to give students completing its programs an understanding and appreciation of the culture and civilization of the peoples who speak the languages it teaches. Toward this end, year-abroad programs are offered for all modern language major programs at Trent and are recommended for all students majoring in one or more of these languages.

CHIN 100 – Introduction to Mandarin Chinese

An introduction to the Chinese language for beginners. The course will cover the phonology, introductory syntax and characters of Mandarin Chinese, and develop cultural awareness. Students will receive training in listening and speaking, in recognizing both simplified and traditional Chinese characters, and in using Pin Yin and Chinese character dictionaries. Students judged by the instructor to be fluent in Mandarin Chinese may not receive credit for this course. Offered only in the summer.

ITAL 100 – Introduction to Italian

An introduction to spoken and written Italian for beginners. The course will seek to develop all four language skills: speaking, aural comprehension, reading and writing, as well as acquainting students with some of the culture and history of the Italian peninsula since the Middle Ages. Students judged by the instructor to be fluent in Italian may not receive credit for this course. Offered only in the summer.

MODL 101 – Introduction to linguistics

An overview of the many approaches to the study of human languages. Topics covered include: the descriptive study of words, sentences and sounds; the role of language in society: how languages change over time; the development of writing systems; language learning; the brain and language. Excludes MODL 1001H and 1002H.

MODL 1001H – Introduction to linguistics I

An introduction to modern approaches to the descriptive analysis of sounds, words and sentences, including extensive practice in the application of linguistic techniques. Excludes MODL 101. (offered only in Oshawa)

MODL 1002H – Introduction to linguistics II

A continuation of MODL 1001H. Approaches to the study of human language: how languages change over time, the role of language in society, the development of writing systems, language learning, the brain and language. Prerequisite: MODL 1001H. Excludes MODL 101. (offered only in Oshawa)

MODL – ANTH 201H – Phonetics

An overview of articulatory and instrumental phonetics, including the mechanics of speech production, the accurate transcription of speech in any language, and the use of instruments to study the physical nature of speech sounds. Students will learn all characters and values of the International Phonetic Alphabet, an indispensable tool for linguistic study and research. Prerequisite: MODL 101. Excludes ANTH 432H.

MODL – ANTH 202H – Historical linguistics

An overview of the field of historical linguistics. Students will be exposed to the principles and methods of historical research on languages, including topics related to language change and the reconstruction of extinct languages from their known daughter languages. Prerequisite: MODL 101. Excludes ANTH 330.

MODL – ANTH 302H – Romance linguistics

A survey of the origin and diversification of the Romance languages, including: Spanish, Portuguese, Catalan, French, Occitan, Italian, Sardinian, Rhaeto-Romance and Rumanian. Phonological and grammatical diversification, socio-political context, the emergence of literary languages, and the birth of literary traditions. Prerequisite: MODL 101.

MODL – ANTH 303H – Germanic linguistics

A survey of the origin and diversification of the Germanic family of languages, including the earliest forms: Gothic, Norse, Saxon, English, Frisian, Low Franconian, High German and their modern descendants. Phonological and grammatical diversification, socio-political context, the emergence of literary languages, and the birth of literary traditions. Prerequisite: MODL 101.

FRENCH STUDIES SECTION

Web: www.trentu.ca/frenchstudies

Associate Professors

H. Benbaruk, B.A. (Baldwin-Wallace), M.A. (McGill); **S. Bérard**, M.A., Ph.D. (UQAM) (*on leave 2008–2009*); **C. Sagarra**, M.A. (Université de Carleton), Ph.D. (Université d'Ottawa); **Y. Thomas**, B.A. (UQAM), M.A., Ph.D. (Montréal)

Professor Emeritus

P. Royle, M.A. (Oxford), Ph.D. (Natal)

Dedicated to small group teaching, French studies at Trent offers an array of courses on French language, Francophone cultures and literatures and linguistics. As a central feature, the year-abroad program in Nantes (France) gives students majoring in French an opportunity to develop and refine their knowledge of French in a European context.

Notes

- A 100-level course in French studies or a successful placement interview is a prerequisite for all upper-year courses in French studies. See individual course descriptions for details.
- C- (60%) or higher is required in any course if it is to serve as a prerequisite for another course in the program.
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in French Studies, if they have met the requirements for the joint-major General degree (see below).
- Students participating in the Year Abroad program in French during their third year of study may take FREN 325 or 383 in their fourth year as fourth-year courses (FREN 426 or 483). This will involve added course requirements and a higher expected level of performance than students taking these courses in their regular form. Students must apply for this option to the chair of the department of Modern Languages and Literatures upon their return from Nantes.

BACHELOR OF ARTS PROGRAM IN FRENCH STUDIES

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- FREN 100, 1001H, 1002H, 2000, 2001H, 2002H, 3000 are not credited toward the major requirements for French Studies.
- For the Specialization in Québec Studies, see below.

The single-major Honours program. At least 10 credits in French Studies, including:

- 3 credits consisting of FREN 110, 215 and 245
- 1 credit from FREN 317, 318, 319 or 320
- 1 credit from FREN 325 or 383
- 5 credits in addition to the above, 4 at the 400-level

The joint-major Honours program. At least 8 credits in French Studies, including:

- 3 credits consisting of FREN 110, 215 and 245
- 1 credit from FREN 317, 318, 319 or 320
- 1 credit from FREN 325 or 383
- 3 credits in addition, 2 at the 400-level

The single-major General program. At least 6 credits in French Studies, including:

- 3 credits consisting of FREN 110, 215 and 245
- 1 credit from FREN 317, 318, 319 or 320
- 1 credit from FREN 325 or 383
- 1 credit in addition to the above

The joint-major General program or minor. At least 5 credits in French Studies, including:

- 3 credits consisting of FREN 110, 215 and 245
- 1 credit from FREN 317, 318, 319 or 320
- 1 credit from FREN 325 or 383

SPECIALIZATION IN QUÉBEC STUDIES

A Specialization in Québec Studies is available to students with three or more Québec credits (FREN 245, 325, 383 or any 400-level course on a Québec subject). The transcripts of students graduating with a degree in French Studies, who have successfully completed the requirements of the Specialization, will contain the notation “with a Specialization in Québec Studies.”

YEAR ABROAD PROGRAM

Students in French Studies may apply to spend their second or third year of studies abroad, for which they will receive Trent credits. The Year Abroad program is offered at the University of Nantes, France. Prerequisite: FREN 110 and a minimum average of B- (70%) on all French courses at Trent (or equivalent). Honours candidates are especially encouraged to spend a year at Nantes. For further details, please consult the chair of Modern Languages.

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

FREN 100 – Introduction to French

An intensive course in oral and written French for students who do not have 4U/M French or its equivalent. This course will rely on textual as well as on audio-visual and electronic support material. Not credited toward French Major requirements. May not be taken concurrently with or subsequent to any other French course. Excludes FREN 1001H, 1002H.

FREN 1001H – Introduction to French I

An intensive beginners' course in oral and written French for students who have limited or no knowledge of French. This course relies on textual as well as on audio-visual and electronic support material. Not credited toward French Major requirements. Excludes FREN 100. (offered only in Oshawa)

FREN 1002H – Introduction to French II

An intensive course in oral and written French for students who have completed FREN 1001H. This course relies on textual as well as on audio-visual and electronic support material. Not credited toward French Major requirements. Prerequisite: FREN 1001H. Excludes FREN 100. (offered only in Oshawa)

FREN 110 – Introduction to French studies

First course required of all French majors. Study of literary genre and textual analysis using works from both French and Québec literatures. Complete review of French grammar. Prerequisite: 4 U/M French or FREN 105 or 2002H or permission of instructor.

FREN 2000 – Intermediate French

This course will focus on developing functional oral and written skills through the use of multi-media resources and different types of communicative situations. Prerequisite: French 4U/M or FREN 100. Not credited towards French major requirements. (May not be taken concurrently with, or following, FREN 110.) Prerequisite: a placement interview or a mark of 60% or better in FREN 100. Excludes FREN 101H, 105, 201H, 2001H, 2002H.

FREN 2001H – Intermediate French I

An intensive course in oral and written French particularly geared to students who have taken FREN 100 (or FREN 1001H and 1002H in Oshawa), but equally open to students of intermediate level who recognize the need for a systematic acquisition/ review of grammar in order to develop both their oral and written skills. Not credited toward French Major requirements. Prerequisite: FREN 100 (or FREN 1002H in Oshawa) or permission of instructor. Excludes FREN 105. (offered only in Oshawa)

FREN 2002H – Intermediate French II

A continuation of French 2001H. Not credited toward French Major requirements. Prerequisite: FREN 2001H or permission of instructor. Excludes FREN 105. (offered only in Oshawa)

FREN 215 – Texte et contexte linguistique

Thorough review of grammar from the noun to the tenses with an introduction to French linguistics and literary works. Fundamentals of French phonology (pronunciation and spoken French melody) will be explored to correct mispronunciation. Prerequisite: FREN 110.

FREN 245 – Civilisations française et québécoise

A survey of the social and cultural histories of France and Québec from the seventeenth century to the present. This course is required of all students majoring in French. Prerequisite: FREN 110.

FREN 3000 – Advanced French

Study and practice of oral and written French through a variety of comprehension exercises as well as compositions. Online resources will be used. This course is based on a communicative approach. It aims at improving student fluency through oral and written production as well as group discussions. Not credited towards French major requirements. Prerequisite: a placement interview or a mark of 60% or better in FREN 2000. Excludes FREN 205.

FREN 305 – Traduction

Theory and practice of the techniques of translation. Prerequisite: FREN 110 or 205 or 215

FREN 3150 – Linguistique et stylistique

Nous approfondirons les notions grammaticales, linguistiques et phonétiques apprises au FREN-215. Nous travaillerons la phrase complexe, la concordance des temps, et réviserons la structure de la phrase simple et de ses différents constituants. Nous aborderons les premières notions de stylistique et de sémantique afin d'améliorer les compétences rédactionnelles. Prerequisite: FREN 215.

FREN 317 – La vie littéraire française au 17e siècle

“Le Grand Siècle” and the culmination of Classical Theatre. Study of Baroque and Classicism in theatre, poetry, novels and epistolary art. Pre- or co-requisite: FREN 245

FREN 318 – La vie littéraire française au 18e siècle

The “Siècle des Lumières” is marked by the renewal of philosophy and political revolution. This course will examine representations of these movements in novels, poetry and theatre of the XVIII century. Pre- or co-requisite: FREN 245.

FREN 319 – La vie littéraire française au 19e siècle

Literary life in the 19th century from the Romantic period to the Naturalist project. Pre- or co-requisite: FREN 245.

FREN 320 – La vie littéraire française au 20e siècle

Modern and contemporary trends in literature: Poetry, novels, theatre. Pre- or co-requisite: FREN 245.

FREN – CAST 325 – Théâtre et poésie du Québec

A survey of the beginnings and evolution of Québec theatre and poetry, concentrating on modern and contemporary works. Pre- or co-requisite: FREN 245.

FREN 331 – La pensée française

Introduction to 18th century French Philosophers. (offered only in Nantes)

FREN – HIST 351 – La civilisation française

A survey of the history of France from pre-historical times to the present. (offered only in Nantes)

FREN – CAST 383 – Le roman québécois

A survey of the Québec novel, from the “roman de la terre” to the Quiet Revolution and the many facets of contemporary fiction. Pre- or co-requisite: FREN 245.

FREN 401 – Initiation à la recherche littéraire

Supervised research. Single credit course. 12,000 word thesis. Prerequisite: completion of 5 credits required for the major with a minimum of 60% in each or permission of the department. Candidates must submit a written proposal to the chair of Modern Languages before May 1 of the preceding academic year. Excludes FREN 402D.

FREN 402D – Recherche littéraire avancée

A double credit. Supervised research. 20,000-word thesis. Candidates must submit a written proposal to the chair of Modern Languages before May 1 of the preceding academic year. Prerequisite: completion of 5 credits required for the major with a minimum of 60% in each or permission of the department. Excludes FREN 401.

FREN 4150 – L'analyse du discours

Ce cours approfondira les notions de grammaire abordées au cours FREN 3150. Nous travaillerons la phrase complexe, la concordance des temps, l'analyse du discours, la stylistique et la sémantique par l'analyse de textes littéraires d'auteurs de la francophonie, ainsi que la phonétique et la phonologie. Prerequisite: FREN 3150 and completion of 5 credits required for the major with a minimum of 60% in each or permission of the department. Excludes FREN 405.

FREN 420 – La critique littéraire

This course will examine the various methods of literary criticism and will study relevant critical texts by French writers and literary critics. Prerequisite: completion of 5 credits required for the major with a minimum of 60% in each or permission of the department.

FREN – CAST 426 – Étude approfondie du théâtre et de la poésie du Québec

See FREN 325. Open only to students who have participated in the Year Abroad program in French during the preceding academic year. Prerequisite: completion of 5 credits required for the major with a minimum of 60% in each or permission of the department. Excludes FREN 325.

FREN 450 – Montréal

Omniprésente dans la littérature et les arts québécois, Montréal est un territoire que les écrivains-es façonnent, un personnage avec lequel ils-elles interagissent; un interlocuteur. Ce cours portera sur les représentations de Montréal dans la culture québécoise, mais aussi sur Montréal comme lieu programmatique, comme agent créateur. Prerequisite: completion of 5 courses required for the major with a minimum of 60% in each or permission of the department.

FREN 460 – L'écriture de soi au féminin

Étude de l'intimisme dans certains écrits de femmes au 20e siècle. Prerequisite: completion of 5 credits required for the major with a minimum of 60% in each or permission of the department.

FREN – CAST 483 – Étude approfondie du roman québécois

See FREN 383. Open only to students who have participated in the Year Abroad program in French during the preceding academic year. Prerequisite: completion of 5 credits required for the major with a minimum of 60% in each or permission of the department. Excludes FREN 383.

FREN 495 – Special topics

Course description available from Modern Languages & Literatures department, Prerequisite: completion of 5 credits required for the major with a minimum of 60% in each or permission of the department.

GERMAN STUDIES SECTION**Associate Professor**

A. A. Krüger, Staatsexamen (München)

Assistant Professor

R. M. Graves, M.A. (Queen's), Ph.D. (Toronto)

Professors Emeriti

G. Baumgaertel, M.A. (Brown), Dr. Phil. (Tübingen); **D. D. Stewart**, M.A., Ph.D. (Toronto)

German Studies includes three major areas: the study of language; the study of the cultural heritage of the German-speaking countries; and the study, in the original language, of the great literary heritage of the German-speaking world. German Studies in its different aspects can be of great benefit to students in such different disciplines as Business Administration, Ancient History & Classics, Economics, English Literature, French Studies, Politics, Philosophy, Cultural Studies and the Social and Natural Sciences. To complement and enhance our German Studies program at Trent, we offer the only Canadian year-abroad program in Germany: the "Canadian Year in Freiburg." Students can study with a Canadian professor who will facilitate their integration and their studies at the University of Freiburg.

Notes

- Students who have passed a placement test may enroll in GRMN 302H.
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in German Studies, if they have met the requirements for the joint-major General degree (see below).

BACHELOR OF ARTS PROGRAM IN GERMAN STUDIES

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- A joint-major Honours degree is an option for students who successfully complete an approved course of study in the Year Abroad program in Freiburg. For further details consult the Head of German Studies (german@trentu.ca).
- Two half credits in courses taught in English (GRMN 232H, 233H, 240H) may be credited towards the major requirements for German Studies.
- Students in GRMN 100 and 200 are strongly encouraged to participate in the “Grammar Workshop for Language Students” offered by the Academic Skills Centre. Students will receive bonus points for perfect attendance.

The single-major General program. At least 6 credits in German Studies, including:

- 1.0 credit from GRMN 100 or from GRMN 1001H and 1002H in Oshawa
- 1.0 credit from GRMN 200 or from GRMN 2001H and 2002H in Oshawa
- 1.5 credits consisting of GRMN 302H, 305H and 306H
- 1.5 credits at the 300-level in GRMN literature courses
- 1.0 credit in addition to the above

The joint-major General program or minor. At least 5 credits in German Studies, including:

- 1.0 credit from GRMN 100 or from GRMN 1001H and 1002H in Oshawa
- 1.0 credit from GRMN 200 or from GRMN 2001H and 2002H in Oshawa
- 1.5 credits consisting of GRMN 302H, 305H and 306H
- 0.5 credit at the 300 level in a GRMN literature course
- 1.0 credit in addition to the above

YEAR ABROAD PROGRAM

Students may apply to spend their second or third year of studies abroad, for which they will receive Trent credits. The year abroad program (the “Canadian Year in Freiburg”) is offered at the University of Freiburg, Germany. In order to be eligible students must achieve a minimum average of B- (70%) or higher in GRMN 105, 200 or 2002H or equivalent. For further details, please consult the Head of German Studies (german@trentu.ca).

In 2007–2008, the Resident Director of the “Canadian Year in Freiburg” will offer 2.5 credits at the 200-level and 300-level. Among them will be intermediate and advanced courses in language, German cultural studies and literature.

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

GRMN 100 – Introduction to German

Designed for students with little or no knowledge of German, this course provides an introduction to spoken and written German through intensive teacher-student contact and interaction in small groups, as well as an introduction to present-day Germany. Not open to students with 4U German or equivalent or those judged by the instructor to be fluent in German. Excludes GRMN 1001H and 1002H.

GRMN 1001H – Introduction to German I

Designed for students with little or no knowledge of German, this course provides an introduction to spoken and written German through intensive teacher-student interaction and interaction in small groups, as well as an introduction to present-day Germany. Not open to students with 4U German or those judged by the instructor to be fluent in German. Excludes GRMN 100. (offered only in Oshawa)

GRMN 1002H – Introduction to German II

A continuation of GRMN 1001H, this course provides an introduction to spoken and written German through intensive teacher-student contact and interaction in small groups, as well as an introduction to present-day Germany. Not open to students with 4U German or those judged by the instructor to be fluent in German. Prerequisite: GRMN 1001H or permission of instructor. Excludes GRMN 100. (offered only in Oshawa)

GRMN 200 – Intermediate German

Intermediate German language course with comprehensive grammar review and intensive language practice. Introduction to German literature and culture in the Winter term. Prerequisite: GRMN 100, Grade 12 German, 4U German or permission of instructor. Excludes GRMN 105, 2001H and 2002H.

GRMN 2001H – Intermediate German I

Intermediate German language course with comprehensive grammar review and intensive language practice. Prerequisite: GRMN 100 or 1002H or permission of instructor. Excludes GRMN 105 and 200. (offered only in Oshawa)

GRMN 2002H – Intermediate German II

A continuation of GRMN 2001H, this course offers a comprehensive grammar review, language practice, and an introduction to German literature. Prerequisite: GRMN 2001H or permission of instructor. Excludes GRMN 105 and 200. (offered only in Oshawa)

GRMN 221H – German literature of the 19th century in translation

Taught in English. An introduction to German literature of the nineteenth century. Authors studied will include Johann Wolfgang von Goethe, Friedrich Schiller, Heinrich von Kleist, E. T. A. Hoffmann, Conrad Ferdinand Meyer, Adalbert Stifter, Gottfried Keller and Rainer Maria Rilke. This is an optional credit for English majors.

GRMN 222H – German literature of the 20th century in translation

Taught in English. An introduction to German literature of the twentieth century. Authors studied will include Thomas Mann, Robert Musil, Franz Kafka, Hermann Hesse, Bertolt Brecht, Heinrich Böll, Günter Grass and Elfriede Jelinek. This is an optional credit for English majors.

GRMN 231 – German cultural history (see GRMN 232H and 233H)**GRMN 232H – German cultural history I**

Taught in English. A survey of the culture and society of German-speaking countries from their origins to the French Revolution, including literature, music, art, architecture and political and scientific history, with the use of films, slides and music. May be counted towards a major in German. (see note concerning courses taught in English credited towards the major)

GRMN 233H – German cultural history II

Taught in English. A survey of the culture and society of German-speaking countries from the French Revolution to the present, including literature, music, art, architecture and political and scientific history, with the use of videos, slides and music. GRMN 232H desirable. May be counted towards a major in German. (see note concerning courses taught in English credited towards the major)

GRMN 234H – German cultural history I

Taught in German. A survey of the culture and society of German-speaking countries from their origins to the French Revolution, including literature, music, art, architecture and political and scientific history, with the use of videos, slides and music. (offered only in Freiburg)

GRMN 240H – Freud's Vienna from the Habsburgs to Hitler

Taught in English. An examination of a society in decline and its important contributions in its music, painting, architecture and intellectual life to the shaping of the modern mind, with the use of videos, slides and music. Open to all students. May be counted towards a major in German. (see note concerning courses taught in English credited towards the major)

GRMN 301H – Intensive German language practice through immersion

This course offers written and oral language practice, as well as a thorough grammar review and expansion of linguistic knowledge and skills. Prerequisite: GRMN 200 or permission of instructor. (offered only in Freiburg)

GRMN 302H – Advanced German I

Written and oral language practice and introduction to the more advanced aspects of German grammar, such as the subjunctive. Prerequisite: GRMN 200 or permission of the department. Prerequisite: GRMN 105, 200, 2002H or permission of instructor.

GRMN 305H – Advanced German II

Special aspects of German grammar through written and oral exercises. Prerequisite: GRMN 302H or permission of instructor.

GRMN 306H – German literature and thought from Nietzsche to Brecht

An examination of the poetry, prose and drama of German Modernism in the European context, including works by Stefan George, Rainer Maria Rilke, Hugo von Hofmannsthal, Frank Wedekind, Georg Kaiser, Thomas Mann, Hermann Hesse, Robert Musil, Franz Kafka and Bertolt Brecht. Pre- or co-requisite: GRMN 302H or permission of instructor.

GRMN 310H – The Age of Enlightenment and “Sturm und Drang”

A study of the beginnings of modern German literature, with special attention to Gotthold Ephraim Lessing, Johann Wolfgang von Goethe, Johann Gottfried Herder and Friedrich Schiller. Pre- or co-requisite: GRMN 302H or permission of instructor.

GRMN 314H – Studies in German Romanticism in the European context

An examination of the literary and philosophical works of German Romanticism between 1789 and 1835. Authors studied will include Achim and Bettina von Arnim, Clemens Brentano, E. T. A. Hoffmann, Annette von Droste-Hülshoff, Joseph Eichendorff, Karoline von Günderode, Heinrich von Kleist, Novalis, A. W. Schlegel, Friedrich Schlegel and Ludwig Tieck. Pre- or co-requisite: GRMN 302H or permission of instructor.

GRMN 330H – The German Novelle and Erzählung of the 19th and 20th centuries

An examination of short fiction in German from the era of Romanticism to the present day. Authors studied will include Joseph Eichendorff, Heinrich von Kleist, Conrad Ferdinand Meyer, Gottfried Keller, Franz Kafka, Robert Musil, Thomas Mann, Heinrich Böll and Günter Grass. Pre- or co-requisite: GRMN 302H or permission of instructor.

HISPANIC STUDIES SECTION

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Professors

F. B. García-Sánchez, B.A. (Havana), M.A., Ph.D. (Laval); **T. A. Noriega**, Lic. en Filología (Colombia), M.A., Ph.D. (Alberta) (*on leave Winter Term*)

Associate Professor

G. D. Aitken, B.A. (Trent), M.A. (Stanford)

Assistant Professor

E. Zafra, M.A., Ph.D. (Toronto)

Professors Emeriti

R. M. Garrido, Lic.Der., Dr.Der., Dr. Filología (Sevilla), M.A. (Toronto); **J. P. González-Martin**, Lic. Der. (Oviedo), Dr.Der. (Zaragoza); **D. L. Smith**, M.A., D.Phil. (Oxford)

Hispanic Studies offers a variety of courses in Spanish language and Hispanic literature, culture and civilization. Language-learning activities are varied, ranging from formal instruction to conversation classes, language labs and computer programs. The emphasis is on skill development and communication, right from the beginning, in preparation for the subsequent courses in literature, culture and civilization. We offer a full Year Abroad program in Spain, designed for second and third year students. It is an excellent opportunity to become proficient in Spanish and to experience the rich cultural heritage of the Hispanic world.

Notes

- HSST 100 or 200 is a prerequisite for HSST 250 and 315. However, students with sufficient knowledge of Spanish may be admitted directly into HSST 250 and 315 or they may take civilization and literature courses exclusively. A placement interview is required.
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in Hispanic Studies, if they have met the requirements for the joint-major General degree (see below).

THE BACHELOR OF ARTS IN HISPANIC STUDIES

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- Students in the Hispanic Studies program, for whom one or more of the language course prerequisites have been waived, must still comply with the minimum number of required credits in their program.
- It is strongly recommended that students in Hispanic Studies take MODL 101, 302H (see course listings above under Modern Languages & Literatures) and courses in at least one other modern language.

The single-major Honours program. At least 10 credits in Hispanic Studies, including:

- 1 credit from HSST 100 (HSST 1001H and 1002H in Oshawa) or HSST 200 (HSST 2001H and 2002H in Oshawa)
- 4 credits consisting of HSST 250, 295, 300 and 315
- 5 credits in addition to the above

The joint-major Honours program. At least 7 credits in Hispanic Studies, including:

- 1 credit from HSST 100 (HSST 1001H and 1002H in Oshawa) or HSST 200 (HSST 2001H and 2002H in Oshawa)
- 4 credits consisting of HSST 250, 295, 300 and 315
- 2 credits in addition to the above

The single-major General program. At least 6 credits in Hispanic Studies, including:

- 1 credit from HSST 100 (HSST 1001H and 1002H in Oshawa) or HSST 200 (HSST 2001H and 2002H in Oshawa)
- 4 credits consisting of HSST 250, 295, 300 and 315
- 1 credit in addition to the above

The joint-major General program or minor. At least 5 credits in Hispanic Studies, including:

- 1 credit from HSST 100 (HSST 1001H and 1002H in Oshawa) or HSST 200 (HSST 2001H and 2002H in Oshawa)
- 4 credits consisting of HSST 250, 295, 300 and 315

YEAR ABROAD PROGRAM

Students may apply to spend their second or third year of studies in Spain, for which they will receive Trent credits. The Year Abroad program is offered at the Universidad de Alicante, on the Mediterranean coast of Spain. In order to be eligible, students must achieve a minimum average of B- (70%) in all courses at Trent (or equivalents) and B (75%) or higher in HSST 100 or 200 (or equivalent). For further details, please consult the Section of Hispanic Studies (spanish@trentu.ca) and visit our website: www.trentu.ca/spanish/alicante.html

In 2008-2009 the following courses will be offered in the Year Abroad program:

- Language: HSST 250 and 300
- Civilization: HSST 295
- Literature: HSST 311H, 315 and 323H
- Special topics for students who have successfully completed HSST 250 and 315: HSST 4951 and 4952

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

HSST 100 – Introduction to Spanish

An introduction to the Spanish language, with an emphasis on oral Spanish, pronunciation, reading and writing as a preparation for HSST 250 (required course for Spanish majors) and HSST 200.

Students judged by the instructor to be fluent in Spanish may not receive credit for this course.

Excludes HSST 1001H and 1002H.

HSST 1001H – Introduction to Spanish I

An introduction to understanding, speaking, reading and writing designed for students who have limited or no knowledge of the language. The goal of the course is to encourage students to work towards developing control of everyday vocabulary and basic forms and constructions. Students judged by the instructor to be fluent in Spanish may not receive credit for this course. Excludes HSST 100. (offered only in Oshawa)

HSST 1002H – Introduction to Spanish II

Builds on the knowledge gained in HSST 1001H and continues to encourage students to work towards developing control of everyday vocabulary and basic forms and constructions. As in HSST 1001H, the seminar activities stress a communicative approach, which is reinforced through written exercises. Prerequisite: HSST 1001H or permission of instructor. Students judged by the instructor to be fluent in Spanish may not receive credit for this course. Excludes HSST 100. (offered only in Oshawa)

HSST 200 – Continuing Spanish

A language course with comprehensive review and practice, designed for students with advanced high-school credits or HSST 100 or 1002H or other previous exposure to the language. Excludes HSST 2001H and 2002H.

HSST 2001H – Continuing Spanish I

Designed for students who have completed HSST 1001H and HSST 1002H. It is also intended for students with prior knowledge of the Spanish language; this includes students who have completed at least two years of high-school Spanish and those who have learned Spanish in an unstructured way. Prerequisite: HSST 100 or 1002H or permission of instructor. Excludes HSST 200. (offered only in Oshawa)

HSST 2002H – Continuing Spanish II

Designed for students who have completed HSST 2001H. The goal of the course is to enrich the student's knowledge of Spanish with the introduction of advanced vocabulary, grammatical forms and constructions. Prerequisite: HSST 2001H or permission of instructor. Excludes HSST 200. (offered only in Oshawa)

HSST 250 – Intermediate Spanish

A comprehensive and more intensive course designed to help students attain significantly better control of their skills in listening, speaking, reading and writing Spanish. Prerequisite: HSST 100 (with 75% or better), HSST 1002H (with 75% or better), HSST 2001H (with 75% or better), HSST 200, HSST 2002H or permission of instructor.

HSST 295 – Spanish and Spanish-American civilization

Taught in Spanish and English. A study of civilization in the Hispanic world: history, political and economic issues, social development, artistic and cultural manifestations including architecture, literature, painting, film, music and folklore. Prerequisite: HSST 100, 1002H, 200, 2001H, 2002H or permission of instructor.

HSST 300 – Advanced Spanish and translation

A study of selected Spanish grammatical features related to composition and oral practice. Emphasis on the development of skills applied to translation from Spanish to English and English to Spanish. Prerequisite: HSST 250 or permission of the instructor.

HSST 311H – Spanish contemporary prose

Prose from the generation of 1898 to our times. Pre- or co-requisite: HSST 315.

HSST 312H – Spanish contemporary theatre and poetry

Since the generation of 1898. Theatre from Valle Inclán to Arrabal and poetry, with special emphasis on the generation of 1927. Pre- or co-requisite: HSST 315.

HSST 315 – Introduction to Hispanic literature and culture

An introduction to the study of Spanish and Spanish-American literatures. A multidisciplinary approach which combines aesthetic, social, political and historical analysis to gain a better understanding of the literary experience in the Hispanic world. Prerequisite: HSST 250 or permission of the instructor. Excludes HSST 290.

HSST 322H – Spanish-American poetry

A survey of Spanish-American poetry with special emphasis on the contemporary period. Poets to be studied include Pablo Neruda, César Vallejo, Nicolás Guillén, Nicanor Parra and Octavio Paz. Pre- or co-requisite: HSST 315.

HSST 323H – Spanish-American prose

A survey of Spanish-American prose with special emphasis on the contemporary period. Pre- or co-requisite: HSST 315.

HSST 326 – The contemporary Latin-American novel: Adventure and commitment

Taught in English. This course involves a detailed socio-literary study of selected works by prominent Latin-American writers. May be credited toward a Spanish major.

HSST 330 – Spanish literature of the Golden Age

An introduction to the literature and thought of the Renaissance and Baroque periods based on selected authors and topics. Pre- or co-requisite: HSST 315.

HSST 401 – Honours thesis

Honours seminar leading to the completion of an undergraduate thesis, with emphasis on research methods and literary criticism. Theme to be chosen in consultation with the instructor.

HSST 415H – History of the Spanish language

An historical survey of the formation and development of the Spanish language from pre-literary times to the present day.

HSST 416H – Medieval Spanish literature

Studies of the Spanish literature from *El Cid* (twelfth century) to *La Celestina* (end of the fifteenth century).

HSST 420 – Contemporary Spanish-American novel

From Modernity to Post-Modernity: Narrative Structure and World View. Structural analysis of selected texts and a study of the intertextual relationships between these texts and the socio-cultural discourses which generate them. Authors to be studied include Gabriel García Márquez, Carlos Fuentes, Mario Vargas Llosa, Isabel Allende et al. Prerequisite: HSST 323H or permission of the instructor.

HSST 4500 – Advanced Spanish and composition

Development of grammatical and compositional skills to the advanced level where a student has mastery of the various forms of Spanish prose writing. Prerequisite: HSST 300.

HSST 4951 – Special Topic: Between fantasy and reality: latest trends in Spanish fiction

This course will establish a profile of contemporary peninsular narrative. This fiction expands the limits of "reality" from a multiplicity of aesthetical perspectives: lyrical, auto-fictional, meta-fictional, expressionist, fantastic, psychological and historical. In addition, the texts open up other linguistic and cultural horizons, showing the mobility of the styles. Prerequisite: HSST 311H or permission of the instructor.

HSST 4952H – Special Topic: Studying Gender in Golden Age Spain

During the Golden Age period women were viewed as naturally diabolical and wicked, or equally as naturally angelical and pure. This course will study selected examples of literary genres of the Golden Age such as the pastoral and the picaresque, and the information on gender relations that these texts provide. Prerequisite: HSST 315 or permission of the instructor.

HSST 4953H – Special Topic: Hispanic realisms: Cervantes, Galdós and Buñuel

Study of three stages of Realism in Spanish culture: the baroque Realism of *Don Quijote* (1605, 1615), the Galdosian Realism of *Tristana* (1892) and the surrealization of Realism operated by Luis Buñuel's cinematographic version (1970) of the novel by Galdós. Lecture and seminar weekly. Prerequisite: HSST 311H or permission of instructor.

Nursing

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Acting Director Trent/Fleming School of Nursing

W. Fucile, B.Sc.N. (Western), M.P.A. (Queen's), Certified Health Executive

Collaborative B.Sc.N. Program Co-ordinator (Fleming)

M. Westland, R.N., B.Sc.N.(Ryerson), M.N. (Toronto)

Assistant Professors

I. Brenner, R.N., B.Sc., B. Phys. Ed., B.Sc.N. (Toronto), M.Sc. (Queen's), Ph.D. (Toronto) (*on leave 2008–2009*); **J. Mackie**, M.Sc., Ph.D. (Queen's)

Lecturers

C. Gilmer, R.N., B.Sc.N. (Western), M.H.Sc. (Nursing Wagga Wagga, Australia); **C. Graham**, B.Sc.N. (McMaster), M.Sc. (Queen's); **I. Swinson**, B.Sc.N. (Ryerson), M.N. (Toronto)

Fleming College Faculty Members

J. Ayre, R.N., B.Sc.N., M.Ed., M.N. (Toronto); **B. Cable-Williams**, R.N., B.N.Sc. (Queen's), M.N. (Dalhousie); **K. English**, R.N., B.Sc.N. (Ryerson), M.N. (Toronto); **A. MacLeod**, R.N., B.Sc.N. (McGill), M.P.H. (Michigan); **W. Sun**, R.N., B.Sc.N., M.N. (Toronto)

Trent University offers two programs in nursing leading to a Bachelor of Science in Nursing (B.Sc. N.) degree. A three-year compressed program is open to students with previous degrees or sufficient University courses or equivalents. An integrated, collaborative four-year program, with an option that allows completion in three and a half years, is offered with Fleming College for students entering with appropriate high school credits. Opportunities for practical application of theoretical principles are offered throughout the programs. Each year of the program has a specific focus for theory and practice around wellness, illness, community, specialized and complex care issues. Clinical placements are selected to allow students exposure to a variety of care delivery environments as they learn the complexities of caring for individuals, families, groups and communities. Students have the opportunity to request, subject to availability and agency requirements, specialized placements and/or to develop a specific focus with the elderly, aboriginal communities, rural communities and women's health as examples, and are involved in care across the lifespan. Theoretical and practicum opportunities demand a holistic approach to care delivery, recognizing that the nurse must assess the needs of the client, plan, provide and evaluate care, and advocate for quality health care for each client group. Various teaching methods are used in the programs, including lectures, labs, seminars case studies and simulations.

Admission Requirements

A high school diploma including six Ontario 4U or 4M credits (or equivalent) including English (ENG4U minimum 70% required) plus one 4U credit in each of Biology, Chemistry and Mathematics are required for admission. Students must possess a minimum average of 70%, including the required courses, to be considered for acceptance into the program. For the compressed program, qualified students will have previously completed some or all of a post-secondary degree with a minimum average of 70%. Students intending to enter the compressed stream should consult with the School of Nursing for admission assessment and course planning.

In addition, all successful applicants will be required to obtain and submit the following documentation prior to the start of classes:

- Medical documentation re. Health Status and Immunization Records
- Full Hepatitis B Immunization
- Current CPR Certification (within the past 12 months)
- Two-step TB tests or clearance
- Current Criminal Record Check, Vulnerable Sector, (within the last 12 months)
- Annual influenza vaccination is strongly recommended.

Application Procedure

Applications for the 4-year collaborative program are to be submitted to:

Ontario Universities' Application Centre

Institution: Trent University

Program Code: RCN

Program Title: Nursing (Joint Trent-Fleming B.Sc.N. program)

Applications for the 3-year compressed program for non-Trent students are to be submitted to:

Ontario Universities' Application Centre

Institution: Trent University

Program Code: RFN

Program Title: Nursing Compressed Stream (Trent University B.Sc.N. program)

Internal application by current Trent students should be made through the Office of the Registrar.

Revisions to requirements for the B.Sc.N. degree in Nursing

The B.Sc.N. programs have introduced revisions to degree requirements. The requirements for the B.Sc.N. programs are set out below.

BACHELOR OF SCIENCE IN NURSING PROGRAM

- See p. 27 for requirements which apply to all undergraduate degree programs.
- There is no joint-major degree with Nursing.
- The categories of Honours and General degree do not apply to the B.Sc.N.
- A maximum of three D grades (50-59%) can be counted toward the B.Sc.N. degree. These cannot be in Nursing or designated science courses.
- A cumulative minimum average of 65% is required for the B.Sc.N. degree.
- Students must successfully complete all prerequisite courses in a given year before proceeding to the next year of the program.
- All degree requirements must be met within seven years of admission to the program.
- Nursing practice experiences and lab experiences are graded on a pass/fail basis as one or the only component of the course requirements. Students must obtain a pass in both the clinical and lab components of any course with both components in order to pass the entire course.
- Students will be allowed to re-take one Nursing theory course for which they have received a D grade or lower. If they fail to raise this grade to C- or better they will be required to leave the program. Students receiving a D grade or lower in a second Nursing theory course will not be allowed to repeat the course and will be required to leave the program.
- Students will be allowed one failed grade (F) in a Nursing practice course over the duration of the program. A second grade failed grade in a Nursing practice course (either a repeated or different practice course) will result in withdrawal from the B.Sc.N. program but not from the university.
- Students must meet all competencies outlined in theory and practice courses to meet standards for entry to practice. Attendance in lab and clinical is mandatory. Failure to attend labs or clinical practice may result in a failing grade.
- Unsafe or unprofessional nursing practice is considered to be professional misconduct. Penalties may include temporary or permanent suspension from a course, or suspension from the program. Suspension from a course will remain in force until the case is reviewed. Students can only return to the course with the approval from the Director. Students can appeal the Director's decision to the Associate Dean of Arts and Science (Undergraduate Studies). Details of practice or behaviour constituting unsafe or unprofessional practice are provided in the School of Nursing Student Handbook.
- Students transferring into the program from another university or community college will have their transcripts assessed by the Office of the Registrar for course credit transfer. Students transferring into the program from another Trent or Fleming department or program should consult with the School of Nursing to confirm their course of study.
- There is no minor in Nursing.

The 4-year collaborative program consists of 20 credits. At least 11 credit in Nursing. The program must include:

Year 1

- 2.0 NURS credit consisting of NURS 100, 101H and 102H
- 2.5 credits consisting of BIOL 105, CHEM 1700H (155H) and PSYC 101
- 1.0 credit from ANTH 100, INDG 100, SOCI 100 or WMST 100

Students will be introduced to the study of nursing through courses addressing normal health and life of individuals across the lifespan. Courses in Nursing will focus on basic concepts at the root of nursing practice and introduce the student to Nursing's history and professional base. Arts and science courses will offer the student a broad base of knowledge in the physiological and sociological concepts of "normal" and "healthy" human beings.

Year 2

- 2.5 NURS credits consisting of NURS 200H, 201H, 202H, 203H and 204H
- 1.0 credit consisting of BIOL 213H and 214H

- 1.0 credit from PHIL 234 or from PHIL 238H and 239H
- 0.5 elective credit at the 100- or 200-level

Students will focus on aspects of illness or “abnormality.” Nursing courses and practice will address concepts of illness, the pathophysiology underlying disease conditions and the appropriate treatment thereof. Issues of legal and ethical import will be addressed. Students will be encouraged to develop a focus in an area of interest and to pursue electives within that focus.

Year 3

- 2.5 NURS credits consisting of NURS 300H, 301H, 302H, 303H and 304H
- 1.0 credit from NURS 305 or PSYC 215
- 0.5 credit consisting of PSYC 384H
- 1.0 elective credit at the 200- or 300-level

Students will address issues of family and the context of community care delivery. Students will develop knowledge of the impact of illness on families and the health of communities at large. Community health and the care of families in transition will be a focus for the year through nursing courses and electives. Continued development of a focus at a third year level will be encouraged. Practice opportunities will become more independent and less faculty directed.

Year 4

- 3.5 NURS credits consisting of NURS 400H, 402H, 403D and 404H
- 0.5 NURS credit from NURS 410H, 411H, 412H, 413H, 414H or 419H.
- 0.5 elective credit at the 300-level in the Fall session

Students are encouraged to become independent practitioners and functioning professionals. Choices in placement in the latter semesters and continued development of a body of knowledge of community health prepare the student for entry to the nursing profession. Further electives in areas of focus (advanced topics) will be consistent with practicum choices.

The 3-year compressed program consists of 20 credits. At least 11 credit in Nursing. Students will normally have a minimum of 1.5 100-level elective credits and 1.0 200-level elective credits completed. The program must include:

Year 1 (including spring session)

- 3.5 NURS credits consisting of NURS 100, 101H, 102H, 200H, 203H and 204H
- 3.0 credits consisting of BIOL 105, 213H, CHEM 1700H (155H) and PSYC 101

Year 2 (including spring session)

- 3.5 NURS credits consisting of NURS 201H, 202H, 300H, 301H, 302H, 303H and 304H
- 1.0 credit from NURS 305 or PSYC 215
- 2.0 credits from BIOL 214H, PHIL 238H, 239H, PSYC 384H

Year 3

- 3.5 NURS credits consisting of NURS 400H, 402H, 403D and 404H
- 0.5 NURS credit from NURS 410H, 411H, 412H, 413H, 414H or 419H.
- 0.5 elective credit at 300-level

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

NURS 100 – Introduction to nursing theory and practice: Focus on wellness

Introduction to the context of health, central concepts and theories relevant to nursing. Topics include therapeutic communication with individuals and groups, how the nursing profession deals with determinants of health and cultural influences. Observation and nursing practice occurs in a variety of settings. Open only to students enrolled in the B.Sc.N. program.

NURS 101H – The nursing profession in today’s society

Introduction to the political, social and economic context of health care as related to nursing. Topics include historical development of the profession, development of nursing theory and research, the Canadian health care system, and current health related policies and issues. Open only to students enrolled in the B.Sc.N. program.

NURS 102H – Health assessment of the individual

Introduction to the basic principles and components of a comprehensive holistic health assessment of individuals across the lifespan. Various factors affecting health assessment, including physical, psychological, sexual, cultural, spiritual, familial, community, and environmental issues, will be explored. Open only to students enrolled in the B.Sc.N. program.

NURS 200H – Nursing concepts & illness experiences

Understanding the experience of illness and developing skills to support individuals and families affected by illness. Topics include the illness trajectory, acute, chronic and palliative illness, rehabilitation, the hospitalization experience, stress and crisis. Laboratory exercises will support nursing practice in medical and surgical units in institutions. Prerequisite: 60% in all required first-year Nursing courses. Co-requisite: NURS 204H.

NURS 201H – Nursing care of clients: Focus on illness

Examination of major symptom groups as they are manifest in illness or impaired health. Focus will be placed on recognition of abnormal findings, anticipation of clients' needs for care, planning, implementation and evaluation of nursing care. Prerequisite: 60% in all required first-year Nursing courses. Co-requisite: NURS 202H.

NURS 202H – Nursing practice in acute care settings

In this practice course, the focus is on the care of the client and family experiencing acute illness episodes requiring hospitalization. Using a systematic problem-solving and theoretical approach, students will provide care for clients with a variety of illness and disease conditions. Prerequisite: 60% in all required first-year Nursing courses. Co-requisite: NURS 201H.

NURS 203H – Nursing therapeutics and disease conditions

Examination of the pathophysiology underlying selected disease conditions of individuals across the lifespan. Selected epidemiological concepts such as risk factors, prevention, etiology, and pathophysiology will be examined. Students will explore current literature to determine therapeutic interventions using evidence-based practice. Prerequisite: 60% in BIOL 105, CHEM 1700H (155H); 60% in all required first-year Nursing courses. Co- or prerequisite: BIOL 213H, 214H.

NURS 204H – Nursing practice related to the illness experience

In this practice course, the focus is on the care of individuals who have been hospitalized. Laboratory exercises will support nursing practice in medical and surgical units in institutions. Prerequisite: 60% in all required first-year Nursing courses. Co-requisite: NURS 200H.

NURS 300H – Nursing concepts and community health care

An overview of community health nursing in Canada. Focus on epidemiological principles, health care delivery models, health promotion and program planning and the community health nurse's role in relation to families, groups, communities and aggregates. Prerequisite: 60% in all required second-year Nursing courses. Co-requisite: NURS 302H.

NURS 301H – Nursing concepts and family-centred nursing care

Introduces the student to family nursing. A systems-based conceptualization of the family is used to examine social, psychological and cultural influences on the family. Students learn ways to work with families using health promotion strategies. Approaches used with families in primary health care, continuing care, and acute care are examined. Prerequisite: 60% in all required second year Nursing courses. Co-requisite: NURS 303H.

NURS 302H – Community health nursing care

Opportunities to practice in community settings including public health departments, visiting nursing services and ambulatory settings introduce the student to the role of the community health nurse. Program planning, case management, community assessment and interdisciplinary planning skills will be addressed. Prerequisite: 60% in all required second year Nursing courses. Co-requisite: NURS 300H.

NURS 303H – Nursing care of families

Opportunities for students to practice with families in childbearing, childrearing and family caregiving settings, both institutional and community based. Application of family theories and introduction of new skills in care delivery, support, teaching and counseling of families will be developed. Prerequisite: 60% in all required second year Nursing courses. Co-requisite: NURS 301H.

NURS 304H – Health care delivery and nursing leadership

Focus on the nurse's role in providing leadership and facilitating change in personal and professional contexts. Content includes discussion and analysis of theories and skills related to leadership, management, change and organizations, current changes in health care delivery organizational structures, evidence-based practice and implications for personal and professional development. Prerequisite: 60% in all required second-year Nursing courses.

NURS 305 – Nursing research methods and measurement

An introduction to methodological, statistical and computer techniques used in nursing research and the application of these techniques to quantitative and qualitative research in the discipline and its relationship to clinical practice. (This course fulfils the Mathematics requirement for the B.Sc.N.) Prerequisite: 60% in all required second year Nursing courses or permission of the program.

NURS 400H – Nursing concepts and at-risk groups

An overview of marginalization. Students utilize concept analysis to clarify key concepts utilized in practice. Explicit links will be made between theory and practice for selected concepts critical to understanding selected at risk populations, including the young, the elderly, indigenous peoples, rural populations, women and the homeless. Prerequisite: 60% in all required 300-level Nursing courses.

NURS 402H – Nursing in complex care environments

Nursing practice opportunities to address disruptions involving families posed with dilemmas in mental health, elder, child care or other complex issues. Teaching and health promotion opportunities for families and individuals or experiencing hospitalization for chronic illnesses. Prerequisite: 60% in all required 300-level Nursing courses and in BIOL 213H.

NURS 403D – Independent nursing practice

Opportunity to consolidate nursing practice competencies in practice setting. Using a theoretical approach that is relevant to their practice focus, students will assume responsibility for complex assignments as they progress towards functioning as beginning entry level baccalaureate graduates. 2 credits. Prerequisite: 60% in all required third-year Nursing courses, BIOL 213H and a Pass in NURS 402H.

NURS 404H – Professional trends and issues

Current issues and future perspectives in health care will be critically analyzed in relation to their implications for and their influence on the organized profession, individual nurses and nursing practice. At a beginning level, students will participate in the development of health and social policy. Prerequisite: 60% in all required third-year Nursing courses.

NURS 410H – Advanced topic: Critical care nursing

Students will be provided with opportunities to develop a depth and breadth of knowledge and skills in the critical care nursing care of clients and families. Students will be encouraged to examine the nurse's role within the interdisciplinary team in a variety of health settings. Prerequisite: 60% in all required 300-level Nursing courses and permission of the program.

NURS 411H – Advanced topic: Primary health care

Students will be provided with opportunities to develop a depth and breadth of knowledge and skills in the primary health care of clients (individuals, families, communities). Primary health care theory and research literature will be examined relating to issues relevant to each topic Prerequisite: 60% in all required 300-level Nursing courses and permission of the program.

NURS 412H – Advanced topic: Transitions towards health in illness

Students will be provided with opportunities to develop a depth and breadth of knowledge and skills in the nursing care of clients and families in transitional health states. The theoretical and research literature will be examined relating to issues relevant to transitions in health states. Prerequisite: 60% in all required 300-level Nursing courses, and permission of the program.

NURS 413H – Advanced topic: Transcultural concepts in healthcare

This course sensitizes students to recognizing the cultural diversity of health-related values, beliefs and practices when planning professional interventions for their health and well-being. Focus is on caring and curing patterns and practices in relation to different health-illness systems in Canada and elsewhere. Methods for conducting cultural assessments are included. Prerequisite: 60% in all required 300-level Nursing courses, and permission of the program.

NURS 414H – Advanced topic: Contemporary concepts in healthcare research

This course builds on NURS 305 and considers concepts, frameworks, skills and issues for students in Nursing and other faculties interested in applications of the research process in health care. It uses a range of teaching and learning methods including participation, scenario, case study, discussion, and tutorial and seminar formats. Prerequisite: minimum 60% in all required 300-level Nursing courses and permission of the program.

NURS 419H – Advanced topic: Rural nursing practice

Students will develop knowledge and skills in nursing care in rural settings, examining the literature relevant to rural nursing practice, the nurse's role on interdisciplinary teams in the rural setting, and issues and unique challenges in those settings. Students will apply concepts and integrate learning with their practice placements. Prerequisite: minimum 60% in all required 300-level Nursing courses and permission of the program.

NURS – INDG – ERSC/ERST 4740 – Advanced topics in Indigenous Peoples, health and the environment (see Indigenous Studies)**NURS 495H – Reading course**

A course designed to allow students in the final year of their Nursing program to pursue independent study under the direction of departmental faculty. Prerequisite: successful completion of all required 300-level Nursing courses; a minimum cumulative average of 75%; specific course requirements as defined by the supervisor and permission of the program.

Philosophy

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Associate Professor and Chair of the Department

M. Howes, B.Sc., M.A. (Guelph), Ph.D. (Western) (*on leave 2008-2009*)

Professors

B. J. Hodgson, M.A. (Toronto), Ph.D. (Western Ontario); **F. C. McKinnon**, B.A. (McGill), B.Phil., D.Phil. (Oxford); **R. M. Neumann**, B.A. (Columbia), M.A., Ph.D. (Toronto);

Associate Professors

D. McDermid, B.A. (Western Ontario), M.A., Ph.D. (Brown); **D. Morris**, M.A., Ph.D. (Toronto)

Assistant Professors

E. Angelova, B.A., M.A. (Sofia), M.A., Ph.D. (Toronto); **B. Stoyles**, B.A., M.A., Ph.D. (Western)

Professors Emeriti

C. V. Boundas, M.A., Ph.D. (Purdue); **J. W. Burbidge**, M.A. (Yale), B.D., Ph.D. (Toronto), F.R.S.C.;

R. E. Carter, A.B. (Tufts), M.Div. (Harvard), M.A., Ph.D. (Toronto); **D. Gallop**, M.A. (Oxford);

J. I. MacAdam, B.A. (New Brunswick), M.A. (Queen's), Ph.D. (London); **M. L. Rubinoff**, B.A. (Queen's), M.A., Ph.D. (Toronto)

The Philosophy department at Trent aims to provide students with critical skills in understanding, evaluating, defending and criticizing arguments. Some students recognize the intrinsic merits and interests of Philosophy. Our program ensures that these students are provided with grounding in the history of the discipline as well as opportunities to explore areas of particular philosophical interest. Other students wish to develop the kinds of critical reading, writing, thinking and speaking skills that are best taught in Philosophy courses. These students recognize the value of these skills whatever discipline they study at Trent and whatever futures they imagine for themselves. The undergraduate program at Trent offers programs that are designed to satisfy the needs of both kinds of students.

Notes

- It is strongly recommended that students successfully complete PHIL 101 or 105 before enrolling in upper level Philosophy courses.
- The minimum requirement for registration in any Philosophy 200-level course is successful completion of four credits or permission of the chair of the department.
- The minimum requirement for registration in any Philosophy 300- or 400-level course is successful completion of seven credits or permission of the chair of the department.
- Beginning in the 2005–2006 academic year, 200-level courses in Philosophy are no longer considered equivalent to 300-level courses in order to satisfy the University requirement for at least seven credits beyond the 200-level in the Honours program and at least four in the General program, with the exceptions of PHIL – AHCL 210, PHIL 214, and PHIL – PSYC 277. This change took effect with students entering Trent in the 2005–2006 academic year.
- Students may earn a joint-major Honours B.Sc. in Philosophy and a Science subject if they satisfy the departmental requirements for the joint-major Honours program in Philosophy and in the Science subject and if they complete 14 Science credits. PHIL – COIS 240H, PHIL – PSYC 277 and PHIL 278H count as Science credits. Students who wish to earn a B.Sc. should consult with the chair of the department very early in their program.
- For the Emphasis in Applied Ethics, see p. 231.
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in Philosophy, if they have met the requirements for the joint-major General degree (see below).

BACHELOR OF ARTS PROGRAM IN PHILOSOPHY

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- PHIL 101 or 105 are strongly recommended for all students in Philosophy.
- PHIL – COIS 240H is strongly recommended for all students in Philosophy, especially for those intending to do graduate work in Philosophy.
- Every year a minimum of six half-credit courses in Philosophy will be offered at the 400-level.

- No more than one credit from reading courses may count towards the number of Philosophy credits required for the degree.

The single-major Honours program. At least 9 credits in Philosophy, including:

- 2 credits consisting of PHIL – AHCL 210 and PHIL 310
- 7 credits in addition to the above, including PHIL 105 or PHIL – COIS 240H, at least 2.0 credits at the 300-level and at least 2.0 credits at the 400-level

The joint-major Honours program. At least 7 credits in Philosophy, including:

- 2 credits consisting of PHIL – AHCL 210 and PHIL 310
- 5 credits in addition to the above, including at least 1 credit at the 300-level and at least 1.5 credits at the 400-level

The single-major General program. At least 6 credits in Philosophy, including:

- 2 credits consisting of PHIL – AHCL 210 and PHIL 310
- 4 credits in addition, including at least 1 credit at the 300-level

The joint-major General program or minor. At least 5 credits in Philosophy, including:

- 1 credit from PHIL – AHCL 210 and PHIL 310
- 4 credits in addition to the above
- at least 1 of the credits in Philosophy at the 300-level

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

PHIL 101 – Introduction to philosophical inquiry

An introduction to philosophy through a study of fundamental problems, such as the nature of moral right and wrong, the freedom of the will, the relation between mind and matter, and the existence of God, as presented in contemporary writings and classical texts by, for example, Plato, Descartes, Kant and Nietzsche. Excludes PHIL 102H and 103H.

PHIL 102H – Introduction to philosophical inquiry: moral and political philosophy

A half-year introduction to philosophy through a study of some fundamental philosophical problems in moral and political philosophy, as presented in contemporary writings and classical texts. Excludes PHIL 101.

PHIL 103H – Introduction to philosophical inquiry: knowledge, mind, and reality

A half-year introduction to philosophy through a study of some fundamental philosophical problems in epistemology and metaphysics, as presented in contemporary writings and classical texts. Excludes PHIL 101.

PHIL104H – Informal logic

A half-year introduction to the study of arguments, as they occur in a variety of contexts. Emphasis will be placed on developing skills in recognizing, constructing, and critically evaluating arguments. Excludes PHIL105. (offered only in Oshawa)

PHIL 105 – Practical reasoning

The study of the uses of statements and arguments in reasoning, as they occur in a variety of contexts. Emphasis will be placed on developing skills in recognizing, constructing and critically evaluating arguments. Excludes PHIL 104H.

PHIL – AHCL 210 – Ancient philosophy

The development of philosophical thought from the Pre-Socratic to Neo-Platonist and Christian thinkers of late antiquity. Special emphasis will be placed upon selected works of Plato and Aristotle.

PHIL 211 – The philosophical development of the modern world

A study of selected philosophical texts against their historical background, showing how philosophical and historical developments open the way for the “modern” world and “post-modern” responses to it. Provides crucial background to current theoretical discussions in the Humanities and Social Sciences.

PHIL 214 – Introduction to existential philosophy

Themes will include consciousness as a source of meaning and interpretation, individuality, intersubjectivity and community, freedom, choice and responsibility, difference and repetition, and nihilism and creation. Texts will be selected from the writings of Nietzsche, Kierkegaard, Camus, Sartre, Marcel, de Beauvoir, Merleau-Ponty, Heidegger, Ricoeur and Barthes.

PHIL 230 – Moral issues

An application of basic principles of moral philosophy to some ethical problems of contemporary society. Topics might include: abortion and euthanasia, animal rights and species preservation, the justice of our economic system, world hunger and population control, censorship and pornography, women's rights and minority rights, ethical issues arising out of technological innovations.

PHIL – WMST 231 – Feminist philosophy

An introduction to feminist philosophy, beginning with Simone de Beauvoir's founding role in existentialism and phenomenology. French postmodernist and deconstructionist feminism will be emphasized through Luce Irigaray and Julia Kristeva and the debates between psycho-analysis and feminism. The works of Judith Butler and feminist theory in North America will also be introduced.

PHIL – POST 232 – Philosophy of law, justice and rights

A study of philosophical theories of law, justice and rights. Attention will be given to relevant writings of Hart, Rawls and Dworkin, and to the importance of the Canadian Charter of Rights and Freedoms.

PHIL – POST 235 – The political imagination (see Politics)**PHIL 238H – Nursing ethics**

An investigation of some central ethical and legal issues as they affect the theory and practice of nursing. Topics will include ethical principles of health care delivery; professional ethical and legal standards; caregiver rights; patient rights; informed consent; confidentiality; nursing research. Restricted to students enrolled in the B.Sc.N. program. Excludes PHIL 234.

PHIL 239H – Biomedical ethics

An examination of central issues in the field of biomedical ethics. Topics may include abortion; euthanasia and assisted suicide; stem cell research; genetics; reproductive technologies; scarce resources; research using human subjects. Prerequisite for students enrolled in the B.Sc.N. program: PHIL 238H. Excludes PHIL 234.

PHIL – COIS 240H – Symbolic logic (Sc)

An introductory study of formal logical systems, together with their use in the analysis of various types of arguments. Excludes PHIL – COST 240.

PHIL 245H – Argumentation and rhetoric

The study of the means of arguing and the criteria for their use in different rhetorical situations and intellectual or professional contexts. Special emphasis will be placed on producing and writing argument. Excludes Arts 201H.

PHIL 275H – Philosophy of religion

An inquiry into the nature of religion and religious belief, the relations among faith, reason, knowledge and revelation, the analysis of religious language, the mystical claim to direct knowledge of God, the nature of evil, and religion and ethics. Excludes PHIL 275.

PHIL – PSYC 277 – Philosophy of mind (Sc)

An introduction to some of the central themes in philosophy of mind. Answers to ontological questions (what kinds of things are minds?) and epistemological questions (can we know that we and others have minds?) will be used to focus discussions concerning personal identity, responsibility for action, multiple personality, animal minds, artificial intelligence. Excludes PHIL – PSYC 377H.

PHIL 278H – Philosophy of science (Sc)

A philosophical examination of the construction and validation of scientific theories, models, and experiments with special emphasis on the question of whether science has a reliable claim to provide one objective truth about the material and human world on the basis of a uniquely rational form of inquiry.

PHIL 279H – Philosophy of art

The philosophy of art concerns itself with questions surrounding the nature of art and the work of art, with the creativity involved in the production and in the interpretation of works, with beauty and aesthetic experience, and with the place art does or perhaps should have in society. Excludes PHIL 279.

PHIL 282 – East Asian philosophy: China and Japan

A study of major Chinese and Japanese philosophers, including Confucius, Lao Tzu/Chuang Tzu, Dogen, Nishida and Suzuki. A focus of the course will be the relation between human nature and nature.

PHIL 310 – Early modern philosophy

A study of the important philosophies of the seventeenth and eighteenth centuries, including those of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant. Excludes PHIL 212.

PHIL 315 – Phenomenology

Themes and texts will be selected from the writings of Husserl, Heidegger, Merleau-Ponty, Ricoeur and others. Prerequisite: PHIL 214 or permission of the instructor.

PHIL 316 – Hermeneutics and deconstruction

Themes and texts will be selected from the writings of Heidegger, Gadamer, Habermas, Ricoeur, Derrida, Deleuze, Foucault, Lyotard, Lacan and Nancy. Prerequisite: PHIL 214 or permission of the instructor.

PHIL 320 – Metaphysics and epistemology

A study of problems such as the nature of space and time, the legitimation of belief, causation, necessity, universals, theories of truth, personal identity, limits of objectivity, criteria of rationality and irrationality, possible worlds.

PHIL – ERST 330 – Environmental ethics (see Environmental & Resource Science/Studies)**PHIL – COIS 337H – Cyberethics**

A course which enables students to develop their own positions about the most important social and moral problems raised by computer use and technologies, including the fragmentation of society into computer “haves” and “have-nots,” Internet censorship, pornography, intellectual property rights, and software piracy. Excludes PHIL – COST 337.

PHIL 338 – Moral philosophy

A study of the foundations of morals (metaethics) and/or particular moral theories such as utilitarianism, Kantianism, virtue ethics, and contractarianism, including contemporary perspectives and developments. The course may take either a major texts or a topics approach. Excludes PHIL 330 and 335. Does not exclude PHIL – ERST 330.

PHIL 339 – Social and political philosophy

An examination, through major texts or topics, of classical philosophical approaches to such topics as the moral foundations of the state, the relation between law and morals, competing principles of justice, and the rights of citizens. Contemporary social issues, for example, rights of self-determination, humanitarian intervention, and fair taxation, will be discussed. Excludes PHIL 330 and PHIL 335. Does not exclude PHIL – ERST 330.

PHIL – COIS 341H – Logics and logical theories

A look at selected topics in logic, including some of: modal and three-valued logics, the foundations of arithmetic, formal semantics, the theory of rational choice, completeness, soundness and truth. Prerequisite: PHIL – COSC 240H or permission of the instructor.

PHIL 378H – Philosophy of language

A study of the nature and structures of language, and an investigation into the relations between languages and thought and between language and the world. Prerequisite: PHIL 105 or PHIL – COSC 240H or permission of the instructor.

PHIL 390 – Reading course

Students will be encouraged to pursue a special interest, largely through independent study, for full-course credit. Details must be arranged in consultation with the staff in Philosophy by April 30 of the preceding academic year.

PHIL 391H – Reading course

Students will be encouraged to pursue a special interest, largely through independent study, for half-course credit. Details must be arranged in consultation with the staff in Philosophy by April 30 of the preceding academic year.

PHIL – ADMN 420 – Business ethics (see Business Administration)**PHIL 421H – Advanced topics in metaphysics and epistemology**

A seminar devoted to in-depth investigation of selected central metaphysical and epistemological themes.

PHIL 431H – Advanced topics in value theory

A study of central themes in value theory, to be chosen among issues in moral theory, aesthetic theory and political theory.

PHIL 439H – Advanced topics in biomedical ethics

An in-depth examination of a specific issue in biomedical ethics. Topics will vary each year and may include cloning and stem cell research; reproductive technologies, including abortion; genetics; end of life issues; justice in health care delivery. Prerequisite: PHIL 234 or 239H or permission of the instructor.

PHIL 441H – Advanced topics in logic and language

An advanced study of some of the central themes in philosophy of logic or philosophy of language. Prerequisite: PHIL 240H or permission of the instructor.

PHIL 451H – Kant

A seminar devoted to a close reading of some of Kant's major works. Prerequisite: PHIL 310 or permission of the instructor.

PHIL 452H – Hegel

A seminar devoted to a close reading of some of Hegel's major works. Prerequisite: PHIL 310 or permission of the instructor. Excludes PHIL 412.

PHIL 453H – 19th century philosophy

A study of some central themes and important philosophers of the 19th century. Prerequisite: PHIL 310 or permission of the instructor. Excludes PHIL 412.

PHIL 454H – 20th century philosophy

A study of some central themes and important philosophers of the 20th century. Prerequisite: PHIL 310 or permission of the instructor.

PHIL 461H – Major texts

A close study of one or more central texts by one or more important philosophers. Texts and philosophers to change annually.

PHIL 462H – Major texts II

A close study of one or more central texts by one or more important philosophers; texts and philosophers to change annually. Prerequisite: PHIL 461H or permission of the instructor.

PHIL 471H – Advanced topics in philosophy of mind

An in-depth investigation into some of the central issues in philosophy of mind, e.g., consciousness, embodiment, reasons for actions, the emotions, free will, zombies, thinking machines, conscious animals. Prerequisite: PHIL – PSYC 277 or permission of the instructor.

PHIL 472H – Advanced topics in philosophy of science: philosophy of biology

This course covers epistemological, metaphysical and ethical issues in several areas of biology including evolutionary biology, molecular biology, developmental biology and ecology. Students will study conceptual problems concerning natural selection, biological individuality, altruism, development, molecular reductionism, biological holism and biodiversity. Prerequisite: PHIL 278H or permission of the instructor.

PHIL 490 – Reading course

Students will be encouraged to pursue a special interest, largely through independent study, for full-course credit. Details must be arranged in consultation with the staff in Philosophy by April 30 of the preceding academic year.

PHIL 491H – Reading course

Students will be encouraged to pursue a special interest, largely through independent study, for half-course credit. Details must be arranged in consultation with the staff in Philosophy by April 30 of the preceding academic year.

PHIL 495H – Special topics

A seminar devoted to a special topic of philosophical interest, topic to change annually.

PHIL 496H – Special topics II

A seminar devoted to a special topic of philosophical interest, topic to change annually. Prerequisite: PHIL 495H or permission of the instructor.

Physics & Astronomy

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Professors

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Associate Professors

W.A. Atkinson, M.Sc. (Alberta), Ph.D. (McMaster)

Assistant Professors

R. C. Shiell, B.A. Physics (Oxford), Ph.D. (Newcastle upon Tyne) (*on leave Fall term*); **R. Wortis**, B.Sc. (Harvard), M.Sc., Ph.D. (Illinois)

Senior Demonstrator

J. Breukelaar, B.Sc. (York), M.Sc. (Trent)

Demonstrator

D. Marshall, B.Sc. (Waterloo)

Adjunct Faculty

R. P. Rassool, M.Sc., Ph.D. (Melbourne)

Professors Emeriti

L. C. R. Alfred, M.Sc. (Bombay), Ph.D. (Sheffield); **J. W. Earnshaw**, B.A.Sc. (Toronto), Ph.D. (Cambridge); **R. G. Johnson**, M.Sc. (Queen's), Ph.D. (Liverpool); **J. I. Lodge**, M.A. (Queen's), Ph.D. (Virginia)

Physics is the most fundamental of the natural sciences. It includes the study of electricity and magnetism, gravitation, electronics, the motion of projectiles and rotating bodies, heat, light and sound, and the interactions between the smallest particles in nature: electrons, protons, neutrons and quarks the building blocks of all matter. Because of their fundamental nature, the concepts of physics underlie much of modern astronomy, chemistry, biology, medicine and engineering. In particular, the traditional route to becoming an astronomer has been through an undergraduate degree in physics. Discoveries in physics and astronomy continue to broaden our understanding of the universe, advance space travel, speed up global electronic communications, lead to new products such as ferroelectric computer memories, assist forensic science, and invent and improve medical diagnostic techniques such as magnetic resonance imaging (MRI).

Notes

- Physics courses may be taken in any year of a student's program, provided that all prerequisites have been successfully completed.
- For the programs in Chemical Physics, Computing Systems & Physics, Mathematical Physics, and Science, see the relevant sections of the calendar.
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in Physics, if they have met the requirements for the joint-major General degree (see below).
- Math 1100 (110) is required for all upper-level Physics courses.

BACHELOR OF SCIENCE PROGRAM IN PHYSICS

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- PHYS 3140H (314H) may be counted towards the 400-level credit requirements in the Honours program
- MATH 1350H (135H) and 1550H (155H) are strongly recommended for the students in the Honours program.
- Students with a B+ average in Mathematics and Physics, and with the permission of the department, may substitute either PHYS 460 or 462H (the project courses) for PHYS 461H. This does not affect the number of credits in Physics required at the 400-level or for the degree as a whole.
- The Honours program satisfies the academic requirements for the Professional Physicist credential by the Canadian Association of Physicists.

The single-major Honours program. At least 10 credits in Physics. The program must include:

- 8.5 PHYS credits consisting of PHYS 100, 202H, 203H, 270H, 3130H (313H), 3140H (314H), 3210 (321), 380H, 400, 421H, 461H, 470H, PHYS – MATH 2150H (205H) and 3150H (305H)
- 1.5 PHYS credits in addition to the above, at least 0.5 at the 400-level
- MATH 1100 (110), 2110H (201H) and 2120H (202H)

The joint-major Honours program. At least 7 credits in Physics. The program must include:

- 6.0 PHYS credits consisting of PHYS 100, 202H, 203H, 270H, 3130H (313H), 3210 (321), 400, PHYS – MATH 2150H (205H) and 3150H (305H)
- 1.0 PHYS credit in addition to the above, at the 400-level
- MATH 1100 (110), 2110H (201H) and 2120H (202H)

The single-major General program. At least 6 credits in Physics. The program must include:

- 5.0 PHYS credits consisting of PHYS 100, 202H, 203H, 270H, 3130H (313H), 321, 380H and PHYS – MATH 2150H (205H)
- 1.0 PHYS credit in addition to the above
- MATH 1100 (110), 2110H (201H) and 2120H (202H)

The joint-major General program or minor. At least 5 credits in Physics. The program must include:

- 5.0 PHYS credits consisting of PHYS 100, 202H, 203H, 270H, 3130H (313H), 321, 380H and PHYS – MATH 2150H (205H)
- MATH 1100 (110), 2110H (201H) and 2120H (202H)

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

PHYS 100 – Introductory physics

Kinematics, dynamics, translational and rotational motion, fluids, elasticity, thermal physics, electricity, magnetism, optics, quantum physics. Prerequisite: 4U Advanced Functions, or equivalent (p. 250) or permission of the department. Recommended: 4U credits in Physics, Advanced Functions, and Calculus and Vectors. Strongly recommended: concurrent enrolment in first-year calculus.

MATH 1100 (110) is required for upper-level Physics courses. Excludes PHYS – FRSC 102H

PHYS – FRSC 102H – Forensic physics

Kinematics, dynamics, translational and rotational motion, fluids, elasticity, thermal physics. Prerequisite: 4U Calculus or Algebra, or equivalent (p. 250) or permission of the department. Recommended: 4U credits in Physics, Calculus and Algebra. Excludes PHYS 100.

PHYS 150 – Introductory astronomy: a non-mathematical treatment

A general science course accessible to all students. Major topics include the night sky, telescopes, the solar system, stars, galaxies, and cosmology. Emphasis will be placed on recent advances such as the discovery of extra-solar planets, the detection of black holes, and the origin and fate of the universe. Not to be counted towards a major in Physics. Excludes PHYS 1501H and 1502H.

PHYS 1501H – Introductory Astronomy I

A general course accessible to all students. Topics include sky phenomena, the history of astronomy, telescopes and detectors, and an exploration of the Solar System. Excludes PHYS 150, 155. No prerequisite. Not to be counted towards a major in Physics.

PHYS 1502H – Introductory Astronomy II

A general course accessible to all students. Topics include stars, their properties, structure, and evolution, white dwarfs, novae and supernovae, neutron stars, black holes, galaxies, and cosmology. Prerequisite: PHYS 1501H. Excludes PHYS 150, 155. Not to be counted towards a major in Physics.

PHYS 202H – Introductory quantum physics

Special relativity, particle-like aspects of radiation, atomic structure, wave-like properties of matter, Schrodinger equation and applications to one-dimensional systems. Prerequisite: PHYS 100 and MATH 1100 (110). Pre- or co-requisite: PHYS – MATH 2150H (205H).

PHYS 203H – Atomic, molecular and nuclear physics

Quantum mechanics of one-electron atoms, magnetic dipole moments and spin, transitions and selection rules, identical particles, excited states of atoms, molecules, nuclear and particle physics. Prerequisite: PHYS 202H, PHYS – MATH 2150H (205H) and MATH 2110H (201H).

PHYS – MATH 2150H – Ordinary differential equations (see Mathematics and Notes)

Excludes PHYS – MATH 2150H (205H)

PHYS 209 – Physical science for teacher education

A survey course with a laboratory component intended for concurrent education students and others who are not majoring in a physical science or mathematics but who expect to go on to a career in teaching in elementary schools. Emphasis is placed on empirical results obtained through experiment and the construction of conceptual models. Not to be counted towards a major in Physics. Not open to students who have declared a Physics major (single or joint) or are concurrently registered in PHYS 100. Normally open only to students who are in the Concurrent or Consecutive Education programs or who are pursuing the Emphasis in Teacher Education, but limited spaces may be available for non Teacher Education students (consult with department secretary).

PHYS – COIS 2250H – Electronics

An applied course in the electronic circuits most commonly used in laboratory sciences. Circuit theory, test instruments, operational amplifiers, semiconductor theory, measurement sensors, power control, digital circuits, AC circuit theory, filters, DC power supplies, RC timing circuits, amplifiers, oscillators. Prerequisite: PHYS 100 and MATH 1100 (110). Excludes PHYS 325H and PHYS – COSC 225H.

PHYS – COIS 2310H – Computational physics

Use of computational methods to solve a range of problems in physics which are not accessible to analytical treatment. Typical topics include the motion of real projectiles, planetary motion and chaos, electric fields, waves, and random systems. Prerequisite: PHYS 100, MATH 1100 (110). Pre- or co-requisite: MATH 2110H (201H) and 2150H (205H). Excludes PHYS – COSC 231H.

PHYS 251H – Life in the universe

An examination of prospects for extraterrestrial life, based on material from disciplines such as astrophysics, planetary science, molecular biology, paleobiology, chemistry and statistics. Topics include the Drake Equation in various guises, the Fermi-Hart Paradox, the effects on life-bearing worlds of giant meteoroid impacts, and the history of life on Earth. Prerequisite: PHYS 150 or permission of the instructor. Not to be counted toward a major in Physics. Excludes PHYS 250.

PHYS 270H – Thermal physics

The laws of thermodynamics and their applications, thermodynamic potentials, kinetic theory of gases, introduction to statistical thermodynamics. Prerequisite: PHYS 100 and 202H and MATH 2110H (201H).

PHYS – MATH 3130H – Classical mechanics

Applied mathematics as found in the classical mechanics of particles. One-dimensional motion, vector differential operators, three-dimensional motion, moving and rotating coordinate systems, central forces, systems of particles. Prerequisite: MATH 1100 (110) and PHYS 100. Pre- or co-requisite: MATH 2110H (201H). Excludes PHYS – MATH 313H.

PHYS – MATH 3140H – Advanced classical mechanics

Applied mathematics as found in the classical mechanics of particles, rigid bodies and continuous media. Motion of rigid bodies, Lagrangian mechanics, Hamiltonian mechanics, dynamics of oscillating systems. Prerequisite: MATH 2110H (201H) and 2150H (205H) and PHYS – MATH 3130H (313H). Excludes PHYS – MATH 314H.

PHYS – MATH 3150H – Partial differential equations (see Mathematics and Notes)

Excludes PHYS – MATH 305H.

PHYS – MATH 3160H – Methods of applied mathematics (see Mathematics)

Excludes PHYS – MATH 303H.

PHYS – COIS 3210 – Electricity and magnetism

Electrostatics, magnetostatics, electric and magnetic properties of matter, Maxwell's equations, electromagnetic wave propagation. Prerequisite: PHYS 100, PHYS – MATH 2150H (205H), MATH 2110H (201H) and 2120H (202H). Excludes PHYS – COSC 321.

PHYS 380H – Wave theory

Simple oscillating systems, waves in solids and membranes, acoustic waves in gases, reflection and transmission at a boundary, electromagnetic waves in free space and at surfaces, waves in optical systems. Prerequisite: PHYS 100, MATH 2110H (201H) and PHYS – MATH 2150H (205H).

PHYS 390, 391H – Reading course

Courses designed to allow advanced students in Physics to pursue independent study under the direction of departmental faculty. These courses will be available only in exceptional circumstances, and with the approval of the department.

PHYS 400 – Quantum mechanics

Review of elementary quantum mechanics. States and operators in Hilbert space, Dirac notation, interpretative postulates, representations, symmetry transformations, angular momentum theory, spherically symmetric potentials, approximation methods, scattering theory, identical particles. Selected special topics as time permits. Prerequisite: PHYS 203H, PHYS – MATH 3150H (305H), PHYS – COIS 3210 (PHYS – COSC 321).

PHYS 421H – Electromagnetic theory

Maxwell's equations, the interactions of electromagnetic fields with matter, the relativistic formulation of electromagnetism and its applications. Prerequisite: PHYS – COIS 3210 (321), PHYS – MATH 3150H (305H). Excludes PHYS 420.

PHYS – CHEM 4210H – Principles and applications of symmetry and group theory (see Chemistry) Excludes PHYS – CHEM 422H.**PHYS 424H – Modern optics**

Coherence and fluctuations of light sources: interferometers. Interaction of light with matter: Einstein coefficients and quantum-mechanical treatment of matter. Basic laser theory: absorption and gain, saturation, three and four-level laser systems. Longitudinal and transverse modes, Gaussian beams. Specific laser systems. Concepts in modern quantum optics. May be taken in third or fourth year. Prerequisite: PHYS 203H. Pre- or co-requisite: PHYS – COIS 3210 (PHYS – COSC 321), PHYS – MATH 3150H (305H). Recommended: PHYS 380H.

PHYS 431H – Condensed matter physics

Crystallography, crystal binding, lattice vibrations and thermal properties of solids, band theory, electron transport, semiconductors, magnetism. May be taken in third or fourth year. Prerequisite: PHYS 270H, PHYS 203H. Pre- or co-requisite: PHYS – COIS 3210 (PHYS – COSC 321), PHYS – MATH 3150H (305H). Excludes PHYS 430.

PHYS 441H – Nuclear and particle physics

Nuclear properties, forces, models and reactions; accelerators, detectors; fission, fusion, medical physics; high energy physics including elementary particles and their composition and interactions; quarks and gluons. May be taken in the third or fourth year. Prerequisite: PHYS 203H, Pre- or co-requisite: PHYS – MATH 3150H (305H), PHYS – COIS 3210 (PHYS – COSC 321). Excludes PHYS 440.

PHYS 450H – Astrophysics: stellar atmospheres

Observational data; magnitudes, spectra, related quantities; masses, radii, luminosities, metallicity and age. Stellar populations. Radiative transfer: absorption and emission of radiation, equation of transfer. Physical properties of gases. Absorption coefficients. Electron pressure. Model atmospheres; convection, formation of absorption lines. Line profiles, strengths. Dependence on surface gravity. Prerequisite: PHYS 203H, PHYS 270H, PHYS – MATH 2150H (205H). Strongly recommended: PHYS 150, PHYS 2310H (231H).

PHYS 460, 462H – Project course

An experimental or theoretical project on some topic of advanced physics. Past projects have included frequency control of a laser, astrophysics, surface physics, high temperature superconductivity, etc. Projects are selected in consultation with members of the department; students must obtain approval for the project on the form provided, by the preceding March. An overall average of at least 77% in Physics and Mathematics will normally be required.

PHYS 461H – Advanced laboratory

This course provides the opportunity for advanced laboratory work in several areas of physics. Prerequisite: All required courses at the 100-, 200- and 300-levels.

PHYS 470H – Statistical and thermal physics

The statistical meaning of entropy and temperature; microcanonical, canonical, and grand canonical ensembles; derivation of distributions for distinguishable and indistinguishable particles and applications; additional topics may include advanced methods in classical statistical mechanics, an introduction to phase transitions, and cryogenics. Prerequisite: PHYS 203H, 270H, MATH 2110H (201H). Pre- or co-requisite: PHYS – MATH 3150H (305H). Excludes PHYS 430.

PHYS 490, 491H – Reading course

Courses designed to allow advanced students in Physics to pursue independent study under the direction of departmental faculty. These courses will be available only in exceptional circumstances, and with the approval of the department.

Politics

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Associate Professor and Chair of the Department

F. Baban, B.A., M.A. (Bogazici), Ph.D. (Carleton)

Professors

A. Pickel, M.A. (Guelph), Dipl.Pol. (Berlin), Ph.D. (York); **D. Torgerson**, B.A. (California-Berkeley), M.E.S. (York), M.A., Ph.D. (Toronto)

Associate Professors

J. D. Driscoll, M.A., Ph.D. (Queen's); **M. Neufeld**, B.A. (Waterloo), M.A., Ph.D. (Carleton);
C. O'Manique, B.A. (Carleton), M.A., Ph.D. (York); **E. Stavro**, M.A., Ph.D. (Toronto)

Assistant Professors

N. Changfoot, B.A. (York), M.A. (Carleton), Ph.D. (York); **G. Fridell**, B. Env., M.A. (Manitoba), Ph.D. (York); **J. Greene**, B.A. (Manitoba), M.A. (Wilfrid Laurier), Ph.D. (Queen's)

Adjunct Faculty

C. Gombay, B.A. (Toronto), M.A. (Carleton), Ph.D. (Toronto); **S. G. D. Smith**, B.A. (McGill), M.A., B.Litt. (Oxford), D.Litt. (Trent)

Associated Faculty

Canadian Studies: **D. Bhandar** (on leave Winter term), **B. Palmer**, **J. Struthers**. *Environmental & Resource Science/ Studies*: **S. Bocking**, **R. Paehlke**. *International Development Studies*: **C. Huxley**. *Indigenous Studies*: **M. Dockstator** (on leave 2008–2009), **D. Newhouse**. *Sociology*: **J. Conley**, **C. Huxley**. *Women's Studies*: **M. Hobbs**

Professors Emeriti

M. P. Doxey, B.Sc., Ph.D. (London); **D. Kettler**, M.A., Ph.D. (Columbia); **K. R. V. Lyon**, Ph.D. (British Columbia); **D. R. Morrison**, M.A. (Saskatchewan), D.Phil. (Sussex); **J. Wearing**, B.A. (Western Ontario), M.A. (Toronto, Oxford), D.Phil. (Oxford)

The department provides for general study and for concentration in one or more fields – global politics, Canadian politics and political theory. All three major fields of Politics are interconnected through four overlapping thematic clusters: (1) institutions, law and policy; (2) political economy; (3) political culture and identity; and (4) alternative politics – allowing for a large variety of combinations for individual study.

Notes

- POST 100 is required for all politics single and joint majors
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in Politics, if they have met the requirements for the joint-major General degree (see below).
- Further information on the faculty members, course offerings and general orientation of the department may be obtained at the departmental website, www.trentu.ca/politics.
- Global Power & Politics is a recognized Section of the Politics Department. Politics courses delivered by members of the Global Power & Politics Section are marked (GP) in the individual course descriptions (see below).
- The Centre for Critical Study of Global Power & Politics (formerly Trent International Political Economy Centre, TIPEC) is a Research Centre devoted to research in Global Power & Politics. The Centre is both a research centre and a resource for courses offered by members of the Global Power & Politics Section.

BACHELOR OF ARTS PROGRAM IN POLITICS

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- Admission to 200-level courses requires completion of four credits or permission of the chair of the department.
- Admission to 300-level courses requires completion of two 200-level courses in Politics or permission of the instructor.
- Politics majors must complete at least two of four 200-level core courses (POST 201, 223, 235, 240)
- Successful completion of fifteen credits including five credits in Politics (one of which must be in

political theory, POST 235 or 333) or permission of instructor, is a prerequisite for all 400-level courses.

- The Honours program in Politics must include one credit in political theory (POST 235 or 333).
- Students interested in the possibility of registering for a reading course (POST 390, 391H, 392H, 393H, 394H or 490, 491H, 492H, 493H, 494H), internship (POST 487, 490) or thesis (POST 402D) should consult with the department regarding prerequisites and application procedures.

The single-major Honours program. At least 9 credits in Politics including:

- 1 credit consisting of POST 100
- 2 credits from POST 201, 223, 240 or 235
- 6 credits in addition to the above, at least 2 at the 300-level and at least 3 at the 400-level
- at least 1 of the 9 credits in political theory (POST 235 or 333)

The joint-major Honours program. At least 7 credits in Politics, including:

- 1 credit consisting of POST 100
- 2 credits from POST 201, 223, 240 or 235
- 2 credits at the 300-level
- 2 credits at the 400-level
- at least 1 of the 7 credits in political theory (POST 235 or 333)

The single-major General program or minor. At least 6 credits in Politics, including:

- 1 credit consisting of POST 100
- 2 credits from POST 201, 223, 240 or 235
- 3 credits in addition to the above, at least 2 at the 300-level

The joint-major General program. At least 5 credits in Politics, including:

- 1 credit consisting of POST 100
- 2 credits from POST 201, 223, 240 or 235
- 2 credits at the 300-level

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

POST 100 – Introduction to politics

A critical introduction to the main themes in the study of politics including democracy, justice, ideology, security, development, state-building and globalization. Course materials will focus on the global and North American contexts.

POST – INDG 200 – Politics and Indigenous communities (see Indigenous Studies)

POST – CAST 201 – Canadian politics

This course introduces students to the institutions of Canadian government and politics and to some of the ideas, issues and identities that have structured and shaped Canadian political life. Students are encouraged to think about contemporary political issues, institutions and representation in terms of shifting socio-economic relations of power.

POST – ERST 210H – Environmental science and politics (see Environmental & Resource Science/Studies)

POST 220 – Introduction to global power and politics (GP)

This course provides an introduction to global power and politics. It lays the groundwork for the Emphasis Program in Global Power & Politics, providing an introduction to the critical study of theories and approaches most relevant in the globalization debate and of central issues for understanding global power structures. Excludes POST 223.

POST – CAST – HIST 221H – “Empire Ontario” 1867-1945 (see Canadian Studies)

POST – CAST – HIST 222H – Ontario since 1945: From the “common good” to “common sense” (see Canadian Studies)

POST 223 – World politics

This course studies how human societies deal with various forms of global change (economic, cultural, political). One principal objective of the course is to enable students to develop an understanding of how the international system is shaped by the great historical turning-points and understand key concepts in International Relations. Excludes POST 220.

POST – CAST – HIST 228H – Canada in the 1960s: Irony and identity (see Canadian Studies)

POST – PHIL 232 – Philosophy of law, justice and rights (see Philosophy)

POST – PHIL 235 – The political imagination

Political thought as it appears in a diversity of sources – e.g., literature, film, theatre – as well as in established texts of political theory. With the 20th century and contemporary politics forming a point of reference, the course opens a particular route of access to both past and present political thought

POST 240 – Local to global: States and civil society in comparative perspective

The purpose of this course is to provide a comparative analysis of the different political-economic, social, and cultural institutions within nation-states in the global system. Students will examine the impact of local and global forces on the state and civil society in both the North and the South.

POST – CAST – SOCI 300 – Reading the social: Space, difference, and power in Canada (see Canadian Studies)**POST – INDG 302 – Indigenous governance** (see Indigenous Studies)**POST – CAST – SOCI 305H – Society and politics in Quebec**

This course will be concerned with how both the social, economic and cultural changes that come with the transition to late modern, or “postmodern,” society and new alignments in provincial, federal and hemispheric relations have transformed the way that politics are conducted in Quebec.

POST – CAST 309 – Law and constitutional issues

An introduction to the basic principles of legal reasoning and the study of case law through an analysis of court decisions based on the entrenched Charter of Rights as well as a review of constitutional accords and referenda that have had a major impact on Canadian politics. Prerequisite: POST 201 or WMST 237H or PHIL 232 or permission of instructor.

POST – CAST – ERST 310 – Public policy and the Canadian environment (see Environmental & Resource Science/Studies)**POST 317H – U.S. Politics**

A critical introduction to U.S. government and politics, situating political behavior within the larger context of political, economic and social power. We will cover the workings of the main political institutions (the presidency, Congress and the courts), elections, political parties, social movements, and the media. Recommended: POST 240.

POST 320H – Ordering world politics I: U.S. foreign policy in the 20th century and beyond (GP)

This course aims to provide a critical perspective on the efforts to construct and regulate the global order represented by U.S. foreign policy. A theoretically informed review of the historical record is used to achieve an understanding of current trends. Recommended: POST 220. Excludes POST – CAST 320.

POST – CAST 321H – Ordering world politics II: Canadian foreign policy in the 20th century and beyond (GP)

This course aims to provide a critical perspective on the efforts to construct and regulate the global order represented by Canadian foreign policy. A theoretically informed review of the historical record is used to achieve an understanding of current trends. Recommended: POST 220. Excludes POST – CAST 320.

POST – IDST 322H – Global political economy (see International Development Studies)**POST – SOCI 323 – Nationalism and political order in global perspective (GP)**

Why nationalism has survived and revived under globalization; how ethnicity is politicized and national identities constructed; nationalism's positive and negative forms and its relationship with democratic values. The course incorporates philosophical, historical, sociological, anthropological and economic approaches to explain and assess varieties of nationalism. Recommended: POST 220. Excludes POST – SOCI 323.

POST 324H – European integration (GP)

Examines the most ambitious and far-reaching transnational project of political integration, the European Union. History, problems of governance, democracy, further integration and expansion to the East. Recommended: POST 220.

POST 325H – Post-communist transformation (GP)

Studies the political and economic transitions of formerly Communist countries in comparative and global perspective. Includes Central and Eastern Europe, the former Soviet Union, China, Vietnam and Cuba. Recommended: POST 220.

POST – CAST 326H – North American politics

This course will explore the politics of North American integration, covering Canada, the United States and Mexico. Topics will include borders, security, trade, immigration and the emergence of a North American civil society. Recommended: POST 201, 223 or 240.

POST 328H – Critical security studies

This course will explore concepts of security, focussing on the contested meaning of security in relation to states, nations, identities, individuals, markets, the environment and technology. Recommended: POST 223 or 240. Excludes POST 3973H.

POST – IDST 329H – Causes of war

A survey of theories of the causes of war. Topics include structural realism, democratic peace theory, Marxism, domestic state structure and coalition-building, ideology, patterns of state formation, gender, and religion. The course pays special attention to contemporary civil wars, terrorism as warfare, and 21st century American foreign policy. Prerequisite: POST 220, 223, 240 or permission of instructor.

POST 333 – Political theory

A survey of some classic texts in the history of western political thought with an emphasis on problems of interpretation and the ways in which a tradition of political discourse determines our conceptions of the political and legitimates political activity

POST – WMST 334H – Democracy in theory and practice

In a world where virtually everyone claims to be a democrat, it is easily forgotten that democracy has not always been fashionable. This course examines modern and contemporary struggles for democracy by focussing on developments in democratic theory and relating these to particular contexts of democratic practice.

POST 335H – The politics of creativity

This course explores how creativity is a vital aspect of politics. Students will examine and reflect upon “doing politics differently” with the help of political theory, consideration of citizenship, and examples of activism through art and culture. Recommended: POST 235. Excludes POST 3971H.

POST – WMST 336H – The body politic/the body in politics

Liberal political discourse assumes the polity emerges from the consent of rational autonomous actors. This will be challenged by focussing on debates concerning power as sovereignty, dominant class interest, governance; efforts to include the woman’s body in politics through care, contract, desire and citizenship will be explored.

POST 342H – Poverty, politics and protest: A comparative perspective

This course explores poor people’s movements in the context of globalization, neoliberalism, and urban restructuring through an examination of key theoretical texts and case studies of collective action in North America, Europe, Latin America, and Asia.

POST 343H – Latin American politics

This course explores the politics of Latin America in a political-economic, social, and historical context, from colonial times to the contemporary period. Specific cases of state and social movement projects will be examined in a broader regional and global context. Excludes POST 3951H.

POST – CUST 357 – Cultural politics

Political questions are always posed in a cultural context, but culture itself is now a political question. The course examines historical background, including the politics of the *avant garde* and the “new sensibility” of the 1960s, and then turns to the politics of current movements posing culture as an issue.

POST – ERST – IDST 360 – Environment and development (see Environmental & Resource Science/Studies)**POST – CAST 362H – Democratic strategy and public policy**

Is the enhancement of democracy in today’s world best served by a strategy of pure resistance designed to avoid co-optation by the powers that be? Or does the path of democracy lead through established policy processes? This course examines a range of key concepts and cases – involving Canada and other countries. Recommended: POST 201, 334H.

POST – CAST 366H – Canadian political economy (see Canadian Studies)**POST – CAST – WMST 367 – Women and politics in Canada**

This course examines how women are constructed in different locations of politics, why this occurs, and how women approach politics through different strategies and activism. Recommended: POST 201, 223 or 240.

POST – SOCI 382H – Protest, contention and social movements (see Sociology)**POST – WMST 388 – The politics of gender and globalization**

This course focuses on how globalization is transforming gender dynamics that underpin relationships between and within states, markets, civil society, and households. It introduces students to feminist perspectives on the global political economy, focusing on specific issues such as: interna-

tional trade agreements, labour, security, migration, health, environment, and human rights. Prerequisite: either one 200-level course in Politics or Women's Studies or permission of the instructor.

Recommended: POST 223, 240 or WMST 201. Excludes POST-WMST 388H.

POST 390, 391H, 392H, 393H, 394H – Reading course in politics

Open only to students majoring in Politics and designed to provide an opportunity for more intensive examination of material studied in other politics courses. Prerequisite: permission of the department, but see Notes.

POST 395 – Socialism: theory and practice (GP)

This course explores the significance of socialist politics and Marxist analysis under neoliberal globalization. Surveys philosophy, political economy, ideology; communism, social democracy, post-communist transformations; Eastern Europe, China, Cuba. Strongly recommended: POST 220.

POST 3905/3906H – Reading course (GP)

Allows students to pursue a specialized topic under the supervision of a Global Power and Politics faculty member. Students wishing to pursue this option have to complete arrangements for the course by April 30 of the preceding academic year (October 31 for winter term courses). Prerequisite: POST 220 or 223, and prior approval of the instructor.

POST 402D – Honours thesis

A double credit. A scholarly project on a specific topic to be developed and carried out under the supervision of a member of the department. See Notes.

POST 4030 – Thesis option – Emphasis in Global Power and Politics (GP)

This course allows advanced students to write a Thesis under the supervision of a Global Power & Politics faculty member. Students wishing to pursue this option have to complete arrangements for the course by April 30 of the preceding academic year. Prerequisite: POST 220 or 223, two 300-level courses in POST (GP), an average of 75% or better on all POST (GP) courses completed, and permission of the instructor.

POST – CAST 405 – Contemporary Canadian problems

The course explores the Canadian process of developing public policy. It examines the Privy Council Office (PCO), the Prime Minister's Office (PMO), Parliament, political parties, provinces, Non-Governmental Organizations (NGOs), and others. It explores the key players in each and deals with the linkages between the bureaucratic and political processes. Excludes POST – CAST 405H.

POST 420H – Politics of globalization I: thinking critically, thinking globally (GP)

"Thinking globally" has become a watchword of living in an era of globalization. Drawing on current theories of world politics, as well as insights afforded by social and political theory, this course explores the issue of how to think critically in global terms. Prerequisite: POST 220 or permission of the instructor. Excludes POST 426H.

POST 421 – Advanced Seminar – Emphasis in Global Power & Politics (GP)

This course is designed primarily for Global Politics emphasis students in their final year of study. Methods and critical approaches to global politics are studied from a cross-disciplinary perspective and through key works in the recent literature. Prerequisite: two POST (GP) courses or permission of the instructor.

POST – IDST 423H – Global civil society (see International Development Studies)

POST – IDST – CAST 424 – Canada, globalization, and international development (see International Development Studies)

POST – IDST 425H – Topics in global political economy (see International Development Studies)

POST 426H – Advanced theories of global politics

An advanced survey of the main theories of global politics, including both traditional and critical approaches to geopolitics and human security. Topics may also include gender, postcolonialism and poststructuralism. Prerequisite: POST 220 or permission of the instructor. Excludes POST 420H.

POST – IDST 427 – Democracy and global order

This course examines the meaning and the prospects for democracy in the age of globalization in light of the constraints and opportunities for democratic institutions and practices imposed by the international order, the global market, political culture and ideology. Excludes POST-IDST 427H

POST 428 – Government and politics in the Middle East

The course examines the main issues and actors (state and non-state) of the contemporary Middle East. It focuses on the importance of political, social, economic and ideological factors in the context of such issues as the resilience of authoritarianism, gender, the rise of civil society and the resurgence of Islamic activism.

POST – WMST 430 – Feminists theorize the political: Contemporary feminist philosophy

Themes and texts will be selected from the writings of Simone de Beauvoir, Judith Butler, Drucilla Cornell, Nancy Fraser, Luce Irigaray, Julia Kristeva, Chantal Mouffe and Iris Young.

POST 432 – The politics of recognition

Identity and rights in the politics of late-modern societies: the interplay between older forms of politics and the law; challenges of new conceptions of the self and society such as gender politics and the women's movement, Native citizenship, Charter politics, Québécois nationalism and multiculturalism.

POST 433 – Theories of power and resistance

An examination of challenges to conventional liberal discourse advanced in the theories of power and resistance that we find in a range of figures, from Marx to Nietzsche to more contemporary writers such as Foucault and Irigaray. We will consider the subject amid the forces that structure a field of political action. Excludes POST 433H.

POST 434H – Colonial and post-colonial theory (GP)

This course analyzes the relationship between Western political thought and the project of imperialism. In it we engage the work of canonical figures of classical liberal thought (e.g., Mill, Toqueville) as well as of key figures in "post-colonial theory" (e.g. Said, Spivak) as a way of understanding forms of domination in the contemporary world order. Prerequisite: 2 POST (GP) credits. Strongly recommended: POST 420H.

POST – CAST – HIST 435 – History of the radical book in Canada 1860-1970 (see Canadian Studies)**POST – CAST 440 – Space, power and citizenship** (see Canadian Studies)**POST – CAST – WMST 443 – Women, the welfare state and globalization in Canada** (see Women's Studies)**POST – CUST 4510 – Theories of cultural politics** (see Cultural Studies)**POST – ERST – CAST 460H – Public policy in global perspective** (see Environmental & Resource Science/Studies)**POST – ERST – IDST 461H – Global environmental policy** (see Environmental & Resource Science/Studies)**POST – CAST – HIST 477 – Studies in Canadian social policy** (see Canadian Studies)**POST 487 – Community-based research project**

Students are placed in research projects with community organizations in the Peterborough area. Each placement is supervised jointly by a faculty member and a representative of a community organization. For details, see Community-Based Education program (p. 226). Prerequisite: at least 10 credits, with an overall average of at least 75%.

POST 490, 491H, 492H, 493H, 494H – Reading course in politics

Open only to students in the fourth year of a Politics major program. Alternatively a student may do an internship, involving field and written work in an area related to politics. For further details, see the department website. Prerequisite: permission of the department, but see Notes.

POST 4905/4906H – Reading course (GP)

Allows students to pursue a specialized topic under the supervision of a Global Power and Politics faculty member. Students wishing to pursue this option have to complete arrangements for the course by April 30 of the preceding academic year (October 31 for winter term courses). Prerequisite: POST 220 or 223, two 300-level credits in GP, and permission of instructor.

POST 4952H – Special topic: Advanced theories of political development

This course explores key themes in comparative and global political development including state-building, democratization, economic change, citizenship, public policy and collective action. Prerequisite: POST 220 or permission of the instructor.

POST 496H – Politics of globalization II: the global imagination (GP)

This course will draw on C. Wright Mills' notion of the "sociological Imagination" – in particular, the link between "personal troubles of milieu" and "public issues of social structure" – to frame the question of globalization. The course makes use not only of scholarly literature, but also fiction and film. Prerequisite: POST 420H or permission of the instructor.

POST – SOCI 497H – World cities and local politics

This course will look at the politics of cities from the perspectives of the growing importance of cities within global systems, the effects of globalization on localities, how we construct theories of urban politics. "Problem areas" to be explored include urban poverty, urban governance, economic development, and the environment. Excludes POST 496H (World cities and local politics).

Psychology

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Associate Professor and Chair of the Department

E. Scharfe, B.A. (Western Ontario), M.A., Ph.D. (Simon Fraser)

Professors

D. J. Kennett, B.A., Ph.D. (McMaster); **J. D. A. Parker** (*on leave 2008–2009*), B.A. (Simon Fraser), M.A., Ph.D. (York);

Associate Professors

J. B. Aubrey, M.Sc., Ph.D. (Alberta); **F. A. Bleasdale**, B.A. (Toronto), M.A., Ph.D. (Western Ontario);

R. Coughlan, M.A., Ph.D. (Victoria); **C. F. Sproule**, M.A. (Toronto); **L. J. Summerfeldt**, M.A., Ph.D. (York) (*on leave 2008–2009*)

Assistant Professors

A. Archer, B.A. (Trent); B.Ed. (Nipissing), M.Ed. (Western), Ph.D. (Toronto); **B. Bauer**, M.A., Ph.D. (Waterloo); **L. Brown**, B.Sc., M.Sc. (Waterloo), M.S., Ph.D. (Pennsylvania State); **M. Chan-Reynolds**, B.Sc. (Trent), M.A., Ph.D. (Waterloo); **T. DeCicco**, B.Sc. (Manitoba), M.Sc. (Trent), Ph.D. (York);

T. P. Humphreys, M.A. (Wilfrid Laurier), Ph.D. (Guelph); **N. Im-Bolter** (*on leave Fall Term*), M.A., Ph.D. (York); **L. Kerr**, B.Sc., M.Sc. (Carleton), Ph.D. (British Columbia); **H. Lehmann**, M.Sc. (University of Alberta), Ph.D. (Concordia); **M. Liu**, M.Ed. (Shanghai), M.A., Ph.D. (Western Ontario);

G. Navara, M.A. (Wilfrid Laurier), Ph.D. (Guelph); **K. Peters**, M.A., Ph.D. (British Columbia);

B. Smith-Chant, B.A. (Trent), M.A., Ph.D. (Carleton)

Adjunct Faculty

W. Ammons, M.A., Ph.D. (Toronto); **I. D. R. Brown**, B.A. (Queen's), M.A. (Waterloo), Ph.D. (Toronto);

K. van Walsum, B.A. (Trinity Western), M.Ed. (McGill), Ph.D. (Texas A&M)

Professors Emeriti

C. H. Ernest, B.A. (Saskatchewan), M.A., Ph.D. (Western Ontario); **G. T. Reker**, B.A. (McMaster), M.A.Sc., Ph.D. (Waterloo); **C. T. Smith**, B.Sc. (Manitoba), M.A., Ph.D. (Waterloo); **G. Winocur**, M.A. (Manitoba), Ph.D. (Waterloo); **P. T. P. Wong**, B.A. (Carleton), M.A., Ph.D. (Toronto)

Psychology is defined as the scientific study of behaviour and the mind. As such, psychological research provides insight into questions on topics such as newborn infants' preference for their mother's voice, the link between personality and academic achievement or physical health, how sleep influences learning and memory, the identification of individuals who are at risk for Alzheimer's disease or cancer, sexual negotiation and behaviour in young adults, or even how you understand these words you are reading right now. Psychology is a scientific discipline with a multitude of practical applications: it deals with every aspect of our lives, and in its application of scientific methods to questions of human concern, it helps us to better understand how and why people act, think and feel the way they do. The Psychology program at Trent ensures that students acquire research skills and a broad-based background in the basic content of the discipline, and that they have the opportunity at upper levels to focus on more specialized topics and to become involved in original research.

Notes

- C- (60%) or higher in PSYC 101 or 103H is a prerequisite for all upper level Psychology courses.
- A Grade 12 Mathematics course is strongly recommended for students who plan to major in Psychology.
- All courses in Psychology fulfill University science course requirements for the B.Sc.
- Any course involving work with live vertebrate animals requires the Animal Care Course which is described on p. 29 of the calendar. The Animal Care Course requirement is indicated in some course descriptions but may also apply to others. Check with the department secretary or course instructor if in doubt.
- For non-majors taking courses where PSYC 215 is a prerequisite, a statistics course in another discipline may be substituted, but only if the permission of the department has been granted.
- A maximum 2 credits consisting of either reading courses (PSYC 390, 391H, 392H, 490, 491H and 492H) or research practicum courses (PSYC 387H, 388H, 487H and 488H) may be counted towards the course requirements for a major or joint-major degree in Psychology.
- Advanced topic courses change from year to year. A preview of Advanced topic courses for 2008–2009 is published in the department of Psychology Student Handbook, available in March, 2008 (department office and website, www.trentu.ca/psychology).

- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in Psychology, if they have met the requirements for the joint-major General degree in Psychology (see below).

BACHELOR OF ARTS AND BACHELOR OF SCIENCE PROGRAMS IN PSYCHOLOGY

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- There are two Honours degrees in Psychology, the course option and thesis option. For the requirements see below.
- The Psychology department offers both a B.A. and a B.Sc. degree. The B.Sc. differs from the B.A. only in the requirement for a minimum number of science credits (see below).
- Students completing the major or joint-major B.Sc. in Psychology require PSYC 215 plus 10 additional science credits for the General degree or 13 additional science credits for the Honours degree.
- Most courses at the 200- and 300-level in the department are assigned to one of two categories. Students in the single-major or joint-major program in Psychology must include in their program a range of courses chosen from each category, as indicated in the requirements for the various degree options.

A2	A3	B2	B3
202H	303H	236H	300H
222H	307H	240H	304H
225H	323H	272H	308H
227H	334H	281H	337H
	352H		341H
	366H		343H
	372H		355H
	375H		363H
	376H		373H
	379H		381H
			383H
			384H

- All students intending to enter the single-major or joint-major program in Psychology should consult with the Psychology departmental advisor before choosing their courses: Trudy Kirschner (tkirschner@trentu.ca), or psychology@trentu.ca.
- PSYC 333 will not be offered after July 1, 2005. Students who have completed PSYC 333 prior to that date may count it in lieu of PSYC 315 as fulfilling course-based Honours program requirements.

The single-major Honours program (course option). At least 10 credits in Psychology. The program must include:

- 3.0 PSYC credits consisting of PSYC 101, 215 and 315
- 0.5 PSYC credit from A2
- 0.5 PSYC credit from B2
- 1.0 PSYC credit from A3
- 1.0 PSYC credit from B3
- 1.0 PSYC credit at the 400-level
- 3.0 PSYC credits in addition to the above, at least 2.0 beyond the 200-level
- for the B.Sc., 14 science credits in the program as a whole

The joint-major Honours program (course option). At least 8 credits in Psychology. The program must include:

- 3.0 PSYC credits consisting of PSYC 101, 215 and 315
- 0.5 PSYC credit from A2
- 0.5 PSYC credit from B2
- 1.0 PSYC credit from A3
- 1.0 PSYC credit from B3
- 1.0 PSYC credit at the 400-level
- 1.0 PSYC credit in addition to the above, beyond the 200-level
- for the B.Sc., 14 science credits in the program as a whole

The single-major Honours program (thesis option). At least 10 credits in Psychology. The program must include:

- 5.0 PSYC credits consisting of PSYC 101, 215, 315 and 402D (double-credit thesis)
- 0.5 PSYC credit from A2
- 0.5 PSYC credit from B2
- 1.0 PSYC credit from A3
- 1.0 PSYC credit from B3
- 1.0 PSYC credit in addition to the above, at the 400-level
- 1.0 PSYC credit in addition to the above, beyond the 200-level
- for the B.Sc., 14 science credits in the program as a whole

The joint-major Honours program (thesis option). At least 8 credits in Psychology. The program must include:

- 4.0 PSYC credits consisting of PSYC 101, 215, 315 and 401 (single-credit thesis)
- 0.5 PSYC credit from A2
- 0.5 PSYC credit from B2
- 1.0 PSYC credit from A3
- 1.0 PSYC credit from B3
- 1.0 PSYC credit in addition, at the 400-level
- for the B.Sc., 14 science credits in the program as a whole

The single-major General program. At least 6 credits in Psychology. The program must include:

- 2.0 PSYC credits consisting of PSYC 101 and 215
- 0.5 PSYC credit from A2
- 0.5 PSYC credit from B2
- 0.5 PSYC credit from A3
- 0.5 PSYC credit from B3
- 2.0 PSYC credits in addition to the above, at least 1.0 beyond the 200-level
- for the B.Sc., 11 science credits in the program as a whole

The joint-major General program or minor. At least 5 credits in Psychology. The program must include:

- 2.0 PSYC credits consisting of PSYC 101 and 215
- 0.5 PSYC credit from A2
- 0.5 PSYC credit from B2
- 0.5 PSYC credit from A3
- 0.5 PSYC credit from B3
- 1.0 PSYC credit in addition to the above, at least 0.5 beyond the 200-level
- for the B.Sc., 11 science credits in the program as a whole

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

PSYC 101 – Introduction to psychology

A survey of the major areas of psychology, including its historical development, the methods of the science, biological and perceptual processes, altered states of consciousness, learning, memory, language development, intelligence, personality, abnormal behaviour and social determinants of behaviour. Offered in Oshawa as PSYC 102H plus PSYC 103H. (For information about web-based versions of this course contact the department.)

PSYC 2010H – Thinking critically about psychology

This course applies the principles of critical thinking to the field of psychology. The importance of critical thinking in psychology will be highlighted. The major sub-disciplines and methodology within psychology will be examined from a critical thinking perspective. Emphasis will also include how to read and write critically in psychology. Prerequisite: C- (60%) or higher in PSYC 101 or 103H. PSYC 215 is strongly recommended as a corequisite.

PSYC 202H – Psychology of language

A survey of research and theory on psycholinguistics and the psychology of language. Topics covered include syntactic theory, the representation of meaning in language, the relation between cognition and language, language acquisition in children, individual differences in language use, bilingualism and language disorders. Prerequisite: C- (60%) or higher in PSYC 101 or 103H. Excludes PSYC 302H, 365 and 4952.

PSYC 215 – Basic research methods and statistics

An introduction to methodological, statistical and computer techniques in psychological research and the application of these techniques to empirical research in the discipline. (For Psychology majors and joint-majors, this course fulfils the Mathematics requirement for the B.Sc.). Prerequisite: C- (60%) or higher in PSYC 101 or 103H.

PSYC 222H – Introduction to physiological psychology

Basic neuroanatomy of the mammal with emphasis on the human nervous system. Examination of sensory and motor systems as well as the physiological mechanisms of behaviour, behaviour disorders and memory. Prerequisite: C- (60%) or higher in PSYC 101 or 103H. Excludes PSYC 221.

PSYC 225H – Introduction to cognitive psychology

This course focuses on humans as processors of information. Topics include perception, attention, memory, knowledge, consciousness and reasoning. Prerequisite: C- (60%) or higher in PSYC 101 or 103H. Excludes PSYC 306 and 351.

PSYC 227H – Introduction to learning

An examination of the fundamental concepts of learning in humans and animals. Emphasis is placed on empirical methods of investigation. Applications to choice behaviour, self-control and education are included. Prerequisite: C- (60%) or higher in PSYC 101 or 103H. Excludes PSYC 351 and 320.

PSYC 236H – Introduction to personality theory

A cross-section of personality theories and theorists will be examined: psychoanalytic, neopsychoanalytic, trait, phenomenological, behavioural and social-learning. Prerequisite: C- (60%) or higher in PSYC 101 or 103H. Excludes PSYC 235.

PSYC 240H – Introductory abnormal psychology

This course is designed to provide students with a background in theoretical, empirical, and conceptual issues central to the field of abnormal psychology, and to introduce students to contemporary diagnostic frameworks. Specific attention will be paid to the role of prevailing theoretical perspectives in the understanding, investigation, and treatment of psychopathology. Prerequisite: C- (60%) or higher in PSYC 101 or 103H. Excludes PSYC 340.

PSYC 272H – Introduction to social psychology

An examination of the foundations of social psychology including attribution processes, social cognition, attitudes, prejudice, attraction, aggression, helping behaviours, groups and conflict. Prerequisite: C- (60%) or higher in PSYC 101 or 103H. Excludes PSYC 271.

PSYC – PHIL 277 – Philosophy of mind (see Philosophy)

Not counted as part of the minimum requirements for the General or Honours degrees in Psychology.

PSYC 281H – Child development

A survey course dealing with the theoretical and empirical research bases of child development and child psychology as a scientific discipline. Topics covered include theories of development, research methods, biological foundations, basic psychological processes in children, cognitive and intellectual development, social and emotional development, and family and peer influences on children's behaviour. Prerequisite: C- (60%) or higher in PSYC 101 or 103H. Excludes PSYC 280.

PSYC 300H – Intimate relationships

An examination of the development, maintenance and breakdown of friendship and intimate relationships with emphasis upon individual differences in both quality and quantity of these relationships. Prerequisite: PSYC 271 or 272H.

PSYC 303H – Emotion

A survey of theory and research on human and animal emotion. Topics covered include the definition, measurement, evolution, development, control, physiology and neurology of emotions, as well as the connections between emotions, cognitions and consciousness. Prerequisite: PSYC 225H or 306 or 351. Excludes PSYC 396H.

PSYC – WMST 304H – Psychology of gender

An examination of models of gender role orientation and the relationship of gender roles to social cognition and social behaviours with particular emphasis upon physical and mental well being. Prerequisite: PSYC 272H or 271.

PSYC 307H – Reading processes

A research-oriented examination of the reading process seen as coordinating print and meaning, with an emphasis on the relation between reader and text. Topics covered include psycholinguistic theory, research methodologies, letter and word recognition, text comprehension, the acquisition of reading skill, individual differences in reading ability, and reading disorders. Prerequisite: PSYC 215 and one of PSYC 202H, 225H, 306, 351. Excludes PSYC 365 and 4952.

PSYC 308H – Psychology of education

An examination of the history, research methodology, theories of learning, structure of intellect, and assessment procedures within the field of educational psychology. This course will focus on the current, and sometimes controversial, issues which are at the forefront of research on and discussions of the relationship between psychological principles and educational practice. Prerequisite: 1.0 Psychology 200-level credit other than PSYC 215. Excludes PSYC 301.

PSYC 315 – Advanced statistics and research design

An intensive study of the application of statistical techniques to a variety of research questions and experimental designs. Focus is on the laws of probability, techniques of analysis of variance and covariance, correlation, regression and multivariate procedures. Prerequisite: C- (60%) or higher in PSYC 215.

PSYC 323H – Applied learning

The application of principles of learning and motivation to practical situations including teaching, child rearing, public institutions and everyday life settings. The two areas of concentration are: a) basic principles of learning and b) their application. Prerequisite: PSYC 227H. Excludes PSYC 320.

PSYC 332H – Basic psychometrics

A basic introduction to the principles of educational and psychological test construction and development that would be very beneficial to students pursuing careers in the school system. Topics include classical test theory, correlational methodology, item analysis, reliability, validity, and norms. Working knowledge of the Statistica software program is assumed. Prerequisite: C-(60%) or higher in PSYC 215. Excludes PSYC 333.

PSYC 334H – Individual differences in abilities

This course examines the nature of intelligence and specific abilities and their relation to other behaviours. Topics include a discussion of selected historical figures and psychometric theories of intelligence; information processing approaches to understanding the nature of abilities; the behaviour genetics of intelligence/abilities; and nature-nurture issues. Prerequisite: PSYC 215 and 0.5 credit from A2 category. Recommended: PSYC 332H. Excludes PSYC 330 and 430.

PSYC – BIOL 336H – Behavioural ecology

Not counted as part of the minimum requirements for the General or Honours degree in Psychology. (see Biology)

PSYC 337H – Personality research

This course is designed to acquaint students with contemporary research in the personality psychology area. Particular emphasis will be placed on the following topics: the biological basis of personality, personality and intelligence, personality and health, personality and psychopathology, and personality stability and change. Prerequisite: PSYC 236H. Excludes PSYC 235.

PSYC 341H – Advanced abnormal psychology

This course is designed to explore in depth a cross-section of basic topics in abnormal psychology with emphasis upon specific diagnostic categories. Topics include anxiety, somatoform, mood, psychotic, and substance-related disorders. Clinical features, theoretical models of their development, maintenance, and treatment, and associated paradigms and findings will be addressed. Prerequisite: PSYC 240H. Excludes PSYC 340.

PSYC 343H – Health psychology

Examines current views on the interface between psychosocial processes and physical health, focusing on theory-based psychological research and the practice of health psychology. Topics include models of health and illness, research methods employed, the impact of chronic illness on psychological well-being, and lifestyle and risk factors in various medical disorders. Prerequisite: PSYC 215 and 1.0 other 200-level Psychology credit. Excludes PSYC 353 and 450.

PSYC 352H – Memory

This course examines the processes and strategies underlying memory phenomena in humans, including their application to real-world events. Topics considered include imagery; working memory; memory as a constructive process; emotion and memory; implicit/explicit memory; memory disorders; and abilities and memory. Prerequisite: PSYC 215 and 225H. Excludes PSYC 306 and 351.

PSYC – WMST 355H – Human sexuality

This course examines biological and social psychological components of human sexual development and behaviour from a life-span perspective in the North American context. Attention is given to formal and informal sexual socialization and to laws regulating sexual behaviour, with an emphasis on psychological research and theory and differing value perspectives. Prerequisite: PSYC 272H or 271.

PSYC 363H – Adult development and aging: Psychosocial perspectives

Examines theory and research of aging within the framework of the life span perspective. Topics to be covered include theories of aging, lifestyle factors, personality, stress and coping, social resources, mental attitudes (optimism and personal meaning), death attitudes, and Alzheimer's disease. Prerequisite: PSYC 281H or 280. Excludes PSYC 380 and 480.

PSYC 366H – Sensation and perception

An intensive examination of how humans (and other species) perceive information presented to the senses. Topics include mechanisms of perception, detection, discrimination and pattern recognition. Psychophysical measurement, colour and spatial vision, hearing, taste, smell, and touch may be covered. Anatomical and physiological structures that support the senses are discussed. Prerequisite: PSYC 215; and 0.5 credit from A2 category. Excludes PSYC 306.

PSYC 372H – Sleep and arousal

A description of the states of sleep using electrophysiological, physiological and behavioural terms, exploration of the nature of normal sleep in various species, examination of the nature of sleep disorders, consideration of the various theories of the functions of sleep. Prerequisite: 0.5 credit from A2 category.

PSYC 373H – Dreams and dreaming

An examination of the history of the meaning and use of dreams in various cultures, modern approaches to the study of dream material, relation of dreams to age, gender, social and cultural groups using content analysis, correlation of dream content to mental and physical health, lucid dreaming. Prerequisite: one of PSYC 222H, 221, 236H, 235.

PSYC – BIOL 375H – Principles of the nervous system

An intensive coverage of the central nervous system, its anatomy and physiological interactions. The course emphasizes subcortical and cortical brain structures and their functional characteristics. Prerequisite: PSYC 222H or 221 or one of BIOL 207H, 211H, 213H, 384H.

PSYC – BIOL 376H – Neuropsychology

An examination of the relationship between brain function and psychological processes, drawing heavily from contemporary research involving humans and animals and describing the neural bases for such psychological processes as learning, memory, language and emotion. Special attention is given to behavioural abnormalities resulting from brain pathology. Prerequisite: PSYC 222H or 221 or PSYC – BIOL 375H.

PSYC 379H – Aging and cognition

A detailed examination of the changes in cognitive functioning that accompany the aging process. While consideration will be given to the alterations in nervous and sensory systems that help explain decrements, attention will also be focussed on the experiential factors that lead to maintenance and improvements in many cognitive skills. Prerequisite: PSYC 215 and one of PSYC 225H, 306, 351. Excludes PSYC 380 and 480.

PSYC 381H – Development of adolescents and young adults

This course is designed to examine developmental theory and research in the area of development of adolescents and young adults. Topics include different theoretical views of physical, cognitive, moral and identity development and developmental issues in the contexts of family, peers, school and work. Prerequisite: PSYC 280 or 281H.

PSYC 383H – Development of individuals with exceptionalities

This course is designed to examine developmental theory and research in the area of exceptional development. Topics include developmental difficulties for individuals with intellectual, vision or hearing impairments, individuals with physical disabilities and individuals with autism. Practical and theoretical implications of research will be emphasized. Prerequisite: PSYC 281H or 280. Excludes PSYC 382.

PSYC 384H – Family development

This course will expose the student to current life-span developmental theory and research methodology in the area of family relationships. Topics to be covered include family-systems theory, attachment theory, Erikson's psychosocial theory, developmental interaction in the child-rearing years, family life transitions, challenging issues of contemporary parenting. Prerequisite: PSYC 281H or 280; or C- (60%) or higher in PSYC 101 and 4.0 Nursing credits.

PSYC 387H, 388H – Research practicum

A course designed to allow students in the third year of the Psychology Honours degree program to pursue research activities under the direction of a department faculty member, normally within that person's on-going research program. Prerequisite: 75% or higher in PSYC 215, successful completion of 3.0 Psychology credits, Honours standing, specific course prerequisites depending on the faculty supervisor, and permission of the department. Consult the student handbook for a list of participating faculty members. Students intending to take a research practicum course must consult with the chair of the department before registering in the course.

PSYC 390, 391H, 392H – Reading course

A course designed to allow advanced students in Psychology to pursue independent study under the direction of departmental faculty. Prerequisite: Honours standing; PSYC 215; specific course prerequisites depending on the supervisor; and permission of the department.

PSYC 401, 402D – Honours thesis

PSYC 402D is double credit in Psychology. PSYC 401 is single-credit because the same thesis is submitted to the other department/program in a joint-major. Students design and execute a major piece of psychological research under the supervision of departmental faculty and participate in periodic workshops and departmental colloquia. Prerequisite: PSYC 315 and at least 0.5 credit from each of A2, B2, A3 and B3, an average of 75% or better in all Psychology courses completed and permission of the department. The thesis should be taken in the final year of the student's degree. Two-hour weekly meetings.

PSYC 416H – Advanced topic in perception, learning, cognition and language

Topic for 2008–2009: Autobiographical memory. Topics include aspects of autobiographical memory such as its accuracy, emotions, patterns of development and disruption across the lifespan as well as its functions as communication, cultural context and source of anchoring events that have self-directive value. Prerequisite: One of PSYC 225H, 307H, 352H, 379H, 306; PSYC 315 or 333 (PSYC 315 will be accepted as a co-requisite, provided the student has successfully completed 15 university credits); and at least 1.0 additional 300-level psychology course credit.

Psychology 417H – Advanced topics in perception, learning, cognition and language

Topic for 2008–2009: Cognition and instruction. A critical examination of the cognitive basis of various instructional methods and techniques. The course will include both an overview of major theories of learning and in-depth analyses of special instructional applications. Student will apply their knowledge of learning development, and cognition of understanding issues in instruction. Prerequisite: one of Psychology 225H, 227H or 308H, Psychology 315 or 333 (PSYC 315 will be accepted as a co-requisite, if the student has successfully completed 15 credits); at least 1.0 additional 300-level Psychology credit.

PSYC 423H – Advanced Topics in physiological psychology and neuroscience

Topic for 2008-2009: Sleep states and memory processes. A study of the data from animal and human studies and an evaluation of the theories arising from such studies. Consideration of research strategies to study the sleep – memory relationship. Examination of the role of dreams in memory processing. Prerequisite: PSYC 372H; PSYC 315 or 333 (PSYC 315 will be accepted as a co-requisite, if the student has successfully completed 15 credits); at least 1.0 additional 300-level Psychology credit.

PSYC 431H – Advanced Topic in personality, social, abnormal and developmental psychology

Topic for 2008-2009: Cross-cultural/Cultural Psychology and Family Development. Topics will include reviews of both cross-cultural and cultural psychological theory, family development (with specific emphasis on parent/child relationships) through those theoretical lenses, and issues of family acculturation. Prerequisite: PSYC 281H; PSYC 384H; PSYC 315 or 333 (PSYC 315 will be accepted as a co-requisite, if the student has successfully completed 15 credits), and at least 1.0 additional 300 level psychology credit.

PSYC 433H – Advanced topic in personality, social, abnormal and developmental psychology

Topic for 2008-2009: Developmental theory and research methodology. Explores life-span developmental theory and research methodology in the area of personal relationships, emphasizing the influence of attachment relationships on health and wellness. Topics include influence of family and peer attachment relationships on physiology and physiological development, health promotion and health risk behaviours, and risk of disease and disease progression. Prerequisite: one of PSYC 300H or 384H; PSYC 315 or 333 (PSYC 315 will be accepted as a co-requisite, if the student has successfully completed 15 credits); and at least 1.0 additional 300-level psychology credit.

PSYC 436H – Advanced Topic in personality, social, abnormal and developmental psychology

Topic for 2008-2009: Personality, health and dreams theory, research and practice. This course will cover the theory and literature on various areas of personality, health and dreams. Students will explore the current research and methodologies. Practical applications will also be discussed in terms of therapy and clinical practice. Prerequisite: PSYC 315 or 333 (PSYC 315 will be accepted as a co-requisite, if the student has successfully completed 15 credits); PSYC 343H and PSYC 373H.

PSYC 437H – Advanced topic in personality, social, abnormal and developmental psychology

Topic for 2008-2009: The school system and children with exceptionalities. Students in this course will examine a number of different types of developmental exceptionalities with a focus on the school environment. Prerequisite: one of PSYC 308H, 383H or 301; PSYC 315 or 333 (PSYC 315 will be accepted as a co-requisite if the student has successfully completed 15 credits); and at least 1.0 300-level Psychology credit. (Offered only in Oshawa)

PSYC 438H – Advanced topic in personality, social, abnormal and developmental psychology

Topic for 2008-2009: Language Impairment. Topics include theoretical reviews of underlying mechanisms, impact on other areas of development, related and/or associated disorders, assessment, intervention and outcomes. Prerequisite: one of PSYC 202H, 225H, 281H, 307H, 383H; PSYC 315 or 333 (PSYC 315 will be accepted as a co-requisite, if the student has successfully completed 15 credits); and at least 1.0 additional 300-level psychology credit.

PSYC 439H – Advanced Topic in personality, social, abnormal and developmental psychology

Topic for 2008-2009: Social dimensions of sexuality. A social psychological examination of sexuality. Social psychology and human sexuality are shaped by broader social contexts. Historical, cultural, interpersonal and intrapersonal understandings shape our current knowledge about sex and sexuality. The focus will be on the integration of social psychology and research with social aspects of human sexuality. Prerequisite: PSYC 300H or 304H; PSYC 315 or 333 (PSYC 315 will be accepted as a co-requisite, if the student has successfully completed 15 credits); and at least 1.0 additional 300-level psychology credit.

PSYC 471H – History of psychology

This course is designed to give students an overview of the historical and philosophical foundations of modern psychology, defined broadly as humanity's attempts to understand itself. The course explores the development of the discipline from prehistory through the 21st century within a broader intellectual and cultural context. Prerequisite: Any 4.0 Psychology credits. Excludes PSYC 470.

PSYC – SOCI 473H – Qualitative research and analysis

An introduction to theory, contemporary debates and practical strategies of qualitative research. Students will gain practical skills regarding the use of different analytical and presentation techniques. Qualitative research strategies discussed will include in-depth interviews, focus groups, interpretive ethnography, narrative analysis, discourse analysis, action and participatory research. Prerequisite: PSYC 315 and four additional Psychology credits, or SOCI 215, SOCI 316H or equivalent, and four additional Sociology credits.

PSYC – WMST 4796H – Feminist psychologies (see Women's Studies)**PSYC – BIOL 484H – Neuroendocrinology** (see Biology)**PSYC 487H, 488H – Research practicum**

A course designed to allow students in the fourth year of their psychology Honours degree program to pursue research activities under the direction of a department faculty member, normally within that person's on-going research program. Prerequisite: 75% or higher in PSYC 315, at least 1.0 other Psychology credit at the 300- or 400-level, Honours standing, specific course prerequisites depending on the faculty supervisor, and permission of the department. Consult the student handbook for a list of participating faculty members. Students intending to take a research practicum course must consult with the chair of the department before registering in the course.

PSYC 490, 491H, 492H – Reading course

A course designed to allow students in the fourth year of their Psychology program to pursue independent study under the direction of departmental faculty. Prerequisite: Honours standing; PSYC 315 or 333; At least 1.0 other 300- or 400- level Psychology credit; specific course prerequisites depending on the supervisor; and permission of the department. (PSYC 315 will be accepted as co-requisite provided that the student has successfully completed 15 credits).

Science

Telephone: (705) 748-1011 ext. 7202

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Fax: (705) 748-1157

Web: www.trentu.ca/sciencedean

Courses listed in this section, while counting as science credits, may be of particular interest to non-science students. Cross-listed courses are administered by the originating departments.

ERSC – BIOL 270 – Environmental science for Teacher Education (see Environmental & Resource Science/Studies and Biology). Limited spaces may be available for non Teacher Education students (consult with instructor)

ERSC 350 – Environment and communication (see Environmental & Resource Science/Studies)

MATH 2080 – Mathematics for Teacher Education (see Mathematics). Priority will be given to Education students

MATH 2084H – Recreational mathematics (see Mathematics)

MATH 2085H – The mathematics of art, architecture and music (see Mathematics)

PHYS 150 – Introductory astronomy (see Physics & Astronomy)

PHYS 1501H – Introductory astronomy I (see Physics & Astronomy)

PHYS 1502H – Introductory astronomy II (see Physics & Astronomy)

PHYS 209 – Physical science for Teacher Education (see Physics & Astronomy). Limited spaces may be available for non Teacher Education students (consult with department secretary)

PHYS 251H – Life in the universe (see Physics & Astronomy)

Sociology

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Professor and Chair of the Department

B. L. Marshall, M.A. (Guelph), Ph.D. (Alberta)

Professors

S. Apostle-Clark, B.A. (Liverpool), M.A. (McMaster), Ph.D. (British Columbia);

P. Bandyopadhyay, B.A. (Calcutta), M.A. (Oxford, Manchester), Ph.D. (Manchester); (*on leave*

Winter term); **A. Heitlinger**, B.A. (Kent), Ph.D. (Leicester) (*on leave 2008–2009*); **C. V. Huxley**,

B.A. (York, England), M.A. (Simon Fraser), Ph.D. (Toronto); **S. Katz**, B.A. (York), M.A. (McGill), Ph.D. (York) (*on leave 2008–2009*)

Associate Professors

G. Balfour, B.Sc., M.A. (Ottawa), Ph.D. (Manitoba); **D. M. Clarke**, B.A. (Trent), M.A. (McMaster), Ph.D. (Carleton); **J. Conley**, B.A. (Alberta), M.A. (Toronto), Ph.D. (Carleton); **A. Law**, B.A.S.

(Sydney), M.A., Ph.D. (Alberta); **F. Nutch**, B.A. (Adelphi), M.A. (Hawaii), Ph.D. (York); **D. White**, B.A. (Ryerson), M.A. (Toronto), Ph.D. (Carleton)

Assistant Professors

P. Ballantyne, B.A., M.A. (Western), Ph.D. (Toronto); **E. S. Ruppert**, B.A. (British Columbia), M.A. (Toronto), Ph.D. (York); **M. Rahman**, B.A. (Strathclyde), Ph.D. (Strathclyde)

Professors Emeriti

R. T. Bowles, B.Sc. (Brigham Young), Ph.D. (Oregon); **J. Hillman**, M.A. (Oxford), Ph.D. (SUNY, Buffalo); **R. A. Lockhart**, M.A. (Simon Fraser), Ph.D. (Essex)

Sociology at Trent seeks to provide students with a tool kit of concepts, theories, research skills and factual information to enable them to think critically about the changing social conditions they are living through, and about the efforts of people to direct that change. Building on a common core of required courses in theory and methods, the Sociology program at Trent offers two main concentrations: 1) social structures and social policies, in areas such as social inequality, families, health and criminal justice and 2) social interaction and culture, in areas such as religion, media studies, ethnic and sexual identities.

Notes

- C- (60%) or higher in SOCI 100 is a prerequisite for all upper level Sociology courses, with the possible exception of cross-listed courses, for which students should check the prerequisites.
- 300-level courses are open to students who have completed 5 credits including at least 1 credit in Sociology at the 200-level.
- 400-level courses are open to students who have completed 10 credits, of which 2 must be at the 300-level. Students must complete SOCI 210 and 215 before proceeding to 400-level courses, with the possible exception of cross-listed courses or permission of the instructor.
- Students in the B.Sc.N. program who have achieved satisfactory standing in NURS 305 and who wish to take sociology courses for a joint-major are exempt from the sociology research methods (SOCI 215) requirement. This policy is not meant to exclude students from taking SOCI 215.
- Honours courses offered in Oshawa may have different course content. Contact the Sociology department for information.
- ECON – ADMN 220H, GEOG – ERSC – BIOL 208H, MATH 1050, PSYC 215 or PSYC 315 are equivalent to SOCI 316H for program requirements, but do not count as a Sociology credit. Students who have successfully completed an equivalent to SOCI 316H are not permitted to take SOCI 316H, but must substitute another half credit in Sociology in order to fulfill degree requirements.
- Students who have fulfilled the requirements for a joint-major General degree in another subject may apply to the Office of the Registrar for a minor in Sociology, if they have met the requirements for the joint-major General degree (see below).

BACHELOR OF ARTS PROGRAM IN SOCIOLOGY

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- The program has two tiers: foundation courses in basic areas of Sociology at the 100- and 200-level, and courses in specialized areas of Sociology at the 300- and 400-level. The foundation courses aim to provide grounding in the core theoretical and methodological aspects of the discipline. The specialized courses permit students to study in some detail particular substantive areas in Sociology.
- Students planning to enter graduate school are strongly advised to take at least one of SOCI 403H or 404H.

The single-major Honours program. At least 9.5 credits in Sociology including:

- 3.5 credits consisting of SOCI 100, 210, 215 and 316H
- 2.0 credits at the 400-level
- 4.0 credits in addition to the above, at least 3.0 beyond the 200-level

The joint-major Honours program. At least 7.5 credits in Sociology including:

- 3.5 credits consisting of SOCI 100, 210, 215 and 316H
- 1.0 credit at the 400-level
- 3.0 credits in addition to the above, at least 2.0 beyond the 200-level

The single-major General program. At least 6 credits in Sociology including:

- 3.0 credits consisting of SOCI 100, 210 and 215
- 3.0 credits in addition to the above, at least 2.0 beyond the 200-level

The joint-major General program or minor. At least 5 credits in Sociology including:

- 3.0 credits consisting of SOCI 100, 210 and 215
- 2.0 credits in addition to the above, at least 1.0 beyond the 200-level

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

SOCI 100 – Introduction to sociology

An introduction to sociology's major thinkers, theories, methods and fields of research and how they are used to understand social life; from everyday interactions to the structures of global societies. Course materials focus on contemporary social issues by drawing on Canadian and comparative contexts.

SOCI 210 – Classical sociological theory

An examination of the structure and scope of sociological theorizing. Conceptions of theory, method and object of investigation will be explored with regard mainly to Marx, Weber and Durkheim. Prerequisite: 3 credits and C- (60%) or higher in SOCI 100.

SOCI 215 – Research methods

A project based introduction to the major research methods in sociological research. Prerequisite: C- (60%) or higher in SOCI 100. Excludes SOCI 221H.

SOCI 220 – Social inequality: Class, gender, ethnicity

The sociological study of social inequality, concentrating on class, gender and ethnicity as relations of domination will be explored through a variety of theories and methods. The course will focus on the structural analysis of these social relationships, their links with each other and their effects on societies and individuals. Prerequisite: C- (60%) or higher in SOCI 100.

SOCI 230 – Self and social interaction

This course examines the theoretical and methodological foundations of interactionist, micro-sociological, interpretive and sociological-psychological research. Applied areas critically investigate language and discourse, social time and public spaces, and the shaping of identity and subjective life in everyday contexts. Prerequisite: C- (60%) or higher in SOCI 100.

SOCI – CAST – POST 300 – Reading the social: Space, difference and power in Canada (see Canadian Studies)

SOCI – CAST – POST 305H – Society and politics in Quebec (see Politics)

SOCI – IDST 312H – Law, rights and development (see International Development Studies)

SOCI 316H – Statistics

An introduction to basic statistics and their application in sociological research. Not open to students with credit in ECON – ADMN 220H, GEOG – ERSC – BIOL 208H, MATH 150, MATH 1050, PSYC 215, PSYC 315 or SOCI 222H. Prerequisite: 5 credits including SOCI 215 or 221H.

SOCI – POST 323H – Nationalism and political order in global perspective (see Politics)

SOCI – HIST 326 – The other Europe (see History)

SOCI – ADMN 333H – Social organizations

The nature and role of bureaucracies and other organizations in the contemporary world. The classical, managerial and recent sociological perspectives. Case studies will focus on formal organizations in the public and private sectors. Prerequisite: 5 credits including at least 1 credit in Sociology or Administration at the 200-level.

SOCI 334H – Sociology of work

The nature and meaning of paid work in North America. The effects of technological changes, the shift to a service economy and the changing gender composition of the labour force on managerial and employee strategies to control the workplace. Prerequisite: 5 credits including at least 1 credit in Sociology at the 200-level.

SOCI 341H – Sociology of education

The development of formal education as a social institution, its social and political organization, schooling as a social process, the occupation of teaching, the relationship between education and social inequalities and current changes and challenges. The focus is on education in Canada with comparisons to other societies when appropriate. Prerequisite: 5 credits including SOCI 210 or 220 or permission of instructor.

SOCI – WMST 343H – Sociology of gender

This course explores the development of feminist theories of gender and their impact on sociology, both in terms of gender as an analytical concept in sociological theory and research, and as a core aspect of social organization and inequality. Key concepts are masculinity, femininity, sexuality and patriarchy. Prerequisite: 5 credits including at least 1 credit in Sociology or Women's Studies at the 200-level. Excludes SOCI – WMST 342.

SOCI – WMST 344H – Social construction of sexuality

This course will explore sexuality as a complex issue in sociological analysis. We will examine theoretical approaches to the body, gender and sexuality, the construction of "normal" and "deviant" sexualities, and various forms of sexual regulation and resistance. Prerequisite: 5 credits including at least 1 credit in Sociology or Women's Studies at the 200-level.

SOCI 3460H – Culture and society

This critical examination of culture in contemporary society focuses on processes of cultural production and consumption as they are mediated by social relations of capital and technology. Topics include: the ideology of consumerism, advertising, lifestyle and taste, the commodification of nature, cultural nationalism and cultural policy, biotechnology, and countercultures. Prerequisite: 5 credits including at least 1 credit in Sociology at the 200-level. Excludes SOCI 345.

SOCI 347 – Religion and society

This course investigates sociological reflections upon the functions of religions in various societies, the social organization of rituals and religious practices and the phenomenology of religious experiences. Studies will be drawn from a few of the major world religions. Prerequisite: 5 credits including at least 1 credit in Sociology at the 200-level.

SOCI 357/358H – Community-based research project

Students are placed in research projects with community organizations in Peterborough and Haliburton counties. Each placement is supervised jointly by a faculty member and a representative of a community organization. For details see "Community-Based Education Program" (p. 226) Prerequisite: 5 credits including SOCI 215.

SOCI 361 – Crime, deviance and social control

This course is intended to lay the theoretical and empirical foundations of the sociology of deviance and social control. Using classical and contemporary texts, students will explore the micro and macro processes of designating deviance and the various expressions of social control, such as stigma, medicalization and criminalization. Prerequisite: 5 credits including at least 1 credit in Sociology at the 200-level. Excludes SOCI 364H and 365H.

SOCI 363 – Sociology of health and illness

In this course, conceptualizations of health, illness, disease, and the body are critically examined. Key topics include the social determinants of health, lay definitions of health and illness, the social construction of medical knowledge and authority, power and resistance in health care practice. Prerequisite: 5 credits including at least 1 credit in Sociology at the 200-level.

SOCI 366 – Ethnicity, identity and community

This course explores issues of ethnic identity and socio-cultural diversity on a comparative basis, and within transnational contexts of migrational and refugee movements, displaced cultures, wars and social upheaval, diasporas and humanitarian crises. Prerequisite: 5 credits including at least 1 credit in Sociology at the 200-level. Excludes SOCI 496H.

SOCI 370 – Families and households

This course examines the contributions of sociology to the analysis of different family forms and household types. Substantive topics include mate selection and couple formation, singlehood, cohabitation, marriage, divorce, the division of household labour, and family violence. Prerequisite: 5 credits including at least 1 credit in Sociology at the 200-level.

SOCI – POST 382H – Protest, contention and social movements

An examination of sociological theory and research on contemporary social movements covering topics such as mobilization and organization, collective identities, forms of contentious action, relationships between contenders and powerholders, and the outcomes of social movements. Prerequisite: SOCI 210 or 220 or at least one credit in Politics at the 200-level or permission of the instructor. Prerequisite: 5 credits including SOCI 210 or SOCI 220, or at least 1 credit in Politics at the 200-level or permission of the instructor.

SOCI – CAST – WMST 386H – Gender, race and class (see Women's Studies)**SOCI – CAST – WMST 387H – Immigrant women in Canada** (see Women's Studies)**SOCI – CAST 388H – Selected topics in Canadian social structure**

A critical examination of particular dimensions of Canadian society in comparison with the United States and other societies. Possible topics include: class divisions and class-based cultural formations, regionalism, ethnicity, and processes of political communication. Prerequisite: 5 credits including at least 1 credit in Sociology or Canadian Studies at the 200-level.

SOCI 402D – Honours thesis

A double credit. A specific scholarly project on a well-defined topic to be worked out in consultation with the student's Honours supervisor. Regular student/supervisor meetings will be scheduled. Prerequisite: 75% (B) average in Sociology courses. 10 credits including SOCI 210 and 215 and 2 credits at the 300-level or permission of the instructor or permission of the instructor .

SOCI 403H – Key concepts in contemporary sociological analysis

The course focuses on celebrity culture as a manifestation of globalized capitalism and as a system of meanings that is supplanting traditional anchors for identity in late modern culture. Key concepts include postmodernity, globalization, discourse, semiotics, consumerism and lifestyle. Prerequisite: 10 credits including SOCI 210 and SOCI 215 and 2 credits at the 300-level or permission of the instructor.

SOCI 404H – Contemporary sociological theory

The course focuses on using contemporary sociological theory in the analysis of the doctrine and practice of "human rights". It will examine the emergence of "civil religions", liberal individualist social orders, and the politics of globalisation in the world of plural nation-states, cultures and civilisations. Prerequisite: 10 credits including SOCI 210 and 215 and 2 credits at the 300-level or permission of the instructor.

SOCI – ANTH 410H – Gifts and commodities (see Anthropology)**SOCI 427H – Sociology of Law**

This course examines law and society using classical and contemporary socio-legal theory, focussing on the form of law, the practice of law, and law as a strategy for social change. Possible topics: Aboriginal peoples and the law, immigration law, human rights legislation, poverty and labour law, family law and youth justice. Prerequisite: 10 credits including SOCI and 215 and 2 credits at the 300-level or permission of the instructor.

SOCI 431H – Studies in sociology of everyday life

The course explores theoretical, methodological and applied approaches to the sociology of everyday life and the establishment of social order through social interaction, relations of power, symbolic and ecological environments and comparative social worlds. This year the course examines the specific topic of the sociology of food and its productive, consumer, spatial and public contexts. Prerequisite: 10 credits including SOCI 210, 215 and 316H and 1.5 additional credits at the 300-level or permission of the instructor.

SOCI 435H – Sociology of the automobile

This course examines the social, cultural, economic, and political contexts and implications of auto-dependent transportation systems. Issues that may be examined include: cars as technical and cultural artefacts, risk and traffic safety, urban design, drinking and driving, speed, and emotions. Prerequisite: 10 credits including SOCI 210 and 215, and 2 credits at the 300-level or permission of the instructor.

SOCI 441H – The sociology of culture and knowledge

This year the course explores sociological theories of “the risk society” and risk-management governance in cases of technological accidents, social panics, health epidemics, virtual pathogens and genetic diseases. Critical inquiry highlights the sociology of life itself as a field of investigation. Prerequisite: 10 credits including SOCI 210 and 215 and 2 credits at the 300-level or permission of the instructor.

SOCI 442H – Aging and the lifecourse

The course explores the theories, research methods and professional development of social gerontology and critical perspectives on aging and old age. Topics include population aging, anti-aging consumerism, caregiving and social support, retirement, intergenerational relations and end-of-life ethics. Prerequisite: 10 credits including SOCI 210 and 215 and 2 credits at the 300-level or permission of the instructor.

SOCI – CAST 445 – The media and communications in Canada

This course explores the history and political economy of the communication industries – including publishing, film, music, radio, television, and newer media – with emphasis upon their significance for larger issues of citizenship, class, democracy, hegemony, and political (dis)engagement in Canadian society. Prerequisite: 10 credits including SOCI 210 and 215 and 2 credits at the 300-level or permission of the instructor.

SOCI 451H – Sociology of sport and leisure

This course critically examines cultural and economic relations in sport and leisure. Topics include outdoor recreation, spectator sport, informal play and tourism. Topics will be explored from both contemporary and historical perspectives with emphasis on the dynamics of power and identity. Prerequisite: 10 credits including SOCI 210 and 215 and 2 credits at the 300-level or permission of the instructor.

SOCI – CAST – WMST 455 – The dynamics of difference: Gender, disability, and Canadian cultural representations (see Canadian Studies)**SOCI 457/458H – Community-based research project**

Students are placed in research projects with community organizations in Peterborough and Haliburton counties. Each placement is supervised jointly by a faculty member and a representative of a community organization. For details see “Community-Based Education Program” (p. 226). Prerequisite: 10 credits including SOCI 210 and 215 and 2 credits at the 300-level or permission of the instructor.

SOCI – WMST 461H – Advanced studies in the sociology of gender

The course examines intersections of gender with 'race,' ethnicity, sexuality and citizenship, and challenges universal theories of gender identity and inequalities. The critical focus is based on postmodern, black and lesbian feminisms and masculinities theory. Prerequisite: 10 credits including 2 credits at the 300-level, one of which must be SOCI – WMST 343H or 344H or permission of the instructor.

SOCI 462H – Studies in social policy

In-depth study and analysis of aspects of contemporary social policy in Canada, with particular attention to their relation to class, gender and ethnic/racial inequalities. Policy areas to be investigated may include: family, pay and employment equity, social welfare, health, criminal justice and housing. Prerequisite: 10 credits including SOCI 210 and 215 and 2 credits at the 300-level or permission of the instructor.

SOCI – IDST 470H – Religion and social movements (see International Development Studies)

SOCI – PSYC 473H – Qualitative research and analysis (see Psychology)

SOCI 480 – Comparative social analysis

Travel as a method of comparative analysis. Topics include meanings of travel, orientalism, the use of travellers' reports in historical and comparative research, modern forms of representation of travel, mediation of knowledge by tour guides, knowledge acquired in year abroad programs and critical reflections on personal experiences of travel. Prerequisite: 10 credits including SOCI 210 and 215 and 2 credits at the 300-level or permission of the instructor.

SOCI – POST 497H – World cities and local politics (see Politics)

Reading Courses

Both full- and half-year reading courses are available as SOCI 390, 391H, 392H, 393H, 490, 491H, 492H, 493H. Registration in reading courses is contingent on instructor's permission and departmental approval in advance of course registration. Prerequisite: 10 credits including SOCI 210 and 215 and 2 credits at the 300-level or permission of the instructor.

Statistics

See Mathematics

Women's Studies

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Professors

W. Lem, M.A., Ph.D. (Toronto); **J. Sangster**, B.A. (Trent), M.A., Ph.D. (McMaster) (*on leave 2008–2009*)

Associate Professor

C. O'Manique, B.A. (Carleton), M.A., Ph.D. (York)

Assistant Professor

C. Rice, B.A. (Harvard), M.Ed. (OISE), Ph.D. (York) (*on leave Winter term*)

Associated Faculty

Canadian Studies: **M. Lacombe**, **S. Chivers** (*on leave 2008–2009*), **D. Bhandar**. *English Literature:* **S. J. Bailey**, **R. Bode**, **C. Eddy**, **R. J. Dellamora**. *Geography:* **S. Wurtele**. *History:* **F. Harris-Stoertz**. *Indigenous Studies:* **M. Mumford**. *Politics:* **N. Changfoot** (*on leave 2008–2009*), **E. Stavro**. *Sociology:* **B. L. Marshall**, **D. Parnis**, **A. Heitlinger** (*on leave 2008–2009*), **G. Balfour**

Women's Studies originated in the 1960s as a result of political critiques of the marginalization of important social groups and perspectives within our educational system. Women's Studies explores gender relations and women's experiences across cultures, throughout history and in contemporary society. As an interdisciplinary department, Women's Studies draws on the insights and methodologies from a wide variety of disciplines such as history, literature, psychology, sociology, politics, international development studies, geography, philosophy, Indigenous studies, cultural studies, Canadian studies and anthropology. Our approach combines theory with empirical and experimental research, as we explore questions such as these: How are the concepts of sex and gender understood in various cultural and historical contexts?: How are media and popular culture both problematic and empowering for girls and women? How have women's movements in Canada and globally challenged inequalities and envisioned a just and peaceful world? How are feminists re-thinking theory and practice in health, psychology, education, the law, government, media and the arts, and other professions? How do gender relations affect economic development?; how is women's writing shaped by their life experiences?; How have dominant institutions like the family, the educational system, and the state shaped gender, race, class, disability, sexuality and other social identities?

Notes

- Some Women's Studies courses cross-listed with other departments and programs have pre-requisites not listed here.
- Students who have fulfilled the requirements for a single-major Honours degree in another subject may apply to the Office of the Registrar for a minor in Women's Studies, if they have met the requirements for the joint-major General degree (see below).

BACHELOR OF ARTS PROGRAM IN WOMEN'S STUDIES

- See p. 27 for requirements which apply to all undergraduate degree programs.
- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree.
- No more than one credit from reading courses may count towards the number of Women's Studies credits required for the single- and joint-major General degree; and no more than two towards the number required for the single- and joint-major Honours degrees.
- Students who have completed WMST 201 for credit may not take WMST 302, and should substitute WMST 300 for WMST 204 in the requirements for a major.
- Students who have completed WMST 300 for credit but not WMST 201, will need WMST 302 to meet their degree requirements.

The single-major Honours program. At least 9 credits in Women's Studies, including:

- 3 credits consisting of WMST 100, 204, 302
- 3 credits at the 400-level
- 3 credits in addition to the above

The joint-major Honours program. At least 7 credits in Women's Studies, including:

- 3 credits consisting of WMST 100, 204, 302
- 1 credit at the 400 level
- 3 credits in addition to the above, at least 1 beyond the 200-level

The single-major General program. At least 6 credits in Women's Studies, including:

- 3 credits consisting of WMST 100, 204, 302
- 3 credits in addition to the above, at least 1 beyond the 200-level

The joint-major General program. At least 5 credits in Women's Studies, including:

- 3 credits consisting of WMST 100, 204, 302
- 2 credits in addition to the above

Please consult the academic timetable, available through myTrent, for information on courses that will be offered in 2008–2009 including when they will be scheduled.

WMST 100 – Introduction to Women's Studies

An interdisciplinary introduction to Women's Studies. The course explores the intersections of gender, race, class and sexuality in the construction of gender relations, historical and contemporary feminist movements, as well as selected feminist issues such as the body, violence, poverty and cultural production.

WMST – CAST 200 – Documenting Canada (See Canadian Studies)

WMST 204 – Feminist Theories

An introduction to historical and contemporary feminist theories and their relationship to feminist practice. The course will examine key feminist theoretical traditions, including liberal, radical and socialist feminisms, transnational feminisms, and feminist intersections with postmodern and post-colonial theories. The course highlights the challenges involved in feminist attempts to account for social inequalities. Prerequisite: WMST 100 or permission of the instructor. Excludes WMST 300.

WMST – IDST 210H – Women, colonialism and imperialism

This course examines how colonialism and imperialism have affected women's material conditions and gender relations; mediated relations between women of the First and the Third and Fourth Worlds; been central to how "civilizing" missions have sought to "save" women; and continued to define and regulate gender relations today. Prerequisite: WMST 100 or IDST 100.

WMST – CAST 211H – The history of feminism in Canada

An overview of the history of feminist ideas, strategies, and actions in Canada from the nineteenth century to the present. The course uncovers a rich history of diverse feminist practices, and explores debates concerning intersections of gender, sexuality, class, "race," ethnicity and nation in the historical construction of feminist consciousness. Prerequisite: WMST 100 or CAST 100.

WMST 212/213H – Women and health

This course addresses issues of importance to women as recipients and providers of health care and as subjects of health research. Students are introduced to various models of health and illness, and to the origins and theoretical underpinnings of women's health movements in Canadian and global contexts. Prerequisite: WMST 100. Students may take only one of WMST 212 or 213H for credit.

WMST – CUST 220 – Women and popular culture

This course engages students in critical readings of women and popular cultures, film, television, print and Internet media, fictions, fashion, music and dance. The course examines the process through which women are constructed within dominant popular cultures, focussing on women as active agents in production and consumption of popular culture. Prerequisite: WMST 100 or CUST 100 or permission of the instructor

WMST – IDST 225 – Women, gender and development

An analysis of the political, economic and cultural issues that confront women in their struggles for and against development in different localities across the globe. Theoretical and conceptual frameworks are explored and used to examine case studies of women's experiences of work and social change in developing contexts. Prerequisite: WMST 100 or IDST 100 or permission of the instructor.

WMST – PHIL 231 – Feminist philosophy (see Philosophy)

WMST – AHCL 2310H – Women in the Greek world, c. 700 – 300 B.C. (see Ancient History & Classics)

WMST – AHCL 2320H – Women in the Roman world, 100 B.C. – A.D. 300 (see Ancient History & Classics)

WMST – CUST 265 – Sex/sexuality/sexual difference (see Cultural Studies)

WMST – CAST – ENGL 266 – Canadian women's writing (see Canadian Studies)

WMST – CAST 274H – Women in Canada: Region and place (see Canadian Studies)

WMST – CAST 275H – Women in Canada: Women and the arts (see Canadian Studies)

WMST – HIST 276 – Women in Britain and Europe (see History)

WMST 302 – Feminist research methods

This course introduces the theory and the practice of feminist research. It equips students with the critical skills to recognize gender and other bias in the research they will encounter both within and outside of the university, and provides practical tools to conduct research from a feminist perspective. Prerequisite: WMST 204 or permission of the instructor. Excludes WMST 201.

WMST – PSYC 304H – Psychology of gender (see Psychology)

WMST – CAST – ERST 315 – Women, health and environments

This course examines feminist engagements, in theory and practice, with environmental movements, issues, and health issues, primarily in North America but with attention to north/south interconnections. Topics include ecological feminisms, environmental justice, environmental links to breast cancer and reproductive health, green consumerism, and gendered food politics. Prerequisite: At least one 200-level credit in Women's Studies, Canadian Studies, or Environmental Resource Studies or permission of the instructor. Excludes WMST – CAST 397.

WMST – CAST – HIST 316 – Canadian women's history (see History)

WMST 3180H – Global women's movements and human rights

This course examines women's movements in global contexts responding to the pressures of globalization and neoliberalism. Students will study the structures of inequalities and the development, in theory and practice, of multiple forms of organized women's resistance, with particular emphasis on the economic south and a global human rights framework. Prerequisite: WMST 100 or one full WMST upper year credit or permission of instructor.

WMST – GEOG – CAST 322H – Gender, society and space (see Geography)

WMST – POST 334H – Democracy in theory and practice (see Politics)

WMST – POST 336H – The body politic/the body in politics (see Politics)

WMST – SOCI 343H – Sociology of gender (see Sociology)

WMST – SOCI 344H – Social construction of sexuality (see Sociology)

WMST – INDG 350 – Indigenous women (see Indigenous Studies)

WMST – PSYC 355 – Human sexuality (see Psychology)

WMST – CAST – POST 367 – Women and politics in Canada (see Politics)

WMST – ENGL 3700/3701H – Studies in Gender and literature (see English Literature)

WMST 382/383H – Community research placement

The Trent Centre for Community-Based Education makes available to students research placements with community organizations. Projects are supervised jointly by a faculty member and representative of a community organization. Projects with sufficient gender content might be eligible for credit in Women's Studies. For details, see "Community-Based Education Program" (p. 226).

WMST – CAST – SOCI 386H – Gender, race and class

An examination of critical scholarship analyzing power relations and women's lived experiences through the intersections of gender, race, ethnicity, and class. Using historical and contemporary material, the course explores identity construction; gender, race and class relations; and the maintenance of social and economic hierarchies in Canadian and international contexts. Prerequisite: WMST 100 or SOCI 100 or permission of the instructor. Excludes WMST – CAST – SOCI 286 and 287H.

WMST – CAST – SOCI 387H – Immigrant women in Canada

This course will investigate past and present immigration and settlement policies in relation to the construction and maintenance of gender, racial and ethnic inequalities in Canada. Prerequisite: WMST 100 or SOCI 100 or permission of the instructor. Excludes WMST – CAST – SOCI 286 and 288H.

WMST – POST 388 – The politics of gender and globalization

This course focuses on how globalization is transforming gender dynamics that underpin relationships between and within states, markets, civil society, and households. It introduces students to feminist perspectives on the global political economy, focusing on specific issues such as: international trade agreements, labour, security, migration, health, environment, and human rights. Prerequisite: either one 200-level course in Politics or Women's Studies or permission of the instructor. Recommended: POST 220 or WMST 201. Excludes POST – WMST 388H.

WMST 390, 391H, 392H, 393H – Reading course

A structured course arranged between student and instructor, and approved by the department chair, involving independent study of a topic that is not covered by regular courses. Only offered when faculty resources permit. Students must complete a Reading Course Registration form, available from the Women's Studies office, prior to registering.

WMST – CAST 3962H – Women and the Law

This course introduces students to key issues, theories, and debates concerning women, feminism, and the law, primarily in Canada. Approaching law as a site of regulation and constraint as well as a tool for feminist practice, the course examines issues such as family, sexuality, violence, pornography, prostitution, poverty, employment, and immigration. Prerequisite: WMST 100, CAST 100 or permission of the instructor. Excludes WMST 237H.

WMST 400 – Advanced studies in feminism

Specific course topics vary from year to year. Consult the timetable.

WMST 401 – Honours thesis

Single credit. Consult the department office for information and for the required thesis registration form. Students wishing to take a double credit thesis with one credit applied to Women's Studies and the second to their other major should see the chair of the Women's Studies Department.

WMST 405H – Feminism and critical race theory

Highlighting work by racialized and Indigenous women, this course explores contemporary themes within feminism about critical race theory, white supremacy, and anti-racist practice. Topics include intersections of racism with other systems of inequality, everyday and systemic racism, racial violence, whiteness and privilege, and feminist anti-racism responses. Prerequisite: 10 credits including one 300-level Women's Studies credit or permission of the instructor.

WMST 410H – Real women: Adventures in the sex/gender system

Early second-wave feminists investigated relationships between 'gender', biological sex and normative sex-roles. If gender was a socio-political construct, activists wondered, then was there such a thing as a 'REAL' woman? Going beyond the construction of gender, the course raises the possibility that even physical sex difference is constructed. Prerequisite: 10 credits including one 300-level Women's Studies credit or permission of the instructor or Chair.

WMST – ANTH 422 – Gender: An anthropological perspective (see Anthropology)**WMST – POST 430 – Feminists theorize the political: Contemporary feminist philosophy** (see Politics)**WMST – CAST – POST 443 – Women, the welfare state, and globalization in Canada**

This course explores key issues and debates concerning the relation of women to modern welfare states, focusing on the historical construction of the Canadian welfare state and the contemporary impacts of economic restructuring and globalization on particular social policies and services affecting women's lives. Open to students with at least one 300-level credit in Women's Studies. Excludes WMST – CAST 4951 and WMST 400.

WMST – CAST – SOCI 455 – The dynamics of difference: Gender, disability, and Canadian cultural representations (see Canadian Studies)**WMST – SOCI 461H – Advanced studies in the sociology of gender** (see Sociology)**WMST – CAST – ENGL 466 – Representations of the other in contemporary Canadian writing** (see Canadian Studies)

WMST 482/483H – Community research placement

The Trent Centre for Community-Based Education makes available to students research placements with community organizations. Projects are supervised jointly by a faculty member and representative of a community organization. Projects with sufficient gendered content might be eligible for credit in Women's Studies. For details, see "Community-Based Education Program" (p. 226).

WMST 490, 491H, 492H, 493H – Reading course

A structured course arranged between student and instructor, and approved by the department chair, involving independent study of a topic that is not already covered by regular courses. Only offered when faculty resources permit. Students must complete a Course Registration Form, available from the Women's Studies office, prior to registering.

WMST – PSYC 4796H – Feminist psychologies

Explores principles and practices of feminist psychology, theories of gender and sexual development, and the psychology of women. Focus is on feminist critiques of psychology and feminist contributions to psychology. Feminist relational, community, and narrative approaches will be emphasized. Prerequisite: either two upper-year credits in Women's Studies; or one credit in Women's Studies and PSYC 272H and one of PSYC 300H, PSYC 304H, PSYC341H, or PSYC-WMST 355H. Excludes WMST – PSYC 496H.

WMST – ANTH 4932H – Sex, gender and science

This course is an interdisciplinary introduction to the topic of women and gender in science. How is gender difference understood within scientific disciplines? Why are women under-represented in various science and technological fields? How are women, and feminist scholarship, changing science? Prerequisite: one 300 level full credit in either Women's Studies or Anthropology or permission of the instructor.

WMST – CAST – HIST 4955 – Special Topic: Women, gender and the family in Canadian history
(see History)**WMST – ERST 499H – Special Topic: Gender and environmental justice**

This course examines debates and issues involved in understanding environmental problems from a gender and justice perspective. Students are introduced to environmental justice issues and concepts, feminist approaches and critiques, and explorations of emerging discourses making links between justice, sustainability, and issues like climate change. Prerequisite: 10 credits including one 300-level Women's Studies credit or permission of instructor.

SPECIAL PROGRAMS AND OPPORTUNITIES

In addition to the major, joint-major and minor degree programs described in the Undergraduate programs section of the calendar, students can take advantage of a range of special programs and opportunities. These include possibilities for international study experience or involvement in research projects in the local community. Emphases, consisting of groups of courses with a particular focus, are available as a complement to regular programs. Specializations provide additional focus within individual programs. The Individualized Studies program is available to students whose academic interests cannot be met by majors in any of the existing programs.

Trent also provides opportunities to combine study at the community college and university levels. We have developed a number of degree completion programs through articulation agreements with several community colleges, and we also offer some programs in partnership with Fleming College in Peterborough and Lindsay.

Most of Trent's academic programs are offered at its Peterborough campus during the regular Fall/Winter session. However, as noted below, Trent also provides programs in the summer through Julian Blackburn College and offers degree programs at Trent in Oshawa.

Community-Based Education Program

Trent Centre for Community-Based Education (TCCBE)

Langton House, Catherine Parr Traill College, 554 Reid Street, Room # 108, 109, 110
 Mailing address: c/o Trent University, 1600 West Bank Drive, Peterborough, ON K9J 7B8
 Telephone: (705) 743-0523 E-mail: tcbe@trentu.ca
 Fax: (705) 743-7170 Web: www.trentu.ca/academic/tcbe

U-Links Centre for Community-Based Research

Box 655, Minden, Ontario, K0M 2K0
 Toll Free Telephone: 1-877-527-2411 E-mail: ulinks@on.aibn.com
 Fax: (705) 286-3511 Web: www.ulinks.ca

The Community-Based Education (CBE) program is an innovative approach to experiential learning. It offers undergraduate and graduate students the opportunity to work with community organizations in Peterborough and Haliburton Counties by completing community-inspired projects for course credit.

The CBE program is designed to:

- Work with community organizations on community-based research and other identified projects that otherwise might not be completed.
- Provide students with experience in their fields of study and enhance future employment prospects.
- Increase co-operation and partnership between Trent University and the broader communities it serves.

Interested organizations submit project proposals requesting assistance to the TCCBE or U-Links. These requests are reviewed by a committee of representatives from the community and the University. Once approved, these project opportunities are posted on the websites listed above for students and instructors to consider. The time commitment needed for project completion can vary greatly (e.g. 20 or 200 hours).

Community-Based Education Projects

Community-Based Education (CBE) projects can be carried out as a thesis, a full or half credit course, or as an assignment within a course commencing at the beginning of any Fall, Winter or Summer session.

TCCBE and U-Links staff supports students in selecting projects that match their interests and program requirements. Students then meet with the community organization hosting the project to make sure there is a compatible match. After this meeting students are responsible for finding an instructor to supervise and evaluate their work. CBE program staff assists with these steps, but participation in a course is contingent on the instructor's permission, and in some cases that of the department.

These arrangements do not always happen in the order described above. With this in mind,

students and instructors are strongly encouraged to contact the TCCBE or U-Links early in the process. Ideally, project arrangements should be in place before the start of the session in which the project will be carried out. Students must make sure they are registered for the applicable course at the University and, at the same time, register with the TCCBE or U-Links online or in person. Participating students will be expected to attend regular meetings with the instructor and host organization and occasional seminars offered by the TCCBE or U-Links.

Prerequisite: Open to senior undergraduate students who have completed ten credits and to graduate students. Undergraduate students must have a (minimum) 75% cumulative average. Students may be subject to further prerequisites by individual departments and instructors. Students who do not meet the above requirements but wish to participate should contact CBE program staff. Community host organizations may screen students for relevant skills and knowledge.

Short-Term CBE Projects

Short-term Community-Based Education projects are usually undertaken as assignments within courses, with permission of the instructor. Students and instructors should contact the TCCBE or U-Links before a course begins or early in the course to identify opportunities of interest and relevance. CBE program staff will work with instructors, students and community host organizations to clarify project details and TCCBE/U-Links registration.

Prerequisite: Short-term CBE projects are usually open to all students. Students may be subject to further prerequisites by individual departments and instructors. Community host organizations may screen students for relevant skills and knowledge.

Roles and Resources

The Community-Based Education program fulfills a community-defined need for a common point of contact with the University and provides an extensive community development network for students and faculty wanting to work with local organizations. Host organizations involved in the program provide supervision, facilities, services and materials. Participating instructors provide academic supervision, grade students' work and support students in a manner consistent with other University courses. Students receive innovative leadership and career-building experience while applying theory to practice in local community settings. The TCCBE and U-Links develop new projects and support those underway, provide resources and contacts, and facilitate communication among all participants.

The TCCBE and U-Links each maintain resource libraries that include reference materials about local community groups and initiatives, past projects, community-based research, service learning and experiential education. Students or faculty who wish to arrange research and educational projects and partnerships with community organizations are strongly encouraged to contact the TCCBE or U-Links.

Sample Courses 2004–2007

The following courses are a sample of those participating in some way in the TCCBE program from the 2004–2007 academic years. Note: This list is provided for interest and networking purposes only. This is not a comprehensive list and does not imply that the same courses will be offered in conjunction with the TCCBE or U-Links in the 2008–2009 academic year.

ADMN 482, 483H
 BIOL 327H, 389, 389H, 491H
 CAST 100, 204, 420, 477, 455, 481, 482H, 483H
 CAST – ERST – GEOG – INDG 204
 ERST 310, 316H, 334H, 383, 384H, 351, 425H, 452, 483, 484H
 GEOG 402D, 470
 IDST 370, 371H, 385H, 422, 483
 INDG 381H
 NURS 302H
 POST 487
 POST – SOCI 497H
 PSYC 473H
 WMST 387H, 443, 482

Degree Completion Programs

Trent University offers degree completion options for students at Ontario community colleges who have successfully completed specific diploma programs. Depending on the program, students graduating with a 75% average are eligible to receive 5 credits toward the 15-credit General degree or 10 credits towards the 20-credit Honours degree.

These agreements are reviewed annually to accommodate changes in the programs at the partner institutions. For complete details on degree completion agreements between Trent University and Ontario community colleges, see the Julian Blackburn College web page at www.trentu.ca/jbc.

For information on admission to these degree completion programs, please contact the Office of the Registrar at Trent University, (705) 748-1215 or e-mail registrar@trentu.ca.

CENTENNIAL COLLEGE DEGREE COMPLETION PROGRAMS

Biology (Bachelor of Science, Honours)

Qualified students may enter the Biology program at Trent University on an advanced standing basis, subsequent to successful completion of the 3-year (36 credit) diploma program in Industrial Microbiology with an average of 75%.

Notes

- As transfer credits recognize areas covered over the course of the diploma program rather than one-to-one course equivalents, numerical grades will not be recorded on the Trent transcript. Completion of these credits will be recognized with a "Pass" grade.
- 14 Science credits must be completed for an Honours degree in Science.

DURHAM COLLEGE DEGREE COMPLETION PROGRAMS

Chemistry (Bachelor of Science, Honours)

Qualified students may enter the Chemistry program at Trent University on an advanced standing basis, subsequent to the successful completion of the diploma program in Food & Drug Technology with an average of 75%.

Notes

- As transfer credits recognize areas covered over the course of the diploma program rather than one-to-one course equivalents, numerical grades will not be recorded on the Trent transcript. Completion of these credits will be recognized with a "Pass" grade.
- 14 Science courses must be completed for an Honours degree in Science.

Computer Science (Bachelor of Science, Honours)

Qualified students may enter the Computer Science program at Trent University on an advanced basis, subsequent to successful completion of the 3-year (36 credit) diploma program in Computer Science Technology with an average of 75%.

Notes

- As transfer credits recognize areas covered over the course of the diploma program rather than one-to-one course equivalents, numerical grades will not be recorded on the Trent transcript. Completion of these credits will be recognized with a "Pass" grade.
- 14 Science credits must be completed for an Honours degree in Science.

Environmental & Resource Science/Studies (Bachelor of Science, Honours or Bachelor of Arts, Honours)

Qualified students may enter the Environmental & Resource Science/Studies program at Trent University on an advanced standing basis, subsequent to the successful completion of one of the following diploma programs with an average of 75%: 1) Environmental Technology and 2) Food & Drug Technology.

Notes

- As transfer credits recognize areas covered over the course of the diploma program rather than one-to-one course equivalents, numerical grades will not be recorded on the Trent transcript. Completion of these credits will be recognized with a "Pass" grade.
- In Environmental & Resource Science/Studies, Science courses, which fulfill University requirements for the B.Sc. are designated Environmental & Resource Science; and Arts courses are designated Environmental & Resource Studies. 14 Science credits must be completed for an Honours degree in Science.

Bachelor of Arts or Bachelor of Science – any major

Qualified students may transfer to Trent on an advanced standing basis, subsequent to the successful completion of the 2-year General Arts and Science diploma with an average of 75%; and completion of a Trent University 100-level course with a minimum grade of 60% (C); and Trent University Prep 101. The university will grant 4 unassigned credits and 1 credit for the completed 100-level Trent University course towards the completion of the 15-credit General degree.

Notes

- As transfer credits recognize areas covered over the course of the diploma program rather than one-to-one course equivalents, numerical grades will not be recorded on the Trent transcript. Completion of these credits will be recognized with a “Pass” grade.
- 11 Science credits must be completed for a General degree in Science.

FLEMING COLLEGE DEGREE COMPLETION PROGRAMS**Bachelor of Arts or Bachelor of Science (any major)**

Qualified students who complete the University Transfer Option of the General Arts and Science program with an average of 70% and a minimum grade of 65% in each of the transfer credit subjects will be granted credits in ENGL 100, PHIL 101, PSYC 101 and SOCI 100 and will be permitted to enter a degree program at the second year level.

Notes

- Numerical grades for transfer credits will not be recorded on the Trent transcript. Completion of these credits will be recognized with a “Pass” grade.
- 11 Science credits must be completed for a General degree in Science.

Biology (Bachelor of Science, Honours)

Qualified students may enter the Biology program at Trent University on an advanced standing basis, subsequent to the successful completion of the 3-year (36 credit) diploma program in Fish & Wildlife with an average of 75%.

Notes

- As transfer credits recognize areas covered over the course of the diploma program rather than one-to-one course equivalents, numerical grades will not be recorded on the Trent transcript. Completion of these credits will be recognized with a “Pass” grade.
- In Environmental & Resource Science/Studies, Science courses, which fulfill University requirements for the B.Sc., are designated Environmental & Resource Science; Arts courses are designated Environmental & Resource Studies.
- 4 Science credits must be completed for an Honours degree in Science.

Business Administration (Bachelor of Business Administration)

Qualified students may enter the Business Administration program at Trent University on an advanced standing basis, subsequent to the successful completion of one of the following 3-year (36 credit) diploma programs with an average of 75%: 1) Business Administration, 2) Business Administration – Accounting, 3) Business Administration – Human Resource Management and 4) Business Administration – Marketing.

Note

- As transfer credits recognize areas covered over the course of the diploma program rather than one-to-one course equivalents, numerical grades will not be recorded on the Trent transcript. Completion of these credits will be recognized with a “Pass” grade.

Computer Science (Bachelor of Science, Honours)

Qualified students may enter the Computer Science program at Trent University on an advanced basis, subsequent to successful completion of the Computer Engineering Technology – Networking 3-year (36 credit) diploma program with an average of 75%.

Notes

- As transfer credits recognize areas covered over the course of the diploma program rather than one-to-one course equivalents, numerical grades will not be recorded on the Trent transcript. Completion of these credits will be recognized with a “Pass” grade.
- 14 Science credits must be completed for an Honours degree in Science.

Environmental & Resource Science/Studies (Bachelor of Science, Honours or Bachelor of Arts, Honours)

Qualified students may enter the Environmental & Resource Science/Studies program at Trent University on an advanced standing basis, subsequent to the successful completion of one of the following 3-year (36 credit) diploma programs with an average of 75%: 1) Ecosystem Management, 2) Fish & Wildlife and 3) Environmental Technology.

Notes

- As transfer credits recognize areas covered over the course of the diploma program rather than one-to-one course equivalents, numerical grades will not be recorded on the Trent transcript. Completion of these credits will be recognized with a "Pass" grade.
- In Environmental & Resource Science/Studies, Science courses, which fulfill University requirements for the B.Sc., are designated Environmental & Resource Science; arts courses are designated Environmental & Resource Studies. Fourteen Science credits must be completed for an Honours degree in Science.

GEORGIAN COLLEGE DEGREE COMPLETION PROGRAMS**Computer Science (Bachelor of Science, Honours)**

Qualified students may enter the Computer Science program at Trent University on an advanced basis, subsequent to successful completion of the 3-year (36-credit) diploma program in Computer Programmer Analyst with an average of 75%.

Notes

- As transfer credits recognize areas covered over the course of the diploma program rather than one-to-one course equivalents, numerical grades will not be recorded on the Trent transcript. Completion of these credits will be recognized with a "Pass" grade.
- 14 Science credits must be completed for an Honours degree in Science

LOYALIST COLLEGE DEGREE COMPLETION PROGRAMS**Business Administration (Bachelor of Business Administration)**

Qualified students may enter the Business Administration program at Trent University on an advanced standing basis, subsequent to the successful completion of one of the following 3-year (36-credit) diploma programs with an average of 75%: 1) Business Administration, 2) Business Administration – Human Resource Management, 3) Business Administration – Materials Management, or 4) Business Administration – Accounting.

Notes

- As transfer credits recognize areas covered over the course of the diploma program rather than one-to-one course equivalents, numerical grades will not be recorded on the Trent transcript. Completion of these credits will be recognized with a "Pass" grade.

Computer Science (Bachelor of Science, Honours)

Qualified students may enter the Computer Science program at Trent University on an advanced basis, subsequent to successful completion of the 3-year (36-credit) Computer Programmer/Analyst diploma program with an average of 75%.

Notes

- As transfer credits recognize areas covered over the course of the diploma program rather than one-to-one course equivalents, numerical grades will not be recorded on the Trent transcript. Completion of these credits will be recognized with a "Pass" grade.
- 14 Science credits must be completed for an Honours degree in Science.

SENECA COLLEGE DEGREE COMPLETION PROGRAMS**Computer Science (Bachelor of Science, Honours)**

Qualified students may enter the Computer Science program at Trent University on an advanced basis, subsequent to successful completion of the 3-year (36-credit) diploma program in Computer Programming & Analysis with an average of 75%. This diploma may include a specialist in one of the following areas: 1) Computer Programmer/Analyst, 2) AS/Mid-Range Specialist, 3) Data Communications Specialist, 4) Database Specialist, 5) Internet Specialist, and 6) Software Design Specialist.

Notes

- As transfer credits recognize areas covered over the course of the diploma program rather than one-to-one course equivalents, numerical grades will not be recorded on the Trent transcript. Completion of these credits will be recognized with a "Pass" grade.
- 14 Science credits must be completed for an Honours degree in Science.

Diploma Programs

Diploma programs exist in order to accommodate students who wish to undertake focussed study in an area over a one- or two-year period. The Diploma is awarded upon successful completion of the program. With it is included a Trent University transcript identifying all courses undertaken and grades received. Upon successful completion of the Diploma, students may apply for admission to a Bachelor's program. Credits earned in the Diploma program are transferable to the Bachelor's program.

The following Diploma programs are available:

- Diploma in Canadian Studies, see Canadian Studies (p. 62)
- Diploma in Foundations of Indigenous Learning, see Indigenous Studies (p. 150)
- Diploma in Indigenous Environmental Studies, see Indigenous Environmental Studies (p. 147)
- Diploma in Indigenous Studies Management & Economic Development, see Indigenous Studies Management & Economic Development (p. 148)
- Diploma in Kanyen'keha (Mohawk) Language, see Indigenous Studies (p. 150)

Emphases

Emphases, consisting of groups of courses with a particular focus, are available as a complement to regular degree programs.

To be eligible, students must successfully complete the requirements of both the Emphasis program and the Honours or General program in which they are enrolled. The transcripts of students who have done so will contain the notation "with an Emphasis in [the appropriate Emphasis]."

The following Emphases are available:

Applied Ethics	International Political Economy
Archaeology	Law & Policy
Classical History	Linguistics
Food & Agriculture	Medieval, Antique & Renaissance Studies
Geographical Information Systems	Northern & Polar Studies
Global Power & Politics	Sociocultural & Linguistic Anthropology
Global Studies	Teacher Education
Globalization: Communities & Identities	

EMPHASIS IN APPLIED ETHICS

Telephone: (705) 748-1011 ext. 7166 E-mail: philosophy@trentu.ca

Fax: (705) 748-1693

Web: www.trentu.ca/philosophy

Program Co-ordinator

Chair of the department of Philosophy

The Emphasis in Applied Ethics is available to students in any Honours or General program. A solid grounding in critical thinking, ethical theory and applied ethics is increasingly important for the many different kinds of careers that involve developing reasoned responses to public policy initiatives. The Emphasis in Applied Ethics is designed for students interested in careers as professional ethicists in fields such as medicine, environmental resource management, computing, law, or business. It also provides a good background for students interested in careers that involve advocacy on public policy issues.

The transcripts of students graduating with an Honours or General degree who have successfully completed the requirements of the Emphasis will contain the notation "with an Emphasis in Applied Ethics."

Students earn the Emphasis in Applied Ethics by successfully completing five credits including:

- PHIL 101 or 105
- PHIL 230
- PHIL 335 or 338
- either PHIL 239H and PHIL – COIS 337H or PHIL – COIS 337
- PHIL 339 or PHIL – ADMN 420 or PHIL – ERST 330

EMPHASIS IN ARCHAEOLOGY**Ancient History & Classics**

Telephone: (705) 748-1011 ext. 7848
Fax: (705) 748-1131

E-mail: ahc@trentu.ca
Web: www.trentu.ca/ahc

Anthropology

Telephone: (705) 748-1011 ext. 7825
Fax: (705) 748-1613

E-mail: anthro@trentu.ca
Web: www.trentu.ca/anthropology

Program Co-ordinators

Chairs of departments of Anthropology and of Ancient History & Classics

The Emphasis in Archaeology is available to students in any Honours or General program, although it will clearly supplement the programs of those majoring in Anthropology and/or Ancient History & Classics. It is intended primarily for students interested in graduate studies and career preparation in archaeology, and for those wishing to deepen their knowledge of this inter-disciplinary field. Students will be exposed to comparative world prehistory, archaeological field methods and laboratory techniques, and the archaeology of specific regions (Old World and New World). The Emphasis will give students basic training in the practical, and theoretical, aspects of archaeological research. Current areas of academic expertise are the archaeology, ancient art, and architecture of the Americas, Europe, and the Classical Mediterranean world.

The transcripts of students graduating with an Honours or General degree, who have successfully completed the requirements of the Emphasis program, will contain the notation "with an Emphasis in Archaeology."

Note

- Courses in the Archaeology program may have prerequisites. In planning their Emphasis, students should carefully take this into account.

Courses

The Emphasis in Archaeology consists of at least 6 credits including:

- 2 ANTH credits consisting of ANTH 212 and 310
- 1 additional credit from ANTH 300 or 315 or AHCL 3850 (330)
- 3 additional credits from 3 of the following 4 categories:

Category A (New World)

ANTH 311 ANTH 411
ANTH 314 ANTH 412
ANTH 371H ANTH 413
ANTH 372H
ANTH 375H

Category B (Old World)

ANTH 312
AHCL – ANTH – GEOG 2230H (223H)
AHCL – ANTH 2200H (226H)
AHCL – ANTH 2201H (220H)
AHCL – ANTH 3220 (322)
AHCL – ANTH 3240H (334H)
AHCL – ANTH 3250H (325H)

Category C (Methods)

ANTH 300 ANTH 414H
ANTH 315 ANTH 415H
ANTH 363H AHCL 3850 (330)
ANTH 365H

Category D (Comparative Approaches)

ANTH 3170 ANTH 4180H
ANTH 4190H ANTH 4290H

Students who wish to include a Reading course, Special Topic course, or Thesis course that deals with archaeology as one of the six credits toward the Archaeology Emphasis must obtain departmental permission in advance to register, and get written approval of both program coordinators.

EMPHASIS IN CLASSICAL HISTORY

Telephone: (705) 748-1011 ext. 7848 E-mail: ahc@trentu.ca
 Fax: (705) 748-1131 Web: www.trentu.ca/ahc

Program Co-ordinator

Chair of the department of Ancient History & Classics

The Emphasis in Classical History is available to students majoring in any degree program, although it will clearly supplement the programs of those majoring in Ancient Greek & Roman Studies. It is intended to recognize an emphasis upon the study of Classical History and on the methods of classical historians.

The transcripts of students graduating with an Honours or General degree who have successfully completed the requirements of the Emphasis will contain the notation "with an Emphasis in Classical History."

Students earn the Emphasis in Classical History by completing at least six credits in Classical History including AHCL 2100. AHCL 100 and 201 are considered the equivalent of AHCL 2100. Consult the Chair for a list of relevant courses.

EMPHASIS IN FOOD & AGRICULTURE

Telephone: (705) 748-1634 E-mail: thutchinson@trentu.ca
 Fax: (705) 748-1093

Program Co-ordinator

T. Hutchinson, B.Sc. (Manchester), Ph.D. (Sheffield)

The Emphasis in Food & Agriculture is available to students in Honours or General programs both in Science and Arts. It is intended for students who wish to better understand the basis of our food supply, including the methods of food production, the nature of the food chain with humans as the final receptor (agroecosystems), the technological and biological aspects of the historical changes in food production; conventional industrial and alternative agriculture; world trade, and trade barriers; land tenure, commodification of food, and concepts of sustainable agriculture. Concerns over the health of our food supply will be covered in some of the course offerings, including chemical and microbial contamination. Science and arts streams are possible in this emphasis.

The transcripts of students graduating with an Honours or General degree who have successfully completed the requirements of the Emphasis will contain the notation "with an Emphasis in Food & Agriculture."

Note

- Students are advised to contact the program co-ordinator at the end of their first year to register for the Emphasis in Food & Agriculture.

Courses

Students completing the Emphasis will be required to take the following courses for a total of 2 credits:

- ERSC 335H
- IDST – ANTH 221
- BIOL 229H

Students are also required to take an additional 3 credits from the following courses:

- ANTH 483H
- CAST – GEOG – ERST – INDG 204
- ERSC 336H, 435H
- ERSC – GEOG 365H
- ERST – CAST 334H
- Thesis (2 credits) and/or reading courses (through any department or program, provided the topic is approved by the emphasis co-ordinator)
- Community-based Education program courses (that link to food or agriculture issues and that are approved by the emphasis co-ordinator)

EMPHASIS IN GLOBAL POWER & POLITICSTelephone: (705) 748-1011 ext. 7802 E-mail: globalpolitics@trentu.ca

Fax: (705) 748-1066

Web: www.trentu.ca/globalpolitics**Coordinator****M. Neufeld**, B.A. (Waterloo), M.A., Ph.D. (Carleton)

The Emphasis in Global Power and Politics (GP) is offered by the newly-established Global Politics Section. It is available to students in any Honours program. It is intended for students interested in developing a critical understanding of the formal and informal, visible and hidden structures of power in the global age. A critical approach starts from the premise that the most urgent political problems of our time from imperialism and resource wars to the corruption of both liberal democracy and socialism, as well as the ubiquitous rise of inequality, pose fundamental moral problems that require not only good will and commitment but a deep understanding of the mechanisms of global power and politics, especially on the part of actors who want to make a difference. While housed in the social sciences, the Emphasis in Global Power and Politics also seeks to appeal to politically minded students in the sciences and the humanities.

The Emphasis option in Global Power and Politics is closely tied to the work done in the Centre for the Critical Study of Global Power and Politics (A. Pickel, Director). Students are invited to participate in the work of the Centre. Students are strongly encouraged to explore the Thesis option in their final year of study.

The transcripts of students graduating with an Honours degree, who have successfully completed the requirements of the Emphasis, will contain the notation "with an Emphasis in Global Power and Politics."

The Emphasis in Global Power and Politics consists of five credits:

- POST 220 or 223
- 2 credits from 300/3000-level POST (GP) courses
- 2 credits from 400/4000-level POST (GP) courses

The following courses will carry the designation "GP" in the Politics section of the calendar. See p. 200 for course descriptions:

- POST 220
- POST 320H
- POST– CAST 321H
- POST – SOCI 323
- POST 324H
- POST 325H
- POST 3905/3906H
- POST 395
- POST 4030
- POST 420H
- POST 421
- POST 4905/4906H
- POST 496H

EMPHASIS IN GLOBAL STUDIES

Telephone: (705) 748-1314

E-mail: tip@trentu.ca

Fax: (705) 748-1626

Web: www.trentu.ca/international**Program Co-ordinator****A. M. Allcott**, M.A. (Utah), Ph.D. (SUNY, Buffalo)

The Emphasis in Global Studies is available to students in any Honours or General program who fulfill the following requirements: a year of study abroad and successful completion of six credits in international/global studies from a list approved by the Global Studies Advisory Committee (available in the Trent International Program office or at www.trentu.ca/tip). Of the six approved credits at least two must be: IDST 100, HIST 170 or POST 220 or 223.

The transcripts of students graduating with an Honours or General degree, who have successfully completed the requirements of the Emphasis, will contain the notation "with an Emphasis in Global Studies."

EMPHASIS IN GLOBALIZATION: COMMUNITIES & IDENTITIES

Please note: This emphasis will not be available to students registering at the university for the first time in 2008-2009 or in subsequent years.

Telephone: (705) 748-1011 ext. 1778

E-mail: hughhodes@trentu.ca

Program Co-ordinator

H. Hodges, M.A., Ph.D. (Toronto), *English*

The Emphasis in Globalization: Communities & Identities is available to students in any Honours or General program except a joint-major in Globalization: Communities & Identities. It is intended for students with a particular interest in the human and cultural dimensions of globalization. Encouraging students to combine relevant courses in the social sciences with those in the humanities, the program focuses on debates about globalization and its effects on culture, identity, community and diaspora. Themes include the impact of globalization on gender, race, ethnicity and Aboriginal rights; postcolonialism; the globalization of popular culture, film, music and mass media; border cultures and hybrid literatures; world cities and their networks; and human rights in a global perspective.

The transcripts of students graduating with an Honours or General degree, who have successfully completed the requirements of the Emphasis, will contain the notation "with an Emphasis in Globalization: Communities & Identities."

Notes

- Courses in the Emphasis in Globalization: Communities & Identities may have prerequisites. In planning their Emphasis, students should carefully take this into account.
- The Emphasis in Globalization: Communities & Identities . Excludes a joint-major in Globalization: Communities & Identities.
- The same courses may simultaneously satisfy the requirements of both a major and the Emphasis.

The Emphasis in Globalization: Communities & Identities consists of six credits:

– POST 220, CUST – INDG 230, and ANTH 200

Plus one credit from category A and 2 credits from Category B

A

ENGL 2400
 POST 320H, 326H, 336H, 420H, 428, 495
 POST – IDST 350H, 351H, 423H, 427H
 POST – IDST – CAST 424
 POST – SOCI 323H
 WMST 295H

B

ANTH 408H, 409H, 450H	IDST 313, 395H, 4972H
ANTH – IDST 301, 304, 306, 407, 475H, 476H	IDST – POST 322H, 425H
CAST – ENGL 466	IDST – SOCI 312H, 396H
CAST – POST 440	INDG 430
CAST – POST – SOCI 300	INDG – ERST 260, 363, 473
CUST 345	INDG – IDST 305, 360, 482
CUST – IDST 332	SOCI 347, 382H, 480
CUST – WMST 220	WMST 300
ENGL 3601H, 3603H, 3605H, 4600	WMST – IDST 225
ERSC/ERST – INDG 373	WMST – POST 388H
ERST 316H	WMST – SOCI 386H, 387H
ERST – IDST – POST 360, 461H	
HIST 200, 365, 450, 465	
HIST – CAST 304	
HIST – IDST 2401H, 2402H, 2471, 3401H, 3402H	

EMPHASIS IN INTERNATIONAL POLITICAL ECONOMY

Telephone: (705) 748-1011 ext. 7966

E-mail: comanique@trentu.ca**Program Co-ordinator****C. O'Manique**

The Emphasis in International Political Economy (IPE) is available to students in any Honours or General program except a joint-major in International Political Economy. It is intended for students with an interest in the interconnected nature of the study of politics and economics at the international and global levels. The globalization of economic life has raised the prominence of the study of IPE in recent years among scholars and students from a wide variety of academic backgrounds such as Economics, International Development Studies, and Politics, as well as Anthropology, Business Administration, Canadian Studies, Environmental & Resource Science/Studies, Geography, History, Indigenous Studies, Sociology and Women's Studies.

The transcripts of students graduating with an Honours or General degree, who have successfully completed the requirements of the Emphasis, will contain the notation "with an Emphasis in International Political Economy."

Notes

- Courses in the Emphasis in International Political Economy may have prerequisites. In planning their Emphasis, students should carefully take this into account.
- An Emphasis in International Political Economy . Excludes a joint-major in International Political Economy.
- The same courses may simultaneously satisfy the requirements of both a major and the Emphasis.

The Emphasis in International Political Economy consists of six credits:

- ECON 101H, 102H, IDST 100, and one of POST 220, 223 or 240
- 1 credit from each of A, B, and C

A

ECON 311H, 312H, 362H, 398H

ECON – IDST 331H, 333H

IDST 310

B

ERST – IDST – POST 461H

ERST – POST – CAST 460H

HIST 250

HIST – CAST 308

IDST 311H

IDST – CAST – POST 424

POST 320H, 324H, 325H, 326H, 420H, 428

POST – CAST 321H

POST – IDST 423H, 425H, 427H

POST – SOCI 323H

WMST – POST 388H

C

ANTH – IDST 301, 304, 407

ERST – IDST – POST 360

HIST – IDST, 2401H, 2402H, 247, 3401H, 3402H

IDST 200, 397H, 398H, 400, 411H, 422

IDST – ANTH 221

INDG – IDST 305

WMST – IDST 225

EMPHASIS IN LAW & POLICY

Telephone: (705) 748-1011 ext. 6002
 Fax: (705) 748-1047

E-mail: politics@trentu.ca
 Web: www.trentu.ca/law

Program Co-ordinator

E. Stavro, M.A., Ph.D. (Toronto)

The Emphasis in Law & Policy is available to students in any Honours or General program. A knowledge of law and policy is essential for many career paths and for informed citizen participation in public affairs. The Emphasis in Law & Policy is intended for students interested in career preparation, critical reflection on legal and policy questions, and advocacy on public issues.

The transcripts of students graduating with an Honours or General degree, who have successfully completed the requirements of the Emphasis, will contain the notation "with an Emphasis in Law & Policy."

Note

- Courses in the Law & Policy program may have prerequisites. In planning their Emphasis, students should carefully take this into account. For additional information and updates, see the Law & Policy web site.

Courses

The Emphasis in Law & Policy consists of six credits from the courses listed below. These must include at least 1.5 credits from category A and at least 1.5 credits from category B.

Category A (Policy)

CAST – HIST – POST 477
 ECON 302H, 317H, 384H
 ECON – ERST 381H
 ECON – ERST – CAST, 378H, 382H
 ERST – POST 210H
 ERST – CAST – HIST 467H
 ERST – CAST – POST 310
 ERST – IDST – POST 461H
 HIST 337H
 HIST 337
 INDG 200
 IDST – CAST – POST 424
 INDG – POST 302
 POST 100, 320H, 405, 405H, 432
 POST – CAST 201, 321H, 362, 362H
 POST – CAST – ERST 267, 267H, 460H
 SOCI 361
 SOCI 366
 SOCI 462H
 WMST – CAST – POST 400

Category B (Law)

ADMN 325H
 ERST 311H, 325H, 425H
 HIST 385
 IDST – SOCI 312H
 INDG 340
 PHIL 105
 PHIL – POST 232
 POST 268H, 367
 POST – CAST 309
 SOCI 365H
 SOCI 427H
 WMST – CAST – POST 237H
 WMST – POST – CAST 238H

EMPHASIS IN LINGUISTICS

Telephone: (705) 748-1011 ext. 1527
 Fax: (705) 748-1630

E-mail: rthagman@trentu.ca
 Web: www.trentu.ca/modernlanguages

Program Co-ordinator

R. S. Hagman, Ph.D. (Columbia), *Modern Languages & Literatures*

The Emphasis in Linguistics enables students to add to their programs a series of courses designed specifically to complement their studies in a language or languages. The basis of the program is the first-year introductory course in linguistics, and then students may choose from a variety of courses offered by Modern Languages, English, Anthropology and Ancient History & Classics which will allow them to pursue more specific interests in language and linguistics. The transcripts of students who have successfully completed the requirements of the emphasis program will contain the notation "with an Emphasis in Linguistics." To qualify for the Emphasis, students must take MODL 101 (or the combination of MODL 1001H and MODL 1002H), plus three credits from among the following courses:

ANTH 231	LATN 1000H, 1001H (100)
ENGL 3100, 4100/4101H	MODL 301 (offered in Summer session only)
FREN 215	MODL – ANTH 201H, 202H, 302H, 303H
GREK 1000H, 1001H (100)	

EMPHASIS IN MEDIEVAL, ANTIQUE & RENAISSANCE STUDIES

Telephone: (705) 748 1011 ext. 6033

Email: skeefer@trentu.ca

Fax: (705) 748-1823

Web: www.trentu.ca/mars

Program Coordinator**S.L. Keefer** M.A., Ph.D (Toronto), *English*

The Emphasis in Medieval, Antique & Renaissance Studies is available to students in any Honours program. The Emphasis answers a growing student interest in the thought, literature and politics of the pre-industrial world. While this period is often romanticized as a “golden fantasy realm,” studies in western civilization from antiquity through early modernity (ca. 1800) allow students a window on the development of Western European – and, by extension, a measure of North American – cultural ideology. Students must declare a focus in either historical or literary studies.

The transcripts of students graduating with an Honours degree who have successfully completed the requirements of the Emphasis will contain the notation “with an Emphasis in Medieval, Antique & Renaissance Studies.”

Notes

- It is strongly recommended that students take PHIL – AHCL 210 when available.
- It is strongly recommended that students with an interest in early modern or Renaissance studies take FREN 110 or GRMN 200.

The Emphasis in Medieval, Antique & Renaissance Studies consists of 6 courses, including:

- LATN 200 or LATN 2000H and 2001H
- for the focus in literary studies, 3 credits from group A and 2 from group B
- for the focus in historical studies, 2 credits from group A and 3 from group B
- at least one of the elective credits from each of Ancient History & Classics, English and History
- at least one of the elective credits at the 400-level

A (Literature Courses)

- AHCL 150, 250, 2300, 2350, 3350, 350, or another course in consultation with the Chair of Ancient History and Classics
- any of the ENGL 3100 series, ENGL 3200, any of the ENGL 4100 series

B (History Courses)

- AHCL 100, 201, 205H, 207H, 2100, 305, 3070H, 3100H, 312H, 3120H, 313, 315, 410, 420, or another course in consultation with the Chair of Ancient History & Classics
- HIST 208, 205, 355H, 360, 380, 382, 385 or any History credit in the Medieval or Early Modern period at the fourth-year level

EMPHASIS IN NORTHERN & POLAR STUDIES

Telephone: (705) 748-1011 ext. 7686

E-mail: geography@trentu.ca

Fax: (705) 748-1205

Web: www.trentu.ca/geography

Program Coordinator**P. Lafleur**, B.Sc. (Brandon), M.Sc. (Trent), Ph.D. (McMaster)

The Emphasis in Northern & Polar Studies is available to students in any Honours or General program. It is designed to stimulate interest in the higher latitudes in all academic departments and programs at Trent. It is also designed to give students from the North an opportunity to extend and deepen knowledge of their home regions.

The transcripts of students graduating with an Honours or General degree, who have successfully completed the requirements of the Emphasis, will contain the notation “with an Emphasis in Northern & Polar Studies.”

Notes

- For the purposes of this program, the definition of “north polar regions” is that of the Northern Scientific Training Grants program of Indian and Northern Affairs Canada. This definition includes northern parts of most provinces. “South polar regions” include the continent of Antarctica and the sub-Antarctic islands. The Committee on Northern & Polar Studies will rule where eligibility is in doubt.
- Students must have completed at least one month of formal post-secondary study in the north or south polar regions. Such study may take the form of course work or independent or supervised research. As an alternative, students may have lived in the north or south polar regions for more than one year during their teens or later years. Proof of polar experience must be submitted to

the program co-ordinator at least six months before graduation.

- Credits from Yukon and Arctic Colleges, acceptable to Trent University, may be counted towards this emphasis to a maximum of 2.5 credits.
- Students are encouraged to consult the program co-ordinator about their selection of courses for the Emphasis at the start of their second year. They must do so at least six months before graduation. Early contact with the program co-ordinator has the advantage of putting the student in touch with others, students and faculty, with like interests.
- The permission of the instructor must be obtained for all courses, before the course begins, with the exception of courses marked with an asterisk (*) below. The instructor must notify the program co-ordinator that she/he is aware that a student is taking the course for the Emphasis and ensure that a portion of the course work undertaken by the student is directed to study of the polar regions.
- No more than three credits in reading, special topic or thesis courses may be included in the program. Students interested in pursuing these options must obtain the permission of the instructor and of the program co-ordinator. Permission forms are available from the program co-ordinator.

The Emphasis in Northern & Polar Studies consists of five credits, at least two credits from the following courses:

ANTH 311	GEOG 342H
ANTH – CAST – INDG 253	*GEOG – CAST 364H
CAST – GEOG – ERST – INDG 204	GEOG – CAST – ERST 372H (replaces GEOG – CAST – ERST 203H)
CAST – POST – SOCI 300	HIST – IDST 375 (replaces HIST 370)
*CAST – HIST 324	HIST – CAST 407
ERST – ECON – CAST 378H	HIST – CAST – INDG 425
ERST – CAST 250	INDG – POST 200
ERST 257H	HIST – CAST – INDG 255
ERST – IDST – POST 360	*INDG – CAST 285
ERST – INDG 363	INDG – IDST 305

Students are encouraged to view online course options through the University of the Arctic (www.uarctic.org). All University of the Arctic courses fulfill Emphasis course requirements.

EMPHASIS IN SOCIOCULTURAL & LINGUISTIC ANTHROPOLOGY

Telephone: (705) 748-1011 ext. 7825

E-mail: anthro@trentu.ca

Fax: (705) 748-1613

Web: www.trentu.ca/anthropology

Program Coordinator

A. Meneley, B.A.(McGill) Ph.D.(New York)

The Emphasis in Sociocultural & Linguistic Anthropology is available to students pursuing an Honours degree in the social sciences. It will enhance an Honours Anthropology degree, but coheres well with a range of related social science and interdisciplinary programs at Trent. It is intended primarily for students interested in graduate studies in Anthropology or a closely aligned field, or for those wishing to deepen their knowledge of the discipline.

The transcripts of students graduating with an Honours degree, who have successfully completed the requirements of the Emphasis program, will contain the notation "with an Emphasis in Sociocultural & Linguistic Anthropology."

Note

- Courses in the Sociocultural & Linguistic Emphasis program may have prerequisites. In planning their Emphasis, students should carefully take this into account.

Courses

The Emphasis in Sociocultural & Linguistic Anthropology consists of at least 6 credits in Anthropology, including:

– 3.0 credits consisting of ANTH 200, 231 and 399

– 1.5 credits from ANTH 301, 308H, 313H, 316H, 324H, 326H, 327H, 351, 370H, 374H or 382H

– 1.5 credits from ANTH 408H, 410H, 416, 426H, 427H, 475H, 476H, 477H, 480H, 481H or 483H

Students who wish to include a Reading course, Special Topic course, or Thesis in sociocultural or linguistic anthropology as one of the six credits toward the Sociocultural & Linguistic Emphasis must obtain departmental permission in advance to register, and get written approval of the Department Chair.

EMPHASIS IN TEACHER EDUCATION

Telephone: (705) 748-1011 ext. 7765 E-mail: edemphasis@trentu.ca

Fax: (705) 748-1144

Web: www.trentu.ca/education/emphasis

Program Co-ordinator**M. Ladky**, B.A. (Denison), M.A. (University College Dublin), Dip. Ed (McGill), Ed.D. (Toronto)

The Emphasis in Teacher Education is intended for students who are planning a single- or joint-major Honours program, who wish to prepare themselves to teach at the Elementary or Secondary level, and who plan to apply to a Consecutive Teacher Education program on the completion of their Honours degree.

The Emphasis does not guarantee admission to any Consecutive program, but the transcripts of students graduating with an Honours degree, who have successfully completed the requirements of the Emphasis, will contain the notation "with an Emphasis in Teacher Education."

Students must have an overall average of 70% at the end of their final year.

Since the course requirements for admission to Consecutive programs differ for elementary and secondary candidates, the requirements for the Emphasis in Teacher Education also differ accordingly.

Although the requirements for the Emphasis in Teacher Education are possible to meet within the twenty credits required for the completion of an Honours degree, students may decide or need to take one or two extra credits to fulfill the requirements of the Emphasis.

Entry into the Emphasis in Teacher Education

Full-time or part-time students normally enter the Emphasis in their first year. Qualified students who have completed a maximum of five credits with at least a 70% average may also be eligible to enter the Emphasis.

ELEMENTARY STREAM

In addition to completion of the requirements for a single- or joint-major B.A. or B.Sc., there are five required credits for the Emphasis. These include a minimum of two credits in Curriculum Studies, two credits in Foundational Studies, and a fifth credit in either Curriculum or Foundational Studies or EDEM 400. Curriculum Studies include at least one credit in Mathematics or Science, and at least one credit in visual or performing arts, selected from a list of designated courses. Foundational Studies include at least two credits from a list of designated courses in Canadian Studies, English, History, Indigenous Studies, Psychology and Sociology.

Some of the credits required may be possible to include as regular degree requirements (e.g., Biology, Chemistry, Cultural Studies, Environmental & Resource Science/Studies, English, French, Geography, Indigenous Studies, Mathematics, Physics, Psychology, Sociology). Students will need to plan their programs carefully in order to ensure that they take necessary prerequisite courses for any of the designated courses. The designated courses are those that, for example, would be suitable for admission into the Trent or Queen's Consecutive Education programs, and should be suitable for admission into other Consecutive programs across Canada.

1) Curriculum Studies (at least 2 credits)

- at least 1 credit in Mathematics or Science selected from any Mathematics credit (or PSYC 215) or any credit in Biology, Chemistry, Environmental & Resource Science, Physical Geography or Physics that includes regular lab work (these include CHEM 150, ERSC 270, MATH 280 and PHYS 209, which are designed for potential elementary teachers who lack a background in Mathematics or Science).
- at least 1 credit in visual or performing arts selected from:
 ANTH 253, 351
 CUST 211, 216, 217, 225, 226, 245, 270, 280, 305, 311, 315, 345, 346, 370, 375, 380,
 381, 385, 470
 INDG 3951, 3952, 3953, 3954

2) Foundational Studies (at least 2 credits)

At least 2 credits selected from: CAST – POST – SOCI 300, ENGL 3100, 3810, HIST – CAST 230, 232, 2360, INDG 330, PSYC 202H, 225H, 227H, 281H, 307H, 308H, 323H, 381H, 383H, SOCI 220, 230, 334H, 341H, 370, SOCI – WMST 343H.

3) EDEM 400 – Learning styles and teaching children with special needs

This course is open only to students who have at least an overall average of 70% and are in their final year in the Emphasis in Teacher Education. It includes working with pupils with special needs, involving one half day per week in a primary, junior or intermediate classroom, and workshops on learning theory that are held throughout the course.

SECONDARY STREAM

In addition to, or as part of, the requirements for a single- or joint-major Honours B.A. or B.Sc., there must be a total of at least eight Curriculum Studies credits. Of the eight Curriculum Studies credits a minimum of five credits must be in a first “teachable” subject and a minimum of three credits in a second “teachable” subject. As well there must be a minimum of two credits in Foundational Studies from a list of designated courses in Canadian Studies, English, History, Indigenous Studies, Psychology, Sociology, and either a third credit from the same list of courses or EDEM 400. Some of the credits required may be possible to include as regular degree requirements. Students will need to plan their programs carefully in order to ensure that they take necessary prerequisite courses for any of the designated courses.

1) Curriculum Studies (5 credits in first teaching subject, 3 credits in second teaching subject):

Teaching subjects include: Biology, Chemistry, Computer Science, Dramatic Arts, English, Environmental Science, French, Geography, History, Indigenous Studies, Mathematics, Physics, and Visual Arts. The minimum 5+3 requirement can be met through a single-major Honours, with three additional courses in a second teaching subject, or through a joint-major Honours in two teaching subjects.

2) Foundational Studies (at least 2 credits)

At least 2 credits selected from: CAST – POST – SOCI 300, ENGL 2000, 3100, 3810, 3850, HIST – CAST 232, INDG 330, PSYC 202H, 225H, 227H, 281H, 307H, 308H, 323H, 381H, 383H, SOCI 220, 230, 334H, 370, SOCI – CAST 341H, SOCI – WMST 343H.

3) EDEM 400

See above.

International Educational Opportunities

Trent University has a long and successful history of welcoming students from around the world, as well as promoting international studies and study abroad opportunities. With more than 550 international students from 95 different countries, Trent has a strong international community at its core. For information on international admissions and programs, please visit www.trentu.ca/international.

STUDY ABROAD

Trent students have opportunities to spend a part of their undergraduate degree in one of many programs overseas. Through the Trent International Study and Exchange Program (TISEP), students can participate in an exchange with universities in Europe, the United States, Latin America, Africa, Australia, and Asia. The Trent International Program (TIP) provides study abroad opportunities for students in all disciplines to pursue studies at universities throughout the world. TIP also provides information on some short term programs abroad; see www.trentu.ca/international. Specific departmental Study Abroad programs are also offered through Business Administration (France, Hungary, Sweden), Canadian Studies (USA), International Development Studies (Ecuador, Ghana), Environmental & Resource Studies (England and USA), Modern Languages & Literatures (France, Germany, Spain), Indigenous Studies (Thailand), Politics (Germany) and Physics & Astronomy (England).

INTERNATIONAL ENTRANCE SCHOLARSHIPS

Trent International Program Scholarships enable outstanding scholars from around the world to study at Trent, thereby enhancing the international character of the University and contributing to an intellectually challenging and culturally exciting environment for all members of the Trent community. These awards recognize high academic standing and outstanding extracurricular and community service. Preference is normally given to applicants who would not otherwise have the financial resources necessary to study at Trent. Scholarship recipients are expected to be active participants in college and university life and to assume a leadership role in international activities, both at the University and within the broader community. See Scholarships for a list of International Scholarships or visit the website at www.trentu.ca/international.

BURSARIES – INTERNATIONAL STUDY AWARDS

Bursary funds are made available through a few International Study Awards, designed to encourage and support the broadening of the academic experience through international study. These awards assist both Trent students planning to study abroad and international scholars attending Trent for a year of study. Each award has specific terms, and all are awarded on the basis of academic achievement and financial need. See *Bursaries* for a list of International bursaries or visit the website at www.trentu.ca/international.

TRENT INTERNATIONAL PROGRAM (TIP)

Telephone (705) 748-1314

E-mail: tip@trentu.ca

Fax: (705) 748-1626

Web: www.trentu.ca/international**Director****A. M. Allcott**, M.A. (Utah), Ph.D. (SUNY, Buffalo), (705) 748-1280**International Programs and Services Manager****C. Bennett Awe** (705) 748-1300**International Student Recruitment and Admissions Manager****T. Corkum** (705) 748-1696

The Trent International Program (TIP) offers an exciting opportunity for Canadian and international students to live and study together in a global community. Students in the program, many of whom intend to pursue international careers, are committed to deepening their understanding of world issues, increasing their sensitivity to different cultures and, in the long term, promoting international learning and understanding.

TIP welcomes all Trent students, and has drawn participants from all regions of the world and from all of Canada's provinces and territories. Those who choose to be involved with the program may pursue a major or joint-major in any field, choosing from course offerings available to all Trent students. TIP students gather together regularly to explore international issues through a World Affairs Colloquium, and to participate in a broad range of social, educational and cross-cultural events.

Several departments and programs offer courses in global and international studies. Students may combine courses from three or more disciplines in a Special Concentration in Global Studies, complement their major or joint-majors with an Emphasis in Global Studies or enroll in joint-major programs in Globalization: Communities and Identities or International Political Economy. (see Global Studies)

Students may also choose to study abroad to enrich and internationalize their Trent degree. (see Study Abroad Opportunities).

TRENT-ESL: ENGLISH FOR UNIVERSITY

Telephone (705) 748-1805

Email: esl@trentu.ca

Fax (705) 748-1830

Web: www.trentu.ca/esl**TRENT-ESL Manager****C. D'Amico**, B.A. (McMaster), B.Ed. (Queen's)

The Academic Skills Centre, in co-operation with the Trent International Program, offers TRENTE-ESL: *English for University*, a program in English for academic purposes designed for students who meet all requirements for admission to Trent except that of English-language proficiency (TOEFL CBT score of 237, PBT score of 580, IBT score of 90 with minimum of TWE score of 4.5 or equivalent). Students who are placed in the ESL 4 and 5 levels may begin to take a limited number of credit courses in conjunction with their ESL courses. After having successfully completed the ESL level 5 program students can proceed to full-time degree studies. Students may begin in the ESL program in September, January or May.

ADVISORY SERVICES FOR INTERNATIONAL STUDENTS

TIP provides advisory services for international students, including orientation and assistance with adjusting to life in Canada and at Trent University. Counselling and referral services are available for employment, finances, scholarships, health insurance, language proficiency, immigration issues, consumer services, academic challenges and residential life.

STUDY ABROAD OPPORTUNITIES

Trent students are encouraged to spend a summer, term or full academic year of their undergraduate degree studying in another country. The Trent International Study and Exchange Program (TISEP) offers exchange and study-abroad opportunities in many countries, including

England, Scotland, Wales, Finland, Iceland, Jamaica, Trinidad, Barbados, Spain, France, Germany, Hungary, South Africa, Mauritius, the Czech Republic, Malaysia, South Korea, Japan, Sweden, Australia, the United States and Mexico. The exchange normally takes place in the third year of the student's Honours program. Students may participate in a TIP exchange or co-ordinate, with TIP's assistance, their own study-abroad program. Trent students are also able to apply for Summer Service-learning placements at agencies in Africa under the supervision of WUSC.

All students wishing to pursue a term or year of study outside Canada must apply through TIP and be approved in order to receive academic credit for the courses undertaken abroad.

Pre-planning for a year abroad should begin in first year. The formal process begins in the Fall term of the students' second year, when they attend TISEP Information Sessions and the Work Study Abroad Fair, and fill out application forms which are available at the TIP office and on-line. The deadline for submitting an application is February 1. Applications are reviewed and approved by the TISEP Advisory Committee and, subsequently, successful applications are forwarded for consideration by host universities. Students are notified by mid-March of their acceptance. Placement of students in a host university is confirmed upon successful completion (with the maintenance of an overall B average) of their current academic year, and their participation in pre-departure sessions. Upon successful completion of the study abroad program, all pre-approved courses may be counted towards the student's Trent degree.

TRENT GLOBAL LIVING COMMUNITY

International and Canadian students may choose to augment their TIP experience by choosing to live in the "Trent Global Living Community." TGLC is a residence space specifically for students who want to learn about different cultures and traditions by living and learning with people from all over the world. Learn more about TGLC by contacting the Trent International Program or the Housing Services office.

TRENT INTERNATIONAL STUDENTS' ASSOCIATION (TISA)

This student-run organization includes both Canadian and international students who wish to internationalize their Trent experience. TISA works closely with TIP to foster a campus environment that encourages and supports cultural diversity. Members obtain valuable leadership skills organizing a wide variety of activities, including festivals, lectures, debates, films and guest speaker events, all designed to enhance and deepen awareness of international themes and global issues.

OTHER INTERNATIONALLY ORIENTED GROUPS

Several other internationally-oriented clubs and groups are also active on campus and maintain close ties with TIP. These include: Students Association in International Development (SAID); Hispanic Organization of Latin Awareness (HOLA); Helping Other People Everywhere (H.O.P.E.); Kawartha World Issues Centre (KWIC), a local global educational NGO; Ontario Public Interest Research Group (OPIRG); South Asian Students Association At Trent; South East Asian Students at Trent; Trent African and Caribbean Students' Union (TACSU); Trent Chinese Students Council (TCSC); Trent European Association; Trent Japanese Association (TJA); Trent Jewish Students' Association (TJSA); Trent Muslim Students Association (TMSA); Chinese Students Association; and World University Service of Canada (WUSC).

Joint Programs with Fleming College

Trent University, in collaboration with Fleming College, offers the Trent University/Fleming College Nursing program leading to a Bachelor of Science in Nursing (B.Sc.N.) degree (p. 186).

In addition there are a number of joint programs which extend educational opportunities by combining theory and practice in a number of professional and career fields. These are the Forensic Science program (p. 120), an Emphasis in Geographical Information Systems (p. 243) and a Special Concentration in Museum Studies (p. 245).

A new joint diploma-degree in Ecological Restoration will be introduced in September 2008.

EMPHASIS IN GEOGRAPHICAL INFORMATION SYSTEMS

The Emphasis in Geographical Information Systems is available to students in the Honours B.Sc. or B.A. program at Trent University in Geography or in Environmental & Resource Science. The transcripts of students graduating with an Honours degree in Geography or in Environmental & Resource Science/Studies, who have successfully completed the requirements of the Emphasis, will contain the notation "with an Emphasis in Geographical Information Systems." The program also leads to either GIS Application Specialist or GIS Cartographic Specialist Ontario College Graduate

Certificates from the Fleming School of Environmental and Natural Resource Science.

Students admitted to the program register as full-time Fleming students during the third year of their Honours program. Classes are held at the Lindsay campus of Fleming College. Students who successfully complete all three semesters of the GIS Application Specialist or GIS Cartographic Specialist program with a minimum grade of 60% in all courses will receive the corresponding Ontario College Graduate Certificate along with seven upper-level Science or Arts Trent credits of which three will count as 300-level credits in their major and four will count as unassigned 300-level Science or Arts credits. They then must complete three credits in their fourth year to fulfill the requirements of the single major or joint-major degree, as outlined in the specific degree program requirements. "Emphasis in GIS (Applications)" or "Emphasis in GIS (Cartography)" will be noted on their Trent transcript. Students who successfully complete semester 1 and 2 of the GIS Application Specialist or GIS Cartographic Specialist program with a minimum grade of 60% in all courses will receive five upper-level Science or Arts Trent credits of which three will count as 300-level credits in their major and two will count as unassigned 300-level Science or Arts credits. These students will receive an "Emphasis in GIS" that will be noted on their Trent transcript. These students are eligible to return to Fleming following completion of their Trent Honours degree to complete the requirements for the GIS Application Specialist or GIS Cartographic Specialist Ontario College Graduate Certificates.

Application procedures

- Applicants must consult with the chair(s) of the appropriate departments or programs at Trent.
- Completed application forms must be submitted to the chair of Geography by January 20 of the second year.
- Selection is based on the program of courses completed and on cumulative averages to date, including mid-year grades in second year.
- Students are informed of the results of their applications before the deadline for Early Registration at Trent. If their applications are successful they receive letters of acceptance and contact information for the Fleming year of the program.
- Students admitted to the program are also required to apply to the Ontario College Application Service in Guelph online.
- Students enrolled in the Fleming program in their third year may participate in Trent's Early Registration for the fourth year of their Trent program.

Fees

Students pay community college fees during the third year of their program (consult the Fleming calendar for details on fees) and Trent fees for the other three years.

Students are also required pay the appropriate fee to the Ontario College Application Service in Guelph.

Facilities

Students in the program have access to the library and faculty at Trent

Courses

The prerequisites for the program consist of at least 10 credits, with suitable standing towards a Trent Honours degree, including the 100-level introductory course plus at least two additional credits in the student's major.

All students entering the program should have successfully completed GEOG – ERSC 209H and at least one credit from Computer Science/Studies.

All Geography majors should have successfully completed GEOG – ERSC – BIOL 208H and either GEOG 211H or GEOG – ERST 251H.

Students are urged to acquire as much computer programming experience as possible beyond the required courses in order to equip themselves for the Technical Issues component of the Fleming year. Experience in algorithm design with C++ programming and visual Basic Languages would be an asset.

For information on courses, check the calendar for the Honours degree requirements in Geography or Environmental Resource Science/Studies.

Further information

For further information on the program and an application form, contact the chair of the Geography department or of the Environmental & Resource Science/Studies program.

SPECIAL CONCENTRATION IN MUSEUM STUDIES

The Museum Studies program leads to a Special Concentration degree in Museum Studies from Trent University. It also leads to an Advanced Certificate in Museum Studies from Fleming College.

Students admitted to the program register as full-time Fleming students for the year they have been accepted into the program. Students who complete the three-semester college certificate with a minimum average of 70% will receive up to four upper level "general elective credits" (p. 250) which are credited towards a Trent Honours degree, but do not fulfill specific departmental requirements.

Application procedures

- Application is made by letter which should include a discussion of why the applicant is interested in the program and any related background or experience relevant to the field (such experience, however, is not necessary for admission). Submit applications to the Senior Tutor at Julian Blackburn College.
- The deadline for applications is January 31, 2008 for the program beginning in September 2008
- To apply, students must have taken at least 10 courses towards their Trent degree, including the 100-level introductory course plus at least two additional credits in their major, and must have a cumulative average of at least 70%, including mid-year grades in the year in which the application is made. Students considering applying must be able to meet the Honours degree requirements in their discipline(s) as laid out in the calendar.
- Students are informed of the result of their application before the deadline for Registration at Trent.
- After eligibility for the program is confirmed by Trent, students are required to apply online through the Ontario College Application Service in Guelph.
- Students are required to pay the appropriate fee to the Ontario College Application Service in Guelph.

Students pay community college fees for the year of the program (consult the Fleming calendar for details on fees).

Facilities

Students in the program have access to the library and faculty at Trent. Students may retain Trent affiliation by paying the requisite fees. Contact Financial Services for more information (finance@trentu.ca).

Further information

For further information, contact the Senior Tutor at Julian Blackburn College (jbcstac@trentu.ca).

Julian Blackburn College: Part-Time Studies and Oshawa

Telephone: (705) 748-1229

E-mail: jbc@trentu.ca

Fax: (705) 748-1007

Web: www.trentu.ca/jbc

Oshawa: (905) 721-3003 or (905) 721-3107

Associate Dean and Principal

M. Genoe, B.A., M.A. (Waterloo), M.L.S. (Western Ontario), M. Phil. (Waterloo), M.P.A. (Queen's)

Assistant to the Associate Dean & Principal; Manager, Continuing Education

K. Maki, B. Comm., M.Sc. (Guelph)

Administrative Assistant

T. Menzies, B.A. (Trent), M.A. (Western Ontario)

Administrative Secretary

D. O'Dette

Senior Tutors and Academic Counsellors

E. Hurley, B.A. (Trent), M.A. (Queen's), B.Ed. (OISE/Toronto); **M. Fenwick**, B.A., M.A. (Ottawa), Ph.D. (Queen's)

Continuing Education Program Coordinator

M. Sedge, B.A. (Guelph)

Trent University (Oshawa) Administrative Co-ordinator

S. Gunn

The mandate of Julian Blackburn College (JBC), Trent's only non-residential college, is to ensure that resources and services are available to students studying part-time, both in Peterborough and Oshawa, as well as to students studying full-time in Oshawa. JBC also coordinates the degree programs offered

jointly with Fleming College (see Joint Programs with Fleming College, p. 243), degree completion options at several Ontario community colleges (see Degree Completion Programs, p. 228), continuing education and distance education at Trent.

Part-time studies are fully integrated with full-time studies at Trent. Part-time students may enroll in any course offered in the Trent Calendar, day or evening, on- or off-campus, provided they have the prerequisite. Bursaries for part-time students are available.

In Peterborough, services listed under "Academic Support Services" and "Student Services," are fully available to part-time students as is use of the athletic facilities, participation in student government and membership in University committees.

In Oshawa, a program of full- and part-time courses is offered in both the day and evening at Trent University in Oshawa. Please see the JBC web page for a full list of services available in Oshawa.

Applicants for part-time studies apply directly to Trent either on application forms available online at the Trent University website at www.trentu.ca/jbc. Please refer to the Julian Blackburn College section below for details.

Academic Advising

Academic advising services are offered, by appointment, through the JBC office in Peterborough and at the Trent University Office in Oshawa. Advising is also offered by e-mail at jbcstac@trentu.ca.

Application for Admission

Students applying for part-time studies should submit an *Application for Admission* form online via the website. For information, please contact JBC at (705) 748-1229 in Peterborough, (905) 721-3107 in Oshawa or e-mail your request to jbc@trentu.ca or write to:

Julian Blackburn College
Blackburn Hall, Trent University
1600 West Bank Drive, Peterborough, Ontario K9J 7B8

Students applying for full-time studies in Oshawa should apply through the Ontario Universities' Application Centre and refer to the *Admissions, Application and Registration* and the *Fees* sections of this Calendar.

For information about Julian Blackburn College prizes, see the *Financial Aid and Recognition of Academic Excellence* section of this Calendar.

Trent University in Oshawa

Trent University has been offering courses in Oshawa for over 34 years and maintains a permanent office in Oshawa at Durham College and the University of Ontario Institute of Technology. It serves neighbouring communities including Newcastle, Bowmanville, Whitby, Ajax and Pickering. Fall/Winter and Summer session courses, offered each year by Trent in Oshawa, enable students to pursue B.A. or B.Sc. degrees in Anthropology, Computing & Information Systems, Cultural Studies, English Literature, Environmental & Resource Studies, History, Psychology, Sociology and Women's Studies. Oshawa students who wish to pursue other disciplines or Honours degrees can supplement their Oshawa courses with courses taught at the Trent campus in Peterborough. Trent courses in Oshawa are taught on the campus of Durham College and the University of Ontario Institute of Technology. These courses are outlined on the JBC website.

Late Afternoon and Evening Courses

To better accommodate part-time students, a number of Trent's regular courses offered in the Fall/Winter session are scheduled either in the late afternoon or evening on the main campus or in the evening in Oshawa. A full listing of these courses is available on the JBC Web site.

Summer Session

Summer session courses are offered in both Peterborough and Oshawa. The Summer session is divided into three terms: a 12-week term from early May to late July, in which courses are taught twice a week, an eight-week term from early May to late June, in which courses are taught three times a week, and a six-week term from early July to mid-August, in which courses are taught four times a week. Details are available on the JBC webpage. The University also offers field schools in Archaeology, Biology, Environmental & Resource Science/Studies, Geography and Indigenous Studies. Details of these courses are available from the departments concerned.

Student Associations

Julian Blackburn College students based in Peterborough and part-time students in Oshawa are represented by the Julian Blackburn College Student Association (JBCSA). Students taking three or more credits in Oshawa are represented by the Student Association of the University of Ontario Institute of Technology and Durham College. For further information, contact the JBCSA Executive Director at (705) 748-1380 or the UOIT-DC Student Association Vice-President of Trent at (905) 721-0457 or SAVPofTrent@dc-uoit.ca

Specializations

Specializations provide additional focus within individual programs.

To be eligible, students must successfully complete the requirements of both the Specialization and the Honours or General program in which they are enrolled. The transcripts of students who have done so will contain the notation “with a Specialization in [the appropriate Specialization].” The following Specializations are available:

- **Biochemistry & Molecular Biology:** Health Sciences (p. 47)
- **Biology:** Conservation Biology (p. 46); Health Sciences (p. 47)
- **Business Administration:** Human Resource Management (p. 55); Indigenous Management & Economic Development (p. 146)
- **Computing & Information Systems:** Computer Science (p. 75); Software Engineering (p. 75)
- **Cultural Studies:** Image, Sound & Performance; Writing & Narrative; Film, Video & Media; Social Thought (p. 82)
- **Environmental & Resource Science/Studies:** Ecological Management (p. 112); Environmental Politics, Policy & Law (p. 112); Environmental Toxicology (p. 112); Indigenous Environmental Studies (p. 145)
- **French Studies:** Québec Studies (p. 177)
- **Indigenous Studies:** Indigenous Environmental Studies (p. 147); Indigenous Management & Economic Development (p. 148)
- **Mathematics:** Statistics

Year Abroad Programs

Trent University offers a wide range of Year Abroad programs which enable students to broaden their educational horizons and to add new perspectives to their academic interests, whatever the subject matter. The following Year Abroad programs are available:

- Year Abroad in Ecuador. See International Development Studies (p. 159)
- Year Abroad in France. See Modern Languages & Literatures, French Studies section (p. 177)
- Year Abroad in Germany. See Modern Languages & Literatures, German Studies section (p. 180)
- Year Abroad in Ghana. See International Development Studies (p. 159)
- Year Abroad in Spain. See Modern Languages & Literatures, Hispanic Studies section (p. 183)
- Year Abroad in Thailand. See Indigenous Studies (p. 150)

ADMISSIONS

Telephone: (705) 748-1215

E-mail: registrar@trentu.ca

Fax: (705) 748-1629

Web: www.trentu.ca/undergraduate

Office of the Registrar: Blackburn Hall, 1600 West Bank Drive, Peterborough, Ontario K9J 7B8

Trent University welcomes applications from Canadian and international students. Confirmation of an admission offer is required before students may register in courses. The same admission requirements, application and registration procedures, and deadlines apply to study in Peterborough, Oshawa and other locations.

Protection of Privacy

Trent University receives and maintains information used for the purposes of admission, registration and other fundamental activities related to being a member of the Trent University community and to attending a publicly funded post-secondary institution in the Province of Ontario. The application information provided by the applicant or student and any other information placed into the student file will be used to determine admission eligibility. Information provided may be used to contact an individual regarding their application and to provide other pertinent admission or registration information. All information will be protected and used in compliance with Trent University's *Policy on Privacy Protection and Freedom of Information*. Inquiries about the collection, use or disclosure of this information by the University should be directed to the University Registrar, Office of the Registrar, Blackburn Hall, 705-748-1215.

Degree and Diploma Programs

Trent University offers the following degree and diploma programs:

Degree Programs

Bachelor of Arts (Honours and General)
 Bachelor of Business Administration (Honours)
 Bachelor of Education Consecutive Program
 Bachelor of Science (Honours and General)
 Bachelor of Science in Nursing
 Bachelor of Science in Forensic Science

Diploma Programs

Canadian Studies
 Foundations of Indigenous Learning
 Indigenous Environmental Studies
 Indigenous Management &
 Economic Development
 Kanyen'keha (Mohawk) Language

Notes

- The Honours Degree programs and the Bachelor of Science Degree programs in Nursing and in Forensic Science are 20 credit programs, normally requiring four years of full-time study.
- The General Degree programs are 15 credit programs, normally requiring three years of full-time study.
- The Diploma programs are one or two years of full-time study.
- For information about Degree and Diploma programs see the relevant academic programs section of this Calendar.
- For information about the Consecutive Bachelor of Education program please refer to p. 93 of the calendar.
- For information about the Emphasis in Geographical Information Systems and the Special Concentration in Museum Studies, which are offered jointly with Sir Sandford Fleming College, see Joint Programs with Sir Sandford Fleming College (p. 243).

Admission Requirements

The admission requirements have been approved by the University Senate. Authority for interpretation of the regulations rests with the Office of the Registrar. The University has the right to accept or reject any applicant.

Minimum admission requirements

All percentages stated in these admission requirements are based on a pass mark of 50%. For schools and colleges operating on a pass mark other than 50%, the percentage required for admission is adjusted.

The minimum admission requirements outlined are for general admission to the Faculty of Arts and Science at the University. Some programs have additional assessment criteria.

English Proficiency Requirements

English is the normal language of instruction and communication at Trent University. Therefore, an applicant whose primary language is not English, or whose previous education has been conducted in another language, must demonstrate a command of English sufficient to meet the demands of classroom instruction, written assignments and participation in tutorials and discussions.

The following factors will be taken into account in assessing an applicant's facility in the English language:

- The primary language of the applicant ordinarily spoken in the home and in the workplace.
- The duration of residency in an environment in which English is the predominant language.
- The duration of study and the language of instruction in secondary and post-secondary educational institutions.
- The results obtained in any academic secondary and/or post-secondary courses in which a high standard of English is required.
- The results of English language proficiency tests.

Applicants who are determined by the University to have insufficient experience or skills in written and spoken English will be required to achieve a satisfactory score from one of the following English language testing services:

- TOEFL (Test of English as a Foreign Language). The minimum acceptable score for regular admission is 86 IBT, 580 PBT or 237 CBT with a minimum TWE score of 4.5 (but see gradual admission below).
- CAEL (Carleton English Language Test). The minimum acceptable score is 60, with at least 60 in Writing Proficiency (but see gradual admission below).
- MELAB (Michigan English Language Assessment Battery). The minimum acceptable score is 85, with no part below 80 (but see gradual admission below).

- IELTS (International English Language Testing Services). The minimum acceptable score is 6.5, with no band lower than 6 (but see gradual admission below).

Applicants who have results from recognized Canadian university English language testing services may submit their results for consideration.

Please note that Trent University reserves the right to request English language proficiency results from any international applicant whose mother tongue is not English.

Applicants with TOEFL (or equivalent) scores below the acceptable minimums are invited to apply for gradual admission through Trent-ESL: *English for University* program. Inquiries can be directed to (e-mail: esl@trentu.ca) or to the Trent International Program (e-mail: tip@trentu.ca).

The University's Right to Deny Admission

Completion of the minimum requirements does not guarantee admission to any course, program or department at the University. Enrolment is limited and the University will select the most qualified candidates for admission. Applicants are advised they will normally require a higher academic average than the published minimum. The University reserves the right to deny admission to any candidate. The University also reserves the right to refuse re-admission to candidates who have not achieved an acceptable academic standing as determined annually by the Committee on Admissions and Scholarships.

The University's Right to Offer Part-time Admission to Full-Time Applicants

Because of course enrolment restrictions and scheduling issues, admission to the Arts and Science program does not guarantee access to specific courses or major areas of study. The University reserves the right to offer part-time admission to applicants for full-time studies who are not among those selected for full-time admission. All enrolment limits are subject to revision.

Special Entry

Applicants who do not meet the University's published admission requirements, who nevertheless can produce significant evidence of a likelihood of success at university are invited to apply for special entry. All applicants for special entry will be required to submit a supplementary application outlining academic qualifications, experience and evidence in support of their likely success at university. The supplementary application form can be found at: www.trentu.ca/undergraduate/pdfs/supplementaryapp.pdf. Normally, applicants for special entry will be required to submit letters of reference and will be expected to make themselves available for an admission interview. Individuals interested in applying for special entry are advised to contact Admissions in advance of making application.

Mature Applicants

Applicants who are 21 years of age at the time classes commence, who have been out of a full-time educational institution for at least two years, and who are not eligible for admission consideration under the other published admission requirements may apply as mature applicants. Applicants are required to submit a supplementary application outlining academic qualifications, experience, reasons for wanting to study at Trent and any further evidence in support of their likely academic success at university. The supplementary application form can be found at: www.trentu.ca/undergraduate/pdfs/supplementaryapp.pdf. Applicants may be asked to provide further information and/or make themselves available for an admission interview. Mature student applicants are normally considered for admission to the part-time studies program.

Transfer Credits

Transfer credits are credits that may be granted to a student prior to the commencement of their studies at the University. Trent University may recognize academic work completed previously at another accredited university or college by granting Advanced Standing or Transfer Credit, provided that the student's previous studies are equivalent in their content and rigour (see Admissions From Post-Secondary Institutions for further information. Advanced Standing and Transfer credit may also be granted for some standardized advanced high school programs (see Admission from Secondary Institutions for details).

General Policy on the Transfer of Course Credits from Other Ontario Universities

Trent University subscribes to the following general policy on the transfer of course credits, as adopted by the Council of Ontario Universities:

Acceptance of transfer credits from accredited universities shall be based on the recognition that, while learning experiences may differ in a variety of ways, their substance may be essentially equivalent in terms of their content and rigour. Insofar as possible, acceptance of transfer should allow for the maximum recognition of previous learning experience in university-level courses. Subject to degree, grade and program requirements, any course offered for credit by one university shall be accepted for credit by another Ontario university when there is an essential equivalency in course content.

Notes on Transfer Credit and Advanced Standing.

Transfer credit is designated in three different ways:

1. Assigned credit is used when there is a Trent University equivalent.
2. Unassigned credit in a subject area is used for courses without Trent University equivalents, but which are acceptable to a department as fulfilling subject requirements toward a degree in that department. Individual departments may restrict the amount of unassigned credit that may be counted toward a degree in that department.
3. General elective credit is used for courses which are judged to be transferable but do not fulfill specific departmental requirements. General elective credits are expressed in terms of arts elective or science elective courses.

Advanced Standing is placement to a certain level in a subject area granted to students on admission. The department concerned examines the applicant's previous work or asks him/her to take a placement test, and then places the applicant at a certain level in the sequence of courses in the department. Prerequisite status in a department means that the Trent prerequisite for a course will be waived to enable the student to go on to more advanced work in that discipline.

The total number of non-Trent credits may not exceed 10.

A grade of "P" (pass) is assigned to all transfer credits.

Changes to Transfer Credits

Any questions regarding transfer credits must be forwarded to the Office of the Registrar in writing by the end of the third week of classes in the Fall session at Trent, or within three weeks after receipt of the official transfer credit notification. Transfer credits are determined in accordance with the policies and regulations effective at the time the admission decision is made. Subsequent changes to policies and regulations will not affect a previously determined transfer credit assessment. Once transfer credits have been awarded and applied to your Trent academic record, they cannot be removed from your record.

Canadian High School Admission Requirements

Students must successfully complete the requirements for secondary school graduation.

A minimum average of 70% is required for consideration for admission to Trent University.

A minimum grade of 60% must be obtained in English. Scholarships are awarded with a minimum academic average of 80%.

	Alberta/NWT Nunavut	British Columbia/ Yukon	Manitoba	New Brunswick	Newfoundland
General Admission Requirements (required for all programs)	English 30 and at least four additional 30 or 31 courses.	English 12 and at least three additional grade 12 courses.	English 40S and at least four Grade 12 courses at S or U level.	English 121 or 122 (or French 12-1 or 12-2) and at least four additional academic Grade 12 courses.	Ten credits at the 3000 level including Language 3101 and either Literature 3101 or 3202.
Education (Concurrent)	ALL PROVINCES – Students will fulfill requirements for a B.A. or B.Sc. and partial requirements for a B.Ed. while at Trent. Applicants are required to meet admission requirements for both the Education program and their chosen Faculty of Arts and Science program(s). A supplemental application (Personal Statement of Experience or PSE) is required and can be found online at www.trentu.ca/education/concurrent/prforms.htm A minimum average of 80% on courses considered for admission is required.				
Forensic Science	Biology 30, Chemistry 30, Math 30, Pure Math 30 or Math 31	Biology 12, Chemistry 12, Math 12	Biology 40S, Chemistry 40S, Math 40S or pre-calculus Math 40S.	Biology 121 or 122, Chemistry 121 or 122, Math 120, 121, 122.	Biology 3201, Chemistry 3202, Math 3204, 3205, or 3207.
	A minimum average of 75% on course considered for admission is required.				
Nursing	Biology 30, Chemistry 30, Math 30, Pure Math 30 or Math 31	Biology 12, Chemistry 12, Math 12	Biology 40S, Chemistry 40S, Math 40S or PreCalculus 40S	Biology 121 or 122 Chemistry 121 or 122, Math 120, 121 or 122.	Biology 3201, Chemistry 3202, Math 3204, 3205 or 3207..

Prerequisites for First Year Courses

Students enrolled in B.A. or B.Sc programs (excluding Business, Forensic Science, or Nursing) do not have to declare their major until the end of their first year of study. Individuals who wish to take courses leading to majors in any of the disciplines listed below must ensure that they have the appropriate high school prerequisites to qualify for these first year courses. Prerequisites for first year courses are noted in each academic program section of the Calendar.

- Biology
- Chemistry
- Math
- Physics

Notes

- Students applying to the Nursing B.Sc. program should be aware that there are non-academic requirements that must be completed before registration. Please see page 186 for details.
- Students choosing a Bachelor of Science program should note that fourteen science credits (including one in Mathematics) are required for the Honours degree, eleven (including one in Mathematics) for the General degree.
- Students applying to the Nursing B.Sc. or Forensic Science B.Sc. program should be aware that their English, Biology, Chemistry and Math grades will be used as part of the admission calculations.

Nova Scotia	Ontario	Prince Edward Island	Quebec	Saskatchewan
English 12 and at least four additional GR 12 courses.	ENG4U and five additional U or M courses.	English 621 and at least four additional 600 level academic subjects.	CEGEP – ENG 603 plus completion of at least 11 academic courses. Or Grade 12 – six academic (university preparation level) subjects including 12 English.	One 30-level English plus 4 additional academic grade 12 courses at level 30.
ALL PROVINCES – Students will fulfill requirements for a B.A. or B.Sc. and partial requirements for a B.Ed. while at Trent. Applicants are required to meet admission requirements for both the Education program and their chosen Faculty of Arts and Science program(s). A supplemental application (Personal Statement of Experience or PSE) is required and can be found online at www.trentu.ca/education/concurrent/prforms.htm A minimum average of 80% on courses considered for admission is required.				
Biology 12, Chemistry 12, Math 12	ENG4U, SBI4U, SCH4U and MCB4U or MHF4U or MCV4U or MGA4U.	Biology 611 or 621, Chemistry 611 or 621, Math 611 or 621	Biology 301 and 401, Chemistry 301 and 401, Math (2 courses)	Biology 30, Chemistry 30, 30-level Math or Calculus.
A minimum average of 75% on course considered for admission is required.				
Biology 12, Chemistry 12, Math 12	SBI4U, SCH4U and any 4U Math	Biology 611 or 621, Chemistry 611 or 621, Math 611 or 621	Biology 301 and 401, Chemistry 301 and 401, Math (2 courses)	Biology 30, Chemistry 30, 30-level Math or Calculus.

ADMISSIONS FROM SECONDARY INSTITUTIONS

Canadian High Schools. Please review the chart on p. 250 for a detailed description of minimum requirements and prerequisites for admission from a Canadian Secondary school.

Concurrent Trent/Grade 12 Course Registration. Students studying under the university stream curriculum in their final year of secondary school who have high marks may apply to complete course work at Trent concurrent with their completion of grade 12 courses. Students are required to have marks consistently in the A/A+ range, and must obtain written permission from both the Principal of their school and the chair of the appropriate department at Trent University.

Applicants are advised to contact the Assistant Registrar – Admissions & Recruitment, in advance and should apply directly to the University, using the application for Admission to part-time studies.

International Baccalaureate (IB) program. All applicants who have completed the International Baccalaureate Diploma with a minimum overall score of 28 on the best six courses, including three courses at the Higher Level and three courses at the Subsidiary Level will be considered for admission. English at a Higher or Subsidiary Level with a minimum grade of five (5) is required. Advanced standing and transfer credit will be granted for higher level subjects passed with a grade of five (5) or higher. The maximum credit that will be awarded from an IB Diploma is 5 credits (one year of full-time study). Please refer to Notes on Transfer Credit and Advanced Standing (p. 250).

General Certificate of Education (GCE)

All applicants who have completed the General Certificate of Education (or equivalent) under the British system of education are required to pass at least five Ordinary Level subjects and two Advanced Level subjects with grades of C or better, or at least four Ordinary Level subjects and three Advanced Level subjects with grades of C or better. Two Advanced Subsidiary subjects may be substituted for one Advanced Level subject. A grade of C or better in O-Level English is required to satisfy the English proficiency requirement.

Advanced level subjects with grades of C or better will be considered for Advanced Standing or transfer credit, to a maximum of 5 credits (one year of full-time study).

Other International Systems. Students studying outside Canada who have achieved admission levels for universities in their own country will be considered for admission on an individual basis. For information regarding country-specific admission requirements visit www.trentu.ca/tip or contact the Office of the Registrar.

Advanced Placement (AP) Program

Offered in high schools worldwide, the Advanced Placement Program provides motivated students with the opportunity to take some university level courses while still in high school.

All applicants who have completed Advanced Placement courses from the College Board are required to submit their examination results for evaluation. Advanced standing or transfer credit will be granted for most Advanced Placement courses with examination grades of four (4) or better, to a maximum of 5 credits (one full year of study).

Advanced Placement Course Equivalencies

AP Course Name	Trent Equivalency	Credit Value
Art History	Arts general credit (year 1)	1.0
Art Studio (Drawing)	Arts general credit (year 1)	1.0
Art Studio (General)	Arts general credit (year 1)	1.0
Biology	BIOL 102H and 103H	0.5 + 0.5
Calculus AB	Science general credit (year 1)	1.0
Calculus BC	MATH 1100	1.0
Chemistry	CHEM 1000	1.0
Comp. Gov. & Politics	Politics unassigned (year 1)	0.5
Computer Science A	COIS 1010H	0.5
Computer Science AB	COIS 1010H and unassigned Computing & Information Systems unassigned (year 1)	0.5 + 0.5
Macroeconomics	ECON 102H	0.5
Microeconomics	ECON 101H	0.5
English Language	no credit	0
English Literature	Arts general credit (year 1) *	1.0
Environmental Science	Environmental & Resources Science unassigned (year 1)	1.0

French Language	Arts general credit (year1) *	1.0
French Literature	Arts general credit (year1) *	1.0
German	GRMN 100	1.0
History – American	History unassigned (year 1)	1.0
History – Europe	HIST 120	1.0
Latin	LATN 1000H and 1001H	1.0
Music Literature	Arts general credit (year 1)	1.0
Music Theory	Arts general credit (year 1)	1.0
Physics B	Science general credit (year 1) *	1.0
Physics C – Electricity	Science general credit (year 1) *	0.5
Physics C – Mechanics	Science general credit (year 1) *	0.5
Psychology	PSYC 101	1.0
Spanish Language	Arts general credit (year1) *	1.0
Spanish Literature	Arts general credit (year1) *	1.0
U.S. Government	Politics unassigned (year 1)	0.5

Notes

- Students may receive appropriate assigned course equivalency following an individual placement interview with the chair of the department.
- 1.0 credit equals one full course; 0.5 credits equal one half course.

ADMISSIONS FROM POST-SECONDARY INSTITUTIONS

Please refer to Notes on Transfer Credit and Advanced Standing (p.250).

Canadian Universities. Students applying for admission to the Faculty of Arts and Science from an accredited university will be considered for admission following at least one semester of study with a 65% average (2.5 gpa on a scale of 4.0). Admission consideration is based on a student's overall academic background including secondary school results. Enrolment is limited and the University will select the most qualified candidates for admission. Applicants are advised they will normally require a higher academic average than the published minimum. Ten credits (the equivalent of two years of full-time study) may be transferred toward an undergraduate degree program for courses completed with a minimum of 60%.

Applicants holding a first degree may be admitted to undergraduate studies to undertake a second undergraduate degree. Applicants with first degrees from universities may be admitted with a minimum average of 65% (2.5 gpa on a scale of 4.0) and may receive up to ten credits toward a second undergraduate degree. Applicants may not undertake a second degree in the same major as their first degree.

Students serving a term of academic suspension or academic debarment at an accredited Canadian university will normally not be eligible for entrance consideration during the period of suspension or debarment.

Canadian Community Colleges, Institutes of Technology and Accredited Bible Colleges.

Students applying for admission to the Faculty of Arts and Science from a community college situated in Canada will be considered for admission following at least one semester of study with a minimum 65% average (2.5 gpa on a scale of 4.0). Admission consideration is based on a student's overall academic background including secondary school results. Enrolment is limited and the University will select the most qualified candidates for admission. Applicants are advised they will normally require a higher academic average than the published minimum.

Transfer credit to a maximum of 10 credits may be granted based on overall academic background, length of program, and on the recommendations of the appropriate departments at Trent University.

Ontario Colleges of Applied Arts and Technology (CAAT). Students attending a College of Applied Arts and Technology (CAAT) will be considered for admission upon completion of at least one term of full-time study in an acceptable diploma program with an overall average of 65% (2.5 gpa on a scale of 4.0) or better. Enrolment is limited and the University will select the most qualified candidates for admission. Applicants are advised they will normally require a higher academic average than the published minimum.

Transfer credit to a maximum of 10 credits may be granted based on overall academic background, length of program, and on the recommendations of the appropriate departments at Trent University.

Quebec Applicants from CEGEP. Applicants from CEGEP are required to present at least 12 academic courses.

A minimum overall average of 65% is required. The admission average is based on all academic courses completed for credit. Failed courses will be taken into consideration in determining admission. Enrolment is limited and the University will select the most qualified candidates for admission. Applicants are advised they will normally require a higher academic average than the published minimum.

Students who have successfully completed 2 years of full-time study at CEGEP may be eligible for transfer credit to a maximum of 5 credits (equivalent to one year of full-time study) depending on the overall academic average or the recommendations of the appropriate departments at Trent University.

Foreign Post-Secondary Institutions. Students applying for admission to Trent University from an accredited university degree, college diploma or associate degree program outside Canada will be considered for admission following the completion of at least one semester of study with a minimum B- average (2.7 gpa on a scale of 4.0) on academic courses. Admission consideration is based on the student's overall academic background including secondary school results. Enrolment is limited and the University will select the most qualified candidates for admission. Transfer credit to a maximum of 10 credits (the equivalent of two years of full-time study) may be granted depending on course content and marks. Applicants holding a first degree may be admitted to undergraduate studies to undertake a second undergraduate degree. Applicants may not undertake a second degree in the same major as their first degree.

Second Degree

Students who have successfully completed an undergraduate degree may apply for admission to a second degree program. Students may not complete a second degree in the same subject area(s) as their first degree.

Students who have completed an undergraduate degree at an institution other than Trent must apply for admission online. Applications are available at www.trentu.ca/undergraduate/howdoiapply.php. Students who hold a Trent degree and wish to pursue a second degree must apply for re-admission to the second degree program (please see below for information on re-admission procedures).

The minimum requirements for admission to a second degree include successful completion of the first degree with 65% or better. As enrolment may be limited, applicants are advised they may require a higher academic average in order to be admitted. Note that a maximum of ten credits (the equivalent of two years of full-time study) may be transferred for credit towards a second degree.

Policies on Re-admission

Definitions:

Re-admission: Re-admission is the process of application by former students at Trent University to return to their studies after a period of non-registration at Trent University.

Voluntary Withdrawal: If students choose to stop out for an academic year (or a portion of an academic year) and not to study at Trent University, then they are considered to have voluntarily withdrawn from the University.

Involuntary Withdrawal: If students are required by the University to sit out for an academic year (or more), then they are considered to have involuntarily withdrawn from the University. Students may be required to withdraw from the University for academic or non-academic reasons. The University reserves the right to apply additional criteria for re-admission after an involuntary withdrawal which include but are not limited to: admission to the Fresh Start Program, reduced course load, regular contact with a Senior Tutor, ongoing counseling or behavioural contracts (depending upon the specific nature of the involuntary withdrawal). The type of withdrawal will determine the policies on re-admission which apply at the time of application to return.

Policies On Re-admission following Voluntary Withdrawal from the University

Category	Status prior to Re-admission	Policy
Student has not been registered for a 12 month period	<ul style="list-style-type: none"> – Academic status of “eligible to proceed” – Cumulative average of 65% over 3 or more credits 	<ul style="list-style-type: none"> – admit full-time or part-time (based upon student request) – refer to Senior Tutor for advice
Student has not been registered for a 12 month period	<ul style="list-style-type: none"> – academic status of “probation” 	<ul style="list-style-type: none"> – admit full-time or part-time (based upon existing academic eligibility) – refer to Senior Tutor for conditions
Student has not been registered for a 12 month period	<ul style="list-style-type: none"> – has completed fewer than 3 credits – no academic status has been assessed 	<ul style="list-style-type: none"> – admit full-time or part-time (based upon existing academic eligibility) – refer to Senior Tutor for conditions
Student has graduated with a General degree and wishes to pursue an Honours degree	<ul style="list-style-type: none"> – Meet the requirements for continuation in an Honours program 	<ul style="list-style-type: none"> – admit full-time or part-time (based on student request) – admit to Honours program (if major is same as General) or to Second Degree (if major is different from General degree)

Policies On Re-admission following Involuntary Withdrawal from the University

Category	Status prior to Re-admission	Policy
Student has not been registered for a 12 month period	<ul style="list-style-type: none"> – academic status of “suspension” – requires that the student sit out for an academic year (12 months) 	<ul style="list-style-type: none"> – Admit full-time or part-time (based upon existing academic eligibility) – Refer to Senior Tutor for conditions (possible Fresh Start)
Student has not been registered in the previous Fall/Winter session	<ul style="list-style-type: none"> – academic status of “good” or “probation” but student withdrawn at the request of the University 	<ul style="list-style-type: none"> – Admit full-time or part-time (based upon existing academic eligibility) – must provide a letter indicating the grounds on which re-admission is requested – must provide certification that reasons for involuntary withdrawal have been resolved or dealt with so that the student’s commitment to academic success is not compromised – must fulfill all other conditions in effect at time of initial admission

Possession of the minimum requirements does not guarantee re-admission. The 2007 fee for application for re-admission is \$35.

Special Students

Applicants who wish to enroll in courses at Trent for interest or to obtain degree credit for transfer to another university may apply as Special Students. Special Students are required to follow the usual admission procedures and are expected to meet the same admission requirements as degree students at Trent University. Those applying on a Letter of Permission (p. 14) must also submit an approved Letter of Permission from their home institution. Special Students are not evaluated for transfer credit.

Application Procedures

Application Deadlines

and other documentation needed to process applications for admission are received by the appropriate deadlines. Early application is always encouraged. Please refer to the 'University Diary' at the front of this calendar for specific deadlines.

Definition of Full-Time and Part-Time Course Load

Any student taking 3.5 credits or more in the Fall/Winter session will be considered a full-time student. The maximum number of credits a full-time student may take in the Fall/Winter session without overload approval is five.

The maximum number of credits a part-time student may earn in the Fall/Winter session is three. The maximum number of credits a part-time student may earn in either the Fall session or the Winter session is 1.5 (or equivalent).

See p. 13 for more information on course credits.

Application for Full-Time Studies

Students who wish to apply for full-time studies at Trent should do so through the Ontario Universities' Application Centre (OUAC) www.ouac.on.ca.

For entry in September 2008, the Ontario Universities' Application Centre fees are:

- \$105 for applications originating in Ontario (current Ontario secondary school using the '101' application).
- \$110* for applications originating in the rest of Canada (all other domestic applications using the '105' application)
- \$120** for applications originating from outside Canada (using the '105' application).

* A \$65 "document evaluation fee" is required in addition to the application fee

** A \$85 "document evaluation and courier fee" is required in addition to the application fee

Application for Part-Time Studies

Students applying for part-time studies should apply online at www.trentu.ca/undergraduate/parttimestudies.php. For further information, please contact the Office of the Registrar or Julian Blackburn College:

Office of the Registrar

Blackburn Hall, Trent University
1600 West Bank Drive
Peterborough, Ontario K9J 7B8
Telephone: (705) 748-1215
Fax: (705) 748-1629
E-mail: registrar@trentu.ca

Julian Blackburn College

Blackburn Hall, Trent University
1600 West Bank Drive
Peterborough, Ontario K9J 7B8
Telephone: (705) 748-1229
Fax: (705) 748-1655
E-mail: jbc@trentu.ca

The 2008 application fee for part-time studies is \$35* and is due upon submission of application. See the *Part-time study opportunities* section of this Calendar for further information.

*A \$50 "document evaluation fee" may be required in addition to the application fee.

Application to Diploma Programs

Trent University offers diploma programs in Canadian Studies, Foundations of Indigenous Learning, Indigenous Environmental Studies, Indigenous Management & Economic Development and Kanyen'keha (Mohawk) Language. Further information regarding application procedures, requirements and deadlines is included in the academic programs section of this Calendar.

Applications are made online. Please visit www.trentu.ca/undergraduate/howdoiapply.php for details.

Application to Joint Programs with Fleming College

Trent University participates in several joint programs with Fleming College. Application for the Emphasis in Geographical Information Systems and the Special Concentration in Museum Studies must be made to both Fleming College and Trent University. Application for the Bachelor of Science in Nursing (B.Sc.N.) must be made through the Ontario University Application Centre (OUAC) For further information regarding application procedures, see Joint Programs with Fleming College (p. 243).

Application Processing and Offers of Admission

Ontario secondary school applicants who will complete their high school diploma requirements in June and commence university studies in September will have their grades provided to Trent by the Application Centre. Applicants normally will be notified of their admission status beginning in mid-March for September 2008 admission.

All other applicants to Trent will be required to directly submit original transcripts and other documents necessary for the assessment of their application. Applicants will be notified of their admission status as soon as possible. Students are encouraged, therefore, to apply early and to make prompt arrangements for all necessary documents to be sent to Trent. The university may also request an interview to assist in making an admission decision.

Applicants whose primary language is not English must write a standardized English test (see English Proficiency Requirements) and have the results submitted directly from the testing agency to Trent University.

Documentation

The following documents will be required for the processing of applications for admission:

- An official copy of the appropriate secondary school transcript.
- Official transcripts from all post-secondary institutions attended, whether or not the work was completed.
- Official reports of any standard tests written (e.g., TOEFL, CAEL, MELAB, IELTS, AP, SAT).
- Proof of citizenship.

All documents must be official; in those instances where official documents in English are not available, certified translations will be required and should accompany the official document. Documents submitted with an application become the property of the University and will not be returned.

Retention of Documents

The documents which support an application for admission will be retained for 12 months following the session to which application was made. Then, application forms, transcripts and other materials related to an application will be destroyed.

Registration Procedures

Fall/Winter Session – Continuing Students (Full- and Part-time)

Students normally register for Fall/Winter courses in May and June before the session. Students may register on myAcademic Record, with their entrance to the system governed by the number of credits completed by the end of the previous Fall/Winter session. Students who know that they will be unable to access myAcademic Record from a remote location may fill out a course preference form available through the Office of the Registrar which will be due before the end of May. Students will list the courses they wish to register in, and then the student will be registered by a staff member when the student would have normally had access to myAcademic Record.

Fall/Winter courses are offered in both Peterborough and Oshawa; locations of the courses are listed in the academic timetable.

Summer Session – Continuing Students (Full- and Part-time)

Students normally register for Summer session courses in March through myTrent. Summer session courses are offered in both Peterborough and Oshawa. Details are available on the Julian Blackburn College website, at www.trentu.ca/jbc.

Registration – Students New to Trent University

Students who have not previously attended a university or college are encouraged to attend a New Student Orientation session in July or August. This will be an opportunity for students and parents to obtain more information about Trent University and for students to register in courses. Transfer and re-admit students will be provided with information on how to register as soon as they accept their offer of admission and are encouraged to register as early as possible.

Introductory Seminar Week (the week before the start of classes in September) is designed to provide students with an introduction to student life at Trent, and an opportunity to explore and gain a clear understanding of their academic options. New students arrive at the colleges on the first Monday of September (Labour Day), and on Tuesday meet with their academic advisers to discuss program options. From Tuesday through Thursday, students attend introductory lectures and information sessions which are designed to help them confirm their course choices. During this time students may also resolve outstanding fee issues and acquire their photo ID student cards.

New Part-time Students

Students new to university study, as well as transfer and readmit students, will be provided with instructions on how to register using the web-based registration system.

Students are required to finalize their course selection and submit any changes by the published due date.

Official registration

Official registration is complete when the student has registered and forwarded the appropriate fee payment (or evidence of external financial support) to Financial Services. Failure to complete this requirement by the University's published fee payment deadline will result in cancellation of all registration in courses and college residence assignments.

Students who have had their registration cancelled and wish to continue their studies must contact the Office of the Registrar for details on how to proceed with registration. Payment of fees or deposits related to tuition or residence, does not excuse a student from compliance with deadlines or other procedures related to registration. Attending courses does not constitute official registration; students are required to register in courses using myAcademic Record and to submit the appropriate tuition fees by the required due date. Students who have not registered by the due date will not receive a mark for the work completed and will not receive credit for the course.

Please refer to the *Registration Notes for Continuing Students and Academic Advisers* and also to the Fees section of the Calendar under "Ineligibility to Return for Financial Reasons" for further details about the registration process for continuing students.

Changing from Part-time to Full-time Studies

Continuing part-time students who wish to transfer to full-time status for the next Fall/Winter session must submit a request via myTrent by the required date. The Office of the Registrar considers all applications following review of final marks in May. Notifications are mailed to students in mid-June. The minimum requirements to transfer to full-time studies include a current academic status of "good standing" and a cumulative average of 65% or higher over three or more successfully completed credits. Students placed on probation will not be considered for admission or re-admission to the full-time program.

Possession of the minimum requirements does not guarantee admission to full-time studies.

Changes, Withdrawals, Refunds

Once a student has registered in a course, a grade will be assigned for that course unless the student withdraws from the course before the published deadline for withdrawal. The deadlines for dropping, adding and withdrawing from courses are listed in the University Diary near the front of this Calendar. Students may be de-registered from courses where the prerequisite standing has not been achieved.

Changes to Registration

Students wishing to drop or add courses must do so before the drop and add deadline. Students who are unable to register using myAcademic Record, must obtain approval from the department and submit a Course Drop/Add form to the Office of the Registrar by the due date. These forms are obtained at the department Office (for the course(s) in which the student wishes to enroll).

Withdrawal from the University

Students wishing to withdraw from the University must fill out a Withdrawal Form, available at the Office of the Registrar or through their College Office. Students are encouraged to discuss their decision with an administrative staff person (University Registrar, Assistant Registrar, Operations or Systems Managers, College Head, or Senior Tutor). Students will not be considered withdrawn, and any refunding of fees will not occur, until the Withdrawal Form and Trent student ID card have been received at the Office of the Registrar. Resident students will not be considered to be withdrawn from the University until their residence keys and Trent student card have been returned to the Office of Student Affairs.

Students who have questions about the procedures and regulatory implications of withdrawal from the University may contact the Office of the Registrar.

Refunds

Please refer to the Fees section of this Calendar (p. 270) for refund policy and schedule.

Late Withdrawal from Courses and from the University

"Late withdrawal" is withdrawal from courses, or from the University, after the applicable deadline as listed in the University Diary, printed near the front of this Calendar.

Students must petition for late withdrawal through the Senior Tutor of their college. Petitions are considered by the Committee on Undergraduate Standings & Petitions (CUSP).

Students Required to Reduce Course Load to Part-time Studies

Students who have dropped to a part-time course load, and whose status is probation at the completion of the Fall/Winter session, will be restricted to a part-time course load.

FEES

Contact Information

Fees are collected by the Student Accounts Office located in Blackburn Hall, 1600 West Bank Drive, Peterborough ON K9J 7B8. General financial information is available by calling 705-748-1317. To contact the office, call 705-748-1011 ext. 6079 or fax 705-748-1564. Send e-mail enquiries to studentaccounts@trentu.ca. Approved fees and complete details regarding fees are posted on the web on the Student Accounts home page at www.trentu.ca/admin/finance/students/students.htm. An on-line fee calculator is available for registered students to calculate payments due and is also on the Student Accounts home page accessed by students logging in to their myTrent account. The web link to myTrent is on the Trent home page www.trentu.ca.

Student Financial Responsibilities

Students accept responsibility for all financial obligations with the University upon registering in a course regardless of how the fees are being funded. It is also the responsibility of students to be aware of all financial as well as academic deadlines and to ensure they are officially registered in their courses using myTrent. Refunds will not be issued once financial deadlines are past. Payments will be applied to any balance owing from prior sessions before being applied to current session fees.

Payment Methods

Payments may be made by credit card (VISA, MasterCard, and American Express) on the web at www.trentu.ca/financialservices. Payment of fees at your financial institution is also available with the remittance form available from the Student Accounts Office. Internet banking through your financial institution requires your student number. Cash payments are accepted at the Student Accounts Office (do not send cash in the mail). Cheques, money orders and bank drafts made payable to Trent University may be mailed to the Student Accounts Office.

International Student Payments are to be made by wire transfer. Banking details are available on the Student Accounts Home Page at www.trentu.ca/admin/finance/students/students.htm.

Advance Payments

A non-refundable tuition payment of \$300 for full-time students; Peterborough and Oshawa locations and all OSAP students and \$100 for part-time students is due by June 20, 2008. OSAP students are responsible for paying the advance payment of tuition. Students in residence are required to pay a non-refundable residence payment of \$500 by May 30, 2008. For all students, the advance payments are applied to the student accounts as payment towards the registration and residence/meal fees.

Payment of Fees

Students registered for the 2008 academic year have the option of paying their fees in full or two instalments. Students electing to pay their fees in two instalments will be charged an additional \$60.00 (non-refundable). This fee should be included with their first instalment payment.

Payment in full or first instalment of fees for Fall and Winter courses is due on or before August 15, 2008 with second instalment being due no later than January 15, 2009. Students registering for Fall or Winter courses between August 15, 2008 and September 29, 2008 will be required to pay their fees upon registration. The payment deadline for students registering for Winter courses after September 29, 2008 is December 10, 2008.

Headstart students commencing University in January 2009 will be required to pay their fees in full by December 10, 2008.

Outstanding library fines are paid at Bata Library. In addition, all fees such as departmental charges for laboratory fees, field trips, etc. as advised by course instructors are to be included with the January 15, 2009 payment.

Fees for students registered for the 2008 summer session are due upon registration.

See Late Payments and Dishonoured Payments below for additional related fee information.

Deferment Fee

Students deferring payment of their fees past the University's payment deadlines will be assessed the deferment fee of \$35 per student account. Deferment will be granted upon receipt of sponsorship letter received at the student accounts office.

Late Payments

A \$75 late payment fee will be levied if payment is not made by any fee deadline date for any academic session.

Dishonoured Payments

There is a \$40 fee for any payment which is returned/dishonoured. The University reserves the right to restrict students to a particular payment method to reduce the risk of returned payments.

Payment of Fees by OSAP and Out of Province Loans

Students funded by OSAP or out of province student loans and deferring payment (first instalment or full payment) of their fees past the fee deadline date will be charged a \$35 deferment fee. Students are responsible for ensuring that their loan application is complete and that all of the requirements have been met. Students are responsible for negotiating their loan document through the Financial Aid Office located in Blackburn Hall in the Registrar's Office. Student cards will be released only to students whose financial assistance can be confirmed by the University. Students who do not negotiate their loan document to have payments remitted to the University on or before October 15, 2008 and or February 16, 2009 will be charged a late payment penalty.

Registered Education Savings Plans (RESP)

Students who pay their fees from RESP's are subject to the same payment deadlines. Students are encouraged to contact the Office of the Registrar well in advance of the payment due dates to request the completion of the RESP forms provided by the student's financial institution.

Tuition Fees

Tuition rates, once approved, will be posted on the web at www.trentu.ca/admin/finance/students/students.htm. An on-line fee calculator is available for registered students to calculate tuition fees on their myTrent home page. A tax certificate for fees assessed during the calendar year and eligible for the education deduction (T2202a) will be provided in February. Fees which are eligible to be included on the T2202a can be found on the CRA website <http://www.cra-arc.gc.ca/E/pub/tg/p105/README.html>

Domestic Tuition Fees

Tuition for new students in 2007–2008 was \$4,568.74. Per course tuition for new students was \$913.75 in 2007–2008.

International Tuition Fees

International students are charged full-time tuition fees and the tuition rate for new international students in 2007–2008 was \$12,451.94.

Full-Time Peterborough

Students admitted to full-time studies in Peterborough (a course load of 3.5 or more credits with 50% or more of these credits in Peterborough) are required to pay full-time Peterborough registration fees. If, after September 26, 2008, a student increases their course load for the academic year to more than 3.0 credits, and if more than 50% of the credits are taken in Peterborough, part-time fees will be reversed and full-time Peterborough fees will become payable. For particular courses students will be expected to pay for field trips and course materials. Students are advised of these fees by their instructor during classes.

Full-Time Oshawa

If students' programs include 3.5 or more credits with 50% or more of these credits in Oshawa, they are considered to be a full-time Oshawa student and will pay registration fees on a per credit basis. For particular courses students will be expected to pay for field trips and course materials. Students are advised of these fees by their instructor during classes.

Part-Time Peterborough and Oshawa

If students' programs include 3.0 or fewer credits they are considered part-time students and pay registration fees on a per credit basis. If students increase their course load for the academic year to more than 3.0 credits after September 26, 2008, and more than 50% of the credits are taken in Peterborough, part-time fees will be reversed and full-time fees will become payable. For particular courses students will be expected to pay for field trips and course materials. Students are advised of these fees by their instructor during classes. If the student does not change their college affiliation to JBC, they will receive a bus pass on the student card and be charged.

Students moving from full- to part-time status must change their college affiliation to JBC before September to avoid being charged bus pass fees.

Campus Card

The Campus Card is issued to financially eligible students at the beginning of the term for which they have completed registration for the academic year.

General Undergraduate Programs – Ancillary Fees

Ancillary Fees – Full-time Peterborough Students

Peterborough students admitted to full-time studies will normally be affiliated with one of the five residential colleges for full-time students, and will be required to pay the ancillary fees for full-time students. New students also pay an Introductory Seminar Week fee.

In 2007–08 these fees were: (subject to change in 2008–09)

Athletics Expansion	\$ 50.00
Athletics	152.99
Campus Card	9.00
College Activities	220.50
Convocation	14.43
Health Services	38.00
Introductory Seminar Week	45.00 (new and transfer students)
Transportation	200.00

Ancillary Fees – Full-time Oshawa Students

Students taking a full-time course load of 3.5 or more credits with 50% or more of these credits in Oshawa pay ancillary fees on a per credit basis. Full-time Oshawa students registered in courses offered in Oshawa at the University of Ontario Institute of Technology at Durham pay ancillary fees for full-time Oshawa campus students. In 2007–08, the program fees were: (subject to change in 2008–09)

Athletics	\$ 5.00	per full credit
Career Counseling	2.00	per full credit
College Activities	33.46	per full credit
Convocation	2.89	per full credit
Disability Services Office	2.00	per full credit
Full-time Student Card	9.00	per student
Health Services	1.00	per full credit
Information Technology	1.00	per full credit
Personal Counseling	2.00	per full credit
Student Centre	9.80	per full credit

Ancillary Fees – Part-time Students

Part-time Peterborough

All students admitted to part-time studies will normally be affiliated with Julian Blackburn College, the University's non-residential college. This includes continuing full-time students who decide to register part-time.

Part-time students registered in courses offered in Peterborough pay ancillary fees for part-time Peterborough campus students. In 2007–2008 these fees were (subject to change in 2008–09):

Athletics	\$ 43.47	per full credit
College Activities	33.46	per full credit
Convocation	2.89	per full credit
Health Services	3.41	per full credit
Part-time Student Card	9.00	per student

Part-time students can purchase bus passes at any time during the academic year. The September 2007 price was \$200.00 (subject to change).

Part-time Oshawa

Part-time students registered in courses offered in Oshawa at the University of Ontario Institute of Technology at Durham pay ancillary fees for part-time Oshawa campus students. In 2007–08, the program fees were (subject to change in 2008–09):

College Activities	\$ 33.46	per full credit
Convocation	2.89	per full credit
Disability Services Office	2.00	per full credit
Information Technology	1.00	per full credit
Part-time Student Card	9.00	per student
Personal Counseling	2.00	per full credit
Career Counseling	2.00	per full credit

Part-time students registered in courses outside Peterborough are not required to pay ancillary fees for athletics and health services. However, Oshawa-based part-time students may join the Durham College Athletic Centre for \$30 for the academic year (subject to change in 2008–09).

Residence Fees (reviewed every year)

Residence accommodations and meal plans are available to full-time students based on availability. Part-time students may be offered accommodation if it is available.

Rates for the rooms are approved through a collaborative budget process between students, faculty and administration. The final rates for any particular year are posted on the Department of Housing Services website (www.trentu.ca/housing) by late May of each year. The current year's rates are listed on the website or may be accessed by calling our office. The posted rates include a furnished room in residence, a meal plan, and telephone/internet service. All important dates with regards to application deadlines, and the opening and closing of residence are also listed on the website.

Returning student applications are available in December of each year. In order to activate the application and receive an Offer of Accommodation, students must submit a \$30 non-refundable application fee. Upon receiving the Offer, students must submit a \$500 advance payment to hold the room. This payment may be post-dated, though no later than May 31, 2008. Returning students must be considered to be in good academic, college, disciplinary, and financial standing with University for their application to be accepted and remain valid. These applications are available on-line at www.trentu.ca/housing as well as at the Housing Services Office, Blackburn Hall #108.

New full-time students applying to the University must apply for residence to be considered for accommodation. The Residence Application is available on-line and is also mailed with the offer of admission to the University. Applying on-line is strongly preferred. Residence Applications are not considered complete if any one of the following is not submitted: a completed residence application form; a non-refundable application fee of \$30; and acceptance of the Offer of Admission from Trent University. An advance payment of \$500 to hold the space will be due two weeks after the Offer of Accommodation letter is sent to students. Cancellations prior to July 31, 2008 will result in an administrative charge of \$150 and a refund of \$350. Cancellations after July 31, 2008 will result in forfeiture of the \$500 advance payment. Please see our website for details about the "Residence Guarantee" for first year students who submit their complete application by a set deadline.

For all students, the \$500 advance payment is applied to their student account as payment towards the residence and meal fees.

Meal Plan Fees

The University's room and meal plan fees include the cost of a full meal plan for the academic year commencing at dinner on Labour Day.

There are multiple styles of meal plans depending upon the college residence in which a student lives. Regardless of the type of meal plan, any student is able to eat at all college dining halls and at Bata Library.

New Students: A Flex Dollar (declining balance – pay for what you take) meal plan is available at Champlain College and Otonabee College. A combination of a set number of Board meals per week ("all you care to eat" style) and Flex Dollars is available at Lady Eaton College, and Gzowski College.

Returning Students: Returning students may select any college meal plan they wish.

Off-Residence Students: Non-residential, Flex Dollar meal plans are available for students not living in residence in a wide variety of sizes to suit your needs. All food service locations are available to off-residence students' meal plans. Meal plans are non-transferable.

Please refer to www.trent.campusdish.com for more information.

General Undergraduate Programs – Student Association and Organization Fees

Student association and organization fees are determined by student referenda which are held under the supervision of the Trent Central Student Association (for full-time students in Peterborough), the Durham Student Association (for full-time students in Oshawa) and the Julian Blackburn College Student Association for part-time students.

All full and part-time students are required to pay student association and organization fees. These fees are not refundable unless specifically noted. For full-time students these fees in 2007–2008 included the following (subject to change in 2008–2009):

Part-time Levy – \$6.00 per full credit (2007–2008 rates)

Full-time Oshawa Levies

UOIT Transportation Fee	100.00	per student
Durham Student Association-full-time only	19.00	per full credit

Full-time Peterborough Levies

Absynthe Newspaper *	4.00	Shinerama	0.50
Arthur	9.50	Student Facility	24.01
Can. Fed of Students	7.64	Sustainable Trent	2.00
Can. Fed / Ontario	6.36	TCSA	25.32
College Cabinet/Council	12.75	TCSA Club Funding	4.00
College Pubs	2.00	TCSA Dental **	112.00
Emergency First Response	5.25	TCSA Health Plan **	136.00
Frontier College at Trent *	2.00	Theatre Trent	3.00
Int'l Scholarship Fund	5.00	Trent Annual	18.00
Int'l Student Assoc.	2.00	Trent Child Care	2.00
Journal of Undergraduate Studies	2.00	Trent Film Society	3.00
KWIC *	4.00	Trent Music Society	2.50
OPIRG *	9.00	Trent Nature Areas	2.00
Organic Gardens	1.50	Trent Pubs *	3.00
OXFAM *	3.00	Trent Queer Collective *	1.50
Peterborough Coalition Against Poverty	1.00	Trent Radio	15.00
Seasoned Spoon Café*	2.75	Women's Centre	4.75
Sexual Violence Support	3.00	W.U.S.C	3.71
		Total	445.04

* These organizations provide refunds upon request.

**Students may opt out and receive refunds from the TCSA Health Benefits Office with proof of alternative coverage. Returning students who have opted out or new/transfer students intending to opt out of the TCSA Health Plan and/or Dental Plan must still submit payment of these fees to Trent University. Refunds will be issued through TCSA after registration status has been confirmed.

Trent/Fleming Nursing Program Fees (subject to change in 2008–2009)

Trent/Fleming Nursing program students pay ancillary fees and student association fees as listed below:

Ancillary Fees

Alumni	22.00
Athletics	76.50
Athletics Expansion	50.00
Campus Card	9.00
CNSA Membership	5.00
College Fee	220.50
Convocation	14.43
Information Technology	128.00
PS & WC Membership	154.00
Student Health	19.00
Transportation	200.00

Total **\$ 898.43**

ID card for Placements (new students only) 8.00

Introductory Seminar Week (new students only) 45.00

\$ 951.43

Student Association Fees

Absynthe Newspaper *	2.00	Shinerama	0.25
Arthur	4.75	Student Assoc. Activity-SSFC	43.00
Athletics-SSFC	32.00	Student Facility	12.00
Building Fund-SSFC	25.00	Sustainable Trent	1.00
Can. Fed. Of Students	7.64	TCSA Dental Plan **	112.00
Can. Fed. Of Students – Ont.	6.36	TCSA Health Plan **	136.00
College Cabinet/Council Fees	6.38	Theatre Trent	1.50
College Pubs	1.00	Trent Annual	9.00
Emergency First Response	2.63	Trent Central Student Assoc.	12.66
Frontier College at Trent *	1.00	Trent Child Care	1.00
International Scholarships	2.50	Trent CSA Club Funding Levy	2.00
International Student Assoc.	1.00	Trent Film Society	1.50
Kawartha World Issues Centre *	2.00	Trent Music Society	1.25
Literacy	1.00	Trent Nature Areas	1.00
O.P.I.R.G. *	4.50	Trent Pubs *	1.50
Organic Gardens	.75	Trent Queer Collective *	0.75
OXFAM *	1.50	Trent Radio	7.50
Peterborough Coalition Against Poverty	0.50	Women's Centre	2.37
Seasoned Spoon Café *	1.38	W.U.S.C.	1.86
Sexual Violence Support	1.50		
		Total Student Levies	\$453.52

* These organizations provide refunds upon request.

** Students may opt out and receive refunds from the TCSA Health Benefits Office with proof of alternative coverage. Returning students who have opted out or new/transfer students intending to opt out of the TCSA Health Plan and/or Dental Plan must still submit payment of these fees to Trent University. Refunds will be issued through TCSA after registration status has been confirmed.

Trent School of Education Program (subject to change in 2008–2009)

Transportation fee of \$200.00 (subject to change in 2008–2009) is optional.

Full-time School of Education students pay ancillary fees and student association fees as listed below:

Ancillary Fees

Athletics	152.99
Athletics Expansion	50.00
Campus Card	9.00
College Fee	\$ 220.50
Convocation	14.43
Student Health	38.00
Total	\$ 484.92

Student Association Fees

Absynthe Newspaper *	4.00	Student Facility	24.01
Arthur	9.50	Sustainable Trent	2.00
Can. Fed of Students	7.64	TCSA	25.32
Can. Fed / Ontario	6.36	TCSA Club Funding	4.00
College Cabinet/Council	12.75	TCSA Dental **	112.00
College Pubs	2.00	TCSA Health Plan **	136.00
Emergency First Response	5.25	Theatre Trent	3.00
Frontier College at Trent *	2.00	Trent Annual	18.00
Int'l Scholarship Fund	5.00	Trent Child Care	2.00
Int'l Student Assoc.	2.00	Trent Film Society	3.00
Journal of Undergrad Studies	2.00	Trent Music Society	2.50
KWIC *	4.00	Trent Nature Areas	2.00
OPIRG *	9.00	Trent Pubs *	3.00
Organic Gardens	1.50	Trent Queer Collective *	1.50
OXFAM *	3.00	Trent Radio	15.00
Peterborough Coalition Against Poverty	1.00	Women's Centre	4.75
Seasoned Spoon Café*	2.75	W.U.S.C	3.71
Sexual Violence Support	3.00		
Shinerama	0.50		
		Total	445.04

* These organizations provide refunds upon request.

** Students may opt out and receive refunds from the TCSA Health Benefits Office with proof of alternative coverage. Returning students who have opted out or new/transfer students intending to opt out of the TCSA Health Plan and/or Dental Plan must still submit payment of these fees to Trent University. Refunds will be issued through TCSA after registration status has been confirmed.

Part-time School of Education Students pay ancillary fees and student association fees as listed below:

Ancillary Fees

Athletics	76.50
Campus Card	9.00
College Fee	\$ 110.25
Convocation	7.22
Student Health	19.00
Total	\$ 221.97

Student Association Fees

Julian Blackburn Student Assoc	\$ 15.00
TCSA Health Fee **	136.00
TCSA Dental Fee **	112.00
Total	\$ 263.00

Addresses for Student Accounts Purposes

It is the student's responsibility to ensure the University has a valid mailing address for student fee purposes. If students change their address on myTrent, all mailings will be distributed to this address. If students wish to change the address of their permanent residence, they must advise the Student Accounts Office using the address change form at: www.trentu.ca/admin/finance/students/students.htm. If students do not provide their address on the web, all Student Accounts mailings will be directed to their home address.

Health Insurance for International Students

Effective July 1, 1994, the Ontario Government ruled that international students and their dependents who are temporary residents of Ontario will no longer be eligible for coverage under the Ontario Health Insurance Plan (OHIP). Therefore, international students are required to purchase basic health insurance coverage to register for their courses at Trent University. Private coverage with Sun Life has been arranged through a joint initiative of the Council of Ontario Universities and the universities. A compulsory health insurance fee, payable in full with the fee payment, must be paid to Trent University by all international students to provide this health insurance coverage. In 2007–2008 the health insurance fee was \$756.00 for single coverage. Coverage is also available for dependents.

Auditing Courses (subject to change in 2008–2009)

Any persons who wish to audit courses pay 50% of the regular tuition fee for regular credit courses. Auditing students do not pay ancillary fees.

Senior Citizens (subject to change in 2008–2009)

Persons 65 years and older pay full fees. Seniors in financial need may apply for a student bursary with the Student Financial Aid Office. Seniors auditing a course pay only \$200 per course.

Other Fees (subject to change in 2008–2009)

Additional fees (subject to change in 2008–2009). (GST will be added where applicable):

Academic appeals	\$	25.00
Additional permit/replacement		50.00
Application for part-time students		50.00
Application for re-admission		50.00
Assessment letter		5.00
Athletics – locker rental: Full locker per month		4.25
Part locker per month		2.25
Degree replacement		50.00
Document lamination (per page)		2.00
Fax Services		10.00
Fee deferment application		35.00
Fee payment instalment fee		60.00
Financial appeals		25.00
Financial penalty for registration in a completed course at end of term		200.00
Foreign University placement		200.00
Late convocation application fee		25.00
Late course additions – per course		25.00
Trent International Program: exchange application		200.00
Late payment (payments made past financial deadlines for each session)		75.00
Late payment of parking fines		20.00
Late registration fee:		
Full-time students: before July 31		100.00
after July 31		200.00
Part-time students: before July 31		50.00
after July 31		100.00
New/re-admit students: after deadline (full-time)		100.00
after deadline (part-time)		50.00
Letter of Permission for courses at other Universities		50.00
Library fines for overdue books and lost material		various
Microfilming fee		37.00
Parking permits for the academic year		
(red)		338.60
(blue)		238.00
(green)		66.00
Replacement of bus pass: Fall session	pro rated schedule	
Winter session	pro rated schedule	
Replacement of library card (external borrower)		5.00
Replacement of lock		200.00
Replacement of mail box key		25.00
Replacement of residence key		100.00

Replacement of student I.D. card	40.00
Replacement of tax tuition form:	
current session	8.00
previous session	18.50
Returned cheque fee	40.00
Short-term loan application	10.00
Special Financial Letters	10.00
Thesis binding fee	13.00
TIP camp activity fee	195.00
Transcripts – per copy:	
normal service	10.00
24 hour service	25.00
Vehicle licence search	25.00
Verification of registration	5.00
Withdrawal from the University before start of classes:	
Academic Year-September to April	
Full-time students tuition forfeiture	300.00
Part-time students tuition forfeiture	100.00
Summer Session – May to August	70.00
Year Abroad program Fees (non-refundable):	
Ecuador	3,400.00
France	1,200.00
Germany	1,100.00
Ghana	3,400.00
Spain	1,500.00
Thailand	3,400.00

Additional fees may be assessed directly by some departments for courses involving laboratory or field work, or for course material. Some of these fees may be refundable. Additional fees are also charged to students who participate in one of the University's Year Abroad programs. Academic departments will provide detailed information on request.

Trent University and Fleming College

Trent University and Fleming College offer a number of programs on a joint basis. The fee structure for the courses taken under these joint programs at Trent University may differ slightly from the regular fee structure. The University's Student Financial Services Office will be able to provide more information about the fees charged by the University. See also Joint Programs with Fleming College (p. 243).

Textbooks

The cost of books and materials varies according to individual course requirements, with those for science courses tending to be more expensive than those for arts courses. On the average, full-time students should be prepared to spend approximately \$1000 a year for books. Both new and used textbooks are available from the Trent University Bookstore. The Bookstore accepts MasterCard and Visa. The Bookstore provides limited refunds of textbook purchases. Students are expected to familiarize themselves with the Bookstore's textbook refund policies.

Withdrawal from the University and Refund of Fees

For the refund/withdrawal schedule, see the schedule below and the web at www.trentu.ca/admin/finance/students/students.htm.

When students register for courses they accept financial responsibility for fees associated with the registration. If proper withdrawal procedures are not followed, students will be charged for the registered courses and will be responsible for remitting the fees to the University.

Ancillary fees are not refundable unless otherwise indicated.

Tuition fees are refundable only if students have followed official procedures for withdrawal from the University. Students must obtain a Withdrawal Form from the Office of the Registrar. They are then required to meet with the Manager, Operations in the Office of the Registrar and have the form completed with student card attached. The Student Accounts Office will not process a refund until it has received the student's identification card and Withdrawal Form. Students should contact the Office of the Registrar for further details.

Tuition Fees Refund Schedule (subject to change without notice)

Tuition deposit payments are forfeited if complete withdrawal occurs on or before September 26, 2008. \$300 for full-time students and \$100 for part-time students.

Fall/Winter courses 2008–2009 (per credit)

<i>Period start and end date</i>	<i>Tuition and Ancillary</i>
Sept. 08 Sept. 26	tuition forfeiture – balance of paid fees refunded
Sept 27 Oct. 17	60% refund of tuition
Oct 18 Nov 07	40% refund of tuition
after Nov 07	no refund on full courses

Half courses – Fall (per credit)

<i>Period start and end date</i>	<i>Tuition and Ancillary</i>
Sept. 08 Sept. 26	tuition forfeiture – balance of paid fees refunded
after Sep 26	no refund on Fall half courses

Half courses – Winter (per credit)

<i>Period start and end date</i>	<i>Tuition</i>
Jan 05 – Jan 23	tuition forfeiture – balance of paid fees refunded
after Jan 23	no refund on Winter half courses

- Student Association fees are non-refundable after September 26, 2008.
- Student Organization levies are non-refundable after September 26, 2008 on fall and fall/winter credits
- For students billed on a per credit basis, for winter credits, student association and student organization levies are non refundable after the start of term.
- The amount of the refund depends on the amount refundable and the amount paid
- This refund schedule applies to students paying on a per credit basis. Students paying full-time fees and dropping credits but still carry a full-time load do not receive any refund unless the student changes/drops from full-time to part-time status (and the drop period for the credit falls within the refund schedule dates) or completely withdraws from the University. If a full-time student withdraws before September 26, 2008, only the tuition forfeiture is payable.

Campus Card

The campus card is issued to financially eligible students at the beginning of the term for which they have completed registration. Students completing registration in the winter term only may receive their campus card no earlier than the beginning of January.

2008 Summer Tuition Fees Refund Schedule (subject to change in 2008–2009)

The refund schedule for Summer 2008 will be posted at www.trentu.ca/admin/finance/students/students.htm once the timing of the summer terms is approved.

A withdrawal fee of \$70.00 is applicable for full withdrawals before the start of summer session.

Student Government fees are non-refundable after first day of summer session terms.

Summer students can switch credits taken in the same term with no penalty – as long as courses are dropped/added on same day. Half-credit course must replace half-credit courses and full-credit courses must replace full-credit courses with the same location.

Dropping Courses

Full-time Peterborough students who drop courses but retain a course load of at least 3.5 credits, are still considered full-time and do not receive a refund for the dropped courses.

Full-time Oshawa students who drop courses will receive a tuition rebate only to their student account prorated according to the course drop dates. There will be no proportionate refund of any ancillary or student association/organization fees.

Students changing from full-time Peterborough to part-time (i.e. less than 3.5 courses) are allowed to do so without financial penalties until September 26, 2008. After September 26 credits to student accounts will be provided a pro-rated refund in tuition fees based on the date courses are dropped. There will be no proportionate refund of any of the ancillary fees or student association/organization fees.

Refunds

A refund table has been provided above which outlines the percentages at certain dates during the academic year at which the fee refunds are calculated for full withdrawal from the University or for a course withdrawal by a part-time student. The actual amount of refund will depend on the amount of fees actually paid. The table assumes that all fees are paid. Student Association and Organization Fees are not refundable by the University. Students withdrawing and receiving a refund will have the refund processed within 45 days of the withdrawal date. Refunds for continuing students dropping courses will not be issued to students during the Fall/Winter session until after the last date to register in Winter courses (January 23, 2009).

Refunds of overpayments on accounts will not be processed unless 100% of all fees for the academic session have been paid. Refunds to students registered for the 2008 academic year will not be considered until October 2008 and are processed in the order that the requests are received.

Refunds are issued by cheque and will be sent by mail to the address on file for the student.

Financial Appeals

Students accept financial responsibility for fees associated with all registered courses at the time the student completes registration. Students wishing to submit a financial appeal because of rare or exceptional circumstances which led to the dropping of courses or full withdrawal may do so in writing for a fee of \$25.00. Exceptional circumstances are those which would have been impossible for the student to predict at the time of registering in a course, such as a serious illness diagnosed after the start of term. Such cases must be completely documented. Financial appeals will not be considered when pre-existing conditions/circumstances existed at the time of registration. Failure to plan for personal and educational commitments is not a basis for a financial appeal. The fee must be submitted with the appeal. Financial appeals will only be considered in writing with supporting documentation from the student. If the financial appeal is successful, the \$25.00 will be refunded. A successful academic appeal does not mean a student has the grounds for a successful financial appeal. Written documentation should include references from any sources which can substantiate a student's personal situation. Students will be notified of the decision in writing within 45 days of submission. The last date for submission of a financial appeal for an academic term is the end of the first month after the end of term relevant to the dropped course for which the appeal is submitted. An academic appeal is to remove courses from transcripts or to have grades adjusted and is not the same as a financial appeal. A financial appeal will affect a student's account balance. If account balances remain unpaid, transcripts will not be released.

Unpaid Student Accounts

Students who have not paid their accounts in full will not be permitted to register for the next session. Access to myTrent will be restricted and grades and transcripts will not be released until the financial obligations have been fully settled.

Unpaid accounts of students who are no longer registered with the University will be placed with a collection agency and the students will be unable to register for any further courses until the outstanding balance has been paid.

Confidentiality of Student Fee Information

The handling of all personal information by the University is governed by the Freedom of Information and Protection of Privacy Act. All information regarding student fees is treated as confidential and will normally only be released to individual students. In cases where sponsoring government and private agencies and organizations or individuals are paying fees on the student's behalf, the student may wish to waive the right of privacy and allow the University to release information about the status of fees to avoid any interruption in payment. To ensure that the necessary fee information is available to sponsoring agencies, etc., students must sign and return a release waiver. The Consent for Release of Fee Information can be found on the Student Accounts Home Page at www.trentu.ca/admin/finance/students/students.htm and is to be forwarded to the Student Accounts Office. Students need to complete the consent form for each academic session or fee information will not be released to third parties.

Schedule of Fees

To assist new students in their financial planning, a fee schedule, based on 2007–2008 rates, is included. The actual fees for the 2008–2009 academic year will not be available until March or April 2008 after they have been approved by the University's Board of Governors. Continuing registered students may use the Fee Calculator at www.trentu.ca/admin/finance/students/calculator.htm once fees have been approved.

New Full-time Student Fees (subject to change in 2008–2009)

	Full-time Domestic	Full-time International
Ancillary	729.92	729.92
Course tuition	4,568.74	12,451.94
Foreign Health Insurance Plan (UHIP)	0.00	756.00
Student levies	445.04	445.04
TIP Camp	195.00	195.00
Total	\$ 5,743.70	\$ 14,577.90

New Trent/Fleming Nursing Program Fees (subject to change in 2008–2009)

Ancillary	951.43
Course tuition	4,568.74
Student levies	453.55
Total	\$5,973.69

<i>If paid by instalment:</i>	<i>Full-time Domestic</i>	<i>Full-time International</i>	<i>Full-time Nursing-Domestic</i>
First instalment	\$3,702.24	\$9,383.16	\$3,848.82
Second Instalment	\$2,041.46	\$5,194.74	\$2,184.87

- International students pay an additional \$7883.20 (2007–2008 rate) in tuition fees. International students also pay \$756.00 (2007–2008 rate) for health insurance with their fee payment. Health insurance coverage is compulsory. Without this additional payment, registration will not be complete.
- New full-time students pay an additional \$45.00 (2007–2008 rate) Introductory Seminar Fee with their fee payment (not included in the above). This fee is non-refundable.
- The first instalment includes a \$60.00 instalment fee. This fee is non-refundable.
- Students who do not meet the January 15, 2009 second instalment deadline will be charged a \$75.00 late payment fee.
- There may be additional fees for field trips and course material in certain courses.

FINANCIAL AID AND RECOGNITION OF ACADEMIC EXCELLENCE

Students at Trent University who require financial aid to pursue their studies are eligible for a wide range of loans, special opportunity grants, work study opportunities, bursaries, and awards. In addition the University has a full and diverse scholarship program designed to foster and reward high academic achievement among its students.

Thank You to Our Benefactors

The funds which we are able to offer students for financial aid and recognition of academic excellence are the gifts of individuals, corporations and other organizations through annual, campaign and legacy giving programs and through support from various levels of government. We are grateful to our past and current donors for their contributions which benefit our students and support education and research at Trent.

For more information about the Trent University Endowment Fund and named endowment funds please contact:

Office of Advancement
Telephone: (705) 748-1601
Fax: (705) 748-1605
E-mail: advancement@trentu.ca

Financial Aid Office

Telephone: (705) 748-1524
Fax: (705) 748-1629

E-mail: financialaid@trentu.ca

Manager

Alice Pelkman, Assistant Registrar, Financial Aid & Services

The Financial Aid office administers the various financial aid programs available at Trent, and provides assistance and advice to students seeking financial aid. Detailed information on financial aid is available through the office located in the Office of the Registrar.

Ontario Student Assistance Program (OSAP)

The Province of Ontario and the Government of Canada provide a number of integrated assistance programs to university students through the Ontario Student Assistance Program.

Student Loans/grants (OSAP)

To qualify for Canada Student Loans portion the student and/or parents, guardians or sponsors must be Canadian Citizens or Permanent Residents. To qualify for Ontario Student Loans portion the student must also meet certain residency criteria.

The purpose of the OSAP Student Loans program is to assist full-time (at least 60% course load) students when the financial resources available to them from parents, spouses, summer employment or other sources are insufficient to meet estimated educational costs.

Applications are available electronically at <http://osap.gov.on.ca> or by application booklet available through University and College Financial Aid Offices in the Spring. Although, you may apply for assistance for more than one school, our recommendation is to wait until you have accepted admission, and direct your application to the applicable school. The Ministry normally does not start processing any OSAP applications until June.

The application deadline for the 2009–2010 academic year is January 25, 2009.

Ontario Special Bursary Plan (OSBP)

Provides a limited number of bursaries to married students, sole-support parents and students with disabilities who study on a part-time basis (less than 60% course load). Tuition, books, travel costs and child care to a maximum of \$2,500 per year is available. Applications are available at the Financial Aid Office. The application deadline is the last day of the month in which your program begins.

Child Care Bursary

Available to married students and sole-support parents with three or more children, who apply and qualify for OSAP assistance. Applications will be available at the Financial Aid Office at the beginning of each academic session.

Bursary For Students with Disabilities

Available to students who incur disability related educational expenses. Bursaries are available during the whole academic year. Students who are eligible to receive regular OSAP Student Loans, OSBP and Part-Time Canada Student Loans may apply.

Ontario Work Study Program (OWSP)

Funded by the Province of Ontario, provides part-time jobs on campus during the study period for full-time students (minimum 60% course load) whose financial needs are not met through the loan programs. Applications for these positions will be available at the Financial Aid Office in September.

Special Opportunity Grants and Part-Time Canada Student Loan

Part-time students (registered in less than 60% course load) with demonstrated financial need may qualify for a grant up to \$1,200 from the federal government. If you require additional assistance you may be eligible for a Canada Part-time student loan.

Special Circumstances

Students with Disabilities

Trent University provides bursaries for Ontario residents with disabilities who are not eligible for the previous programs. Students are encouraged to contact the Disability Services Office early to discuss their needs and obtain an application. See p. 306 for details regarding students with disabilities.

Emergency Short-term Loan Funds

Loan funds are available on a short-term basis to assist eligible students to meet emergency situations. Among these funds is the Henry and Mary Nokes Fund established by the Cobourg and District Labour Council to honour Mr. and Mrs. Nokes, and augmented by private donors. Funds have also been made available through a joint undertaking of the Trent University Alumni Association, the Trent Student Union (Development Projects Fund) and the college cabinets/ councils. A fund has also been established by the Major Bennett Chapter, IODE, Peterborough, Ontario.

Students from Outside Ontario

Some forms of financial aid (noted below) are available only to residents of Ontario.

Canadian students from outside Ontario who require financial aid should consult with officials in their home province to apply for federal and provincial loans and bursaries.

Students from foreign countries, including the U.S.A., are strongly urged to consult with educational authorities and sponsoring agencies in their own country. The Trent International Program (TIP) provides information regarding financial programs for international students.

Ontario Student Opportunity Trust Fund (OSOTF)

In 1996 – 97 the Province of Ontario established the Ontario Student Opportunity Trust Fund. Fifty percent of this endowed fund is provided by the Province and 50% has been raised through fundraising by the University. Annual proceeds from investment earnings are available in the form of in-course bursaries to Ontario residents. A second phase of OSOTF was introduced in 2003. In some instances, academic excellence as well as financial need will be a determining factor. All bursaries and awards established or modified since 1996 – 97 must adhere to the OSOTF guidelines listed below. Where this is the case it is noted in the relevant descriptions.

OSOTF Guidelines

- Students have lived in Ontario for at least 12 months in a row up to the beginning of their full-time post-secondary studies; or
- Students' spouses have lived in Ontario for at least 12 months in a row up to the beginning of the current academic year, and their spouses were not enrolled in full-time post-secondary studies during this 12 month period; or
- Students' parents, step-parents, legal guardians or official sponsors have lived in Ontario for at least 12 months in a row up to the beginning of their current study period

The Ontario Trust for Student Support (OTSS)

In 2005 the Province of Ontario established the OTSS matching gift program to replace the OSOTF program. The OSOTF guidelines noted above apply also to bursaries and awards established through the generosity of donors and matching OTSS funds.

Bursaries

Unless otherwise noted, bursaries are awarded annually and are available to all undergraduate full-time and part-time students with documented financial need and satisfactory academic achievement.

TUITION BURSARIES

To assist undergraduate students cope with increased tuition and related educational costs, Trent University awards partial tuition bursaries to financially eligible students. To be eligible, students must apply, provide information to support their need for assistance and have satisfactory academic achievement. Applications must be submitted to the Financial Aid Office by the deadlines specified on the application.

For full-time students new to Trent University, Personal Financial Profiles are mailed to their home address after they've applied, and must be submitted to the Financial Aid Office by the specified dates. Students admitted to part-time studies may obtain a bursary application at Julian Blackburn College Offices (Peterborough and Oshawa) in early September.

Students returning to Trent University for a subsequent session may apply for bursary assistance. Applications are available from the college offices and the Office of the Registrar during the first week of September, and must be submitted to the Financial Aid Office by September 30.

ENTRANCE AND IN-COURSE BURSARIES

The following bursaries are usually awarded in the second semester of each academic year and are based on financial need and satisfactory academic achievement. Applications are available from the Financial Aid Office or the college offices in January. The deadline for submissions is January 31.

Aditya Jha Indigenous Studies Bursaries

Established by entrepreneur Aditya Jha, founder of Osellus Corporation and the POA Educational Foundation, in support of undergraduate or graduate students with demonstrated financial need in Indigenous Studies or their chosen field. Preference will be given to applicants of Aboriginal heritage. Essay or references may be requested. OTSS guidelines apply.

Eileen Allemang Bursary

Established in 1986 to honour Eileen on her retirement from Trent University. Awarded to a student who makes a contribution to university life. OTSS guidelines apply.

Alumni OSOTF Bursary

Established by the Trent University Alumni Association. Awarded to returning students who have made a significant contribution to University life. OSOTF guidelines apply.

Amyotte Bursary

Established by Mary L. Amyotte (Chemistry department, Trent University 1964-1990). Awarded to the most deserving second year student majoring in Chemistry. The recipient of this award will be selected by a Professor and an Assistant Professor of Chemistry from the Chemistry department. OSOTF guidelines apply.

Anthropology Faculty Bursary

Awarded to the student with the highest overall standing in ANTH 100 from the previous year.

Bachelor of Education Bursary

Awarded to students enrolled full-time or part-time.

Peter G. Bailey Bursary in Teacher Education

Established in memory of Peter by his family. Awarded to a third or fourth year student in Teacher Education. OSOTF guidelines apply.

Barkleys of Avonmore Bursary

Established by Fred Barkley of Avonmore. Awarded to a student in any undergraduate year, who is a resident of a province other than Ontario.

Barkleys of Avonmore Visa Bursary

Established by Fred Barkley of Avonmore. Awarded to a Visa student.

Gladys Barlow Bursary

Awarded to a student or students with disabilities, with preference given to students with diagnosed learning disabilities, on the advice of Disabilities Services. OSOTF guidelines apply.

Patricia Baxter Anishnabe Kwe Bursary

Established in honour of Patricia Baxter. Awarded to Aboriginal women in their upper year studying science, computer studies/new technologies or business administration. OSOTF guidelines apply.

Beta Sigma Phi Bursary

The gift of the Peterborough Beta Sigma Phi Chapters. Restricted to a member, the spouse of a member, or to the son, daughter, grandchild, stepchild, niece or nephew of an active member of BSP in Ontario. OSOTF guidelines apply.

Birks Family Foundation Bursary

Awarded to a full-time student in any undergraduate year.

Philip and Annie C. Black Bursary

Established by the late Isadore and the late Morris Black of Peterborough in memory of their father, Philip Black, the first Rabbi in Peterborough, and their mother, Annie.

Isadore Black Memorial Bursary

Established by his family and friends in memory of Isadore Black, founding member of the Trent University Board of Governors and a well-respected Peterborough businessman and community leader. Awarded to undergraduate students. OSOTF guidelines apply.

Julian Blackburn College Student Association Oshawa Bursary

Awarded to part-time students studying in Oshawa on a continuing basis who have been registered in Julian Blackburn College for two previous sessions. OSOTF guidelines apply.

Julian Blackburn College Student Association Peterborough Bursary

Awarded to part-time students studying on a continuing basis who have been registered in Julian Blackburn College for two previous sessions. OSOTF guidelines apply.

B'nai Brith (Reginald R. Faryon) Bursary

Established by the Peterborough Branch of B'nai Brith in memory of Reginald R. Faryon. Awarded to any undergraduate student.

Bourinot Bursary

Awarded to a full-time student from Peterborough County. Preference will be given to an employee of the Canadian Tire Store in Peterborough or a member of his or her immediate family.

Jacob F. Burnham Memorial Bursary

A gift of the late Daisy McCarrell, a former employee of Trent University. Preference will be given to students majoring in Economics, Business Administration and related fields.

Dr. Margaret Campbell Bursary

Established by Alex ('68) and Carol ('68) Campbell, in memory of Alex's mother, Dr. Margaret Campbell. Awarded to a student of Philosophy or English. OSOTF guidelines apply.

Ron Campbell Bursary

Established by Ron Campbell Enterprises, which operates McDonald's Restaurants in Peterborough and Lindsay. Awarded to students enrolled in the Environmental & Resource Science/Studies program. Recipients must be from Victoria or Peterborough County.

Champlain College Cabinet Bursary

Awarded to a Champlain College student with a minimum C- (60%) average. The recipient will be chosen by a committee of the Master and the College Cabinet President.

Ian Chapman Bursary

Established in honour of Ian Chapman, Master of Peter Robinson College for 10 years and Director of the Administration and Policy Studies Program (1980-89). Awarded to a full or part-time student entering fourth year as either a single or joint major in Business Administration. OTSS guidelines apply.

Harry Cherney Memorial Bursary

Established in memory of the late Harry Cherney by his wife, Erica, family and friends. Awarded to students in Business Administration, Economics or Computing & Information Systems.

Christian Church Bursary

Established by the Christian Church (Disciples of Christ) in Canada. Awarded to upper year Aboriginal students from Ontario interested in continuing their education at Trent University. OSOTF guidelines apply.

City of Peterborough Employees' Bursary

Established by the employees of the City of Peterborough. Awarded to a child or spouse of a City of Peterborough employee.

Class of 1967 Bursary

Awarded to full-time undergraduate sons or daughters of a member of the class of 1967. OSOTF guidelines apply.

Dan Coholan Rowing Bursary

Established by alumnus Dan Coholan '77. Awarded to a returning full-time student who participates in the varsity rowing program. OSOTF guidelines apply.

Commoner Bursary

Established by The Commoner Limited. Awarded to a full-time student with a minimum C average.

Community Service Bursary

Established by the Quaker Oats Employees' Independent Union (Cereals). Awarded to a full-time student from Peterborough County.

County of Peterborough Bursary

Established by the County of Peterborough. Awarded to students in any undergraduate year who have established a minimum two years residency in the County of Peterborough (which includes the eight townships).

Creery Memorial Bursary

Awarded to a student majoring in Philosophy entering the fourth year of study with a B+ or better average. OSOTF guidelines apply.

Joyce Cumming Memorial Bursary

Established in memory of Joyce Cumming by husband, Stuart, children Shauna and Rod (Canadian Studies '87), family and friends. Awarded to an upper year student in Canadian Studies. OSOTF guidelines apply.

John S. Cunningham Memorial Bursary

Established in memory of the late John Scott Cunningham by associates of Bell & Howell, friends and fellow members of the Stoney Lake Cottagers Association. Awarded to students in any undergraduate year. OSOTF guidelines apply.

CUPE 3908 Bursary

To be awarded to four student academic workers who are members of CUPE 3908. Available to graduate and undergraduate students based upon financial need. OTSS guidelines apply.

Dainard Family Bursary

Established by Garnet and Clara Dainard, Peterborough, to be awarded to students in any undergraduate year. OSOTF guidelines apply.

Harold "Pat" Dooley Bursary

Established by Pat Dooley at the age of 94 in 2001. To further support his commitment to assisting students, he established a bequest in his will to increase the endowed portion of the fund. OTSS guidelines apply.

Faculty Association Bursary

Established by the Trent University Faculty Association. Awarded to students in second year or higher who achieved a minimum B average in the preceding academic year. OSOTF guidelines apply.

Michael Frisch Memorial Bursary

Established in memory of the late Michael Frisch. Awarded to a Canadian undergraduate student who is actively involved in extracurricular activities within or beyond the university.

Finn and Eileen Gallagher Bursary

Established by alumni, family and friends. Awarded to Otonabee College students chosen by the Head of College in consultation with the Director of Alumni Affairs. OSOTF guidelines apply.

Sheila Genoe Teacher Education Bursary

Established in memory of Sheila Genoe and awarded to a full-time student in the School of Education and Professional Learning undertaking studies leading to certification as a teacher. OTSS guidelines apply.

German Studies Bursary

Awarded to students majoring in German Studies in second year or higher.

Christopher Greene Bursary

Established by alumni Doug and Maureen Loweth, in honour of History Professor Emeritus, Chris Greene. Awarded to a history student. OSOTF guidelines apply.

Hamlin Family Bursaries

Established by the Hamlin Family (includes a Trent alumnus from 1988) in recognition of the value of a liberal arts education. Awarded to full or part-time (minimum of 3 credits) students entering third or fourth year. OSOTF guidelines apply.

Errol Hanbidge Memorial Bursary

Established by his wife, Audrey Hanbidge. OSOTF guidelines apply.

Naomi Harder Memorial Bursary

Established by family and friends in memory of Naomi S. Harder, a second year Comparative Development major at Trent University at the time of her death on December 19, 1988; in the spirit of Naomi's concern for others and her deep commitment to international understanding, awarded to a student based on his/her dedication to international and national development, peace and justice issues.

Brian Heeney Memorial Bursary

Established in memory of the late Brian Heeney, Vice-President (Academic) and Provost of Trent University at the time of his death on September 17, 1983. Awarded to a graduate from Lakefield College School or Lakefield District Secondary School, based on academic standing and distinction in cultural, athletic or other community activities. OSOTF guidelines apply.

The Frederick and Lois Helleiner Teacher Education Bursary

Awarded to a part-time student in the School of Education and Professional Learning undertaking studies leading to certification for the first time as a teacher. OSOTF guidelines apply.

Victor E. Henderson Bursary

Established in honour of Victor E. Henderson, local campaign chairman of the Trent University Second Decade Fund. Awarded to first year students from Peterborough County based on academic achievement and distinction in cultural, athletic or other community activities.

Henniger/Pilkington Bursary

Established in honour of Perry and Ella Henniger and Lawrence and Norah Pilkington, the parents of Jim and Isabel Henniger. Awarded to well rounded students, actively involved in the life of the University, be it student government, sports or music programs or University clubs. Awarded on a renewable basis to second, third or fourth year students. OSOTF guidelines apply.

Iris Hobbs-Smith Bursary

Established by Professor Margaret Hobbs in memory of her mother, Iris Hobbs-Smith. To be awarded to an upper year student majoring or joint majoring in Women's Studies. OTSS guidelines apply.

Agneta Holt Bursary

Established by the University Women's Club of Peterborough as a memorial to the late Mrs. Agneta Holt. OSOTF guidelines apply.

Howell Family Bursary

Established by Walter Howell, a member and chair of the Trent University Foundation. To be awarded to a deserving undergraduate or graduate student in any program. OTSS guidelines apply.

Indigenous Studies Bursary

Established by the Indigenous Studies program. Awarded to students of Métis and non-status Indian ancestry who do not qualify for educational assistance from the Indian Student Support program.

International Development Studies Bursary for IDS Year Abroad Programs

Established to honour Daniel Powell and David Morrison for their contributions to the IDS study abroad programs. Awarded to a student registered in an IDS year abroad program. Preference will be given to students who have been active in extra-curricular activities with an international orientation. OTSS guidelines apply.

David Irwin Memorial Bursary

Established in memory of David Sutherland Irwin, a member of Trent's first graduating class and a former Professor of Biochemistry. Awarded to a student entering the third or fourth year of an Honours program in Chemistry or Biochemistry & Molecular Biology. OSOTF guidelines apply.

Richard P. Janes Memorial Bursary

Established by his parents, brothers and sisters as a lasting memory of Richard P. Janes. Awarded to a student with a disability, studying on a full- or part-time basis in the Humanities.

Jean Ann Johnston-Gauld Bursary

Established by the family in memory of Jean Ann Johnston-Gauld a part-time student at Trent University from 1982-85. Awarded to part-time students. OSOTF guidelines apply.

Rhoda Johnston Memorial Bursary

Established by Robert Johnston in memory of his wife Rhoda, a long term past employee of Trent University. Awarded to undergraduate students in a Canadian Studies program.

KPMG Bursary

Awarded to one student in each of the second-, third- and fourth-year classes who is pursuing a joint-major in Business and Computing & Information Systems.

James S. Keating Memorial Bursary

Established by his family as a permanent remembrance of James S. Keating, husband of Jean, a former Trent employee and father of Craig ('81).

Mary J. Kennedy Bursary

Established in memory of Mary J. Kennedy by her family. To be awarded to a deserving undergraduate full or part-time student in any program. OTSS guidelines apply.

Principal H.R.H. Kenner and PCVS Faculty Bursary

Established by the PCVS Form 5 graduating class of 1937 in honour of Principal Kenner and their teachers. Support has also come from the class of 1939. Awarded to graduates of secondary schools in Peterborough County.

Keppler Bursary of German Studies

Established by Hans and Christine Keppler. Awarded to upper-year students studying German.

Kiwanis Club of Peterborough Bursary

Awarded to a student in second year or higher majoring in Business Administration, Computing & Information Systems or Economics. Applicants must be residents of the City or County of Peterborough.

Lady Eaton College Students' Bursary

Awarded to a student of Lady Eaton College.

Lakefield Research Bursary

OSOTF guidelines apply.

Jeanne & Ed Lister Family Bursary

Established by alumna, Dianne Lister, Vice President, External Relations & Advancement in honour of her parents. Awarded to a full or part-time student entering fourth year in the Humanities. OTSS guidelines apply.

Louis and Bess Loftus Fellowship Bursary

Established by the late Barnet David Loftus in memory of his parents. OSOTF guidelines apply.

Aidan Lumley Bursary for Athletics

Named in memory of Aidan Lumley, a third year Trent student and member of Trent's swim team. To be awarded to a deserving undergraduate student of good academic standing, who has made a significant contribution to the swim team. OTSS guidelines apply.

Jim MacAdam Bursary

Established in honour of Jim MacAdam, former Master of Champlain College. Awarded to an undergraduate student majoring in Philosophy. OSOTF guidelines apply.

Joel McDonald Memorial Bursary

The gift of alumni friends and family of the popular and respected "Joe" McDonald, a stalwart of the annual Team Trend Alumni Reunion. Awarded to a Traill College student.

Malcolm Montgomery Bursary

A bequest from the estate of the late Malcolm Montgomery. Awarded to students in the fourth year of the Indigenous Studies Honours program.

Peterborough Liftlock Atom Hockey Tournament Athletics Bursary

Awarded to an entering full-time student registered in any program, who has graduated from a Peterborough County high school and has shown commitment to high school athletics. OTSS guidelines apply.

William Hamilton Munro Bursary

Established by the late Mrs. Angele Munro in memory of her husband William Hamilton Munro. Awarded to students in any undergraduate year.

John C. McDonald Memorial

Established in memory of Professor John C. McDonald, former chairman of the Sociology department.

John and Elaine McClintock Bursary

OSOTF guidelines apply.

Métis Bursary

Established through funding initiatives of the Métis Nation of Ontario (MNO), Métis Training Initiatives (MTI) and the Ontario government. Awarded to post-secondary students of Métis ancestry. Students must be residents of Ontario for one year before the start of their post-secondary education. OSOTF guidelines apply.

Arnold Nofall Bursary

Established in memory of Arnold Nofall by his wife Doris. Awarded to a student in the School of Teaching and Professional Learning. OSOTF guidelines apply.

Doris Nofall Bursary

Established by Doris Nofall. To be awarded to a third year Honours English student in the Queen's – Trent Concurrent Education program. OSOTF guidelines apply.

Northumberland Canadian Federation of University Women Bursary

To be awarded to a returning undergraduate or graduate female student. Preference will be given to students from the County of Northumberland. OTSS guidelines apply.

Nursing Bursary (B.Sc.N.)

Awarded to full-time students in the Trent/Fleming B.Sc.N. program.

OPSEU Bursary

Established by the concerned members of OPSEU local 365 at Trent University. Awarded to a worthy student. OSOTF guidelines apply.

Otonabee College Council Tenth Year Bursary

Awarded to an Otonabee College student on the basis of academic performance, athletic ability and participation within the community. The recipient will be chosen by a committee of the Master, the Senior Tutor, the President and Vice-President of College Council.

Norma and Lloyd Parnall Bursary

Established by the family in honour of Norma and Lloyd Parnall. Awarded to Aboriginal women successfully studying in undergraduate or postgraduate programs. OSOTF guidelines apply.

Patterson-Drain Pioneer Bursary

Established to honour the pioneers of Peterborough County including John Drain and his wife, Ann (nee Drain also) who came from the county of Antrim, Ireland to settle in Dummer Township in 1849. These pioneers cut farms out of the bush and created the communities we enjoy today. Awarded to a Peterborough County student in fourth year who has demonstrated the qualities of the early settlers of Peterborough County in their perseverance, their community spirit and their sense of adventure. OSOTF guidelines apply.

Dennis Patterson Northern Bursary

Established to recognize the visit of the Government Leader of the Northwest Territories in 1990. Awarded to a student from the Northwest Territories.

Dr. Julia Phelps Memorial Bursary

Established in memory of Dr. Julia Phelps, an honorary graduate and long-time friend of Trent. Awarded to a student registered in the Cultural Studies program. OSOTF guidelines apply.

Peter Robinson College Bursary

A bequest from the estate of the late Lady Maude E. Robinson; established in the name of Peter Robinson, the founder of Peterborough and the brother of Sir John Beverley Robinson, 1st Baronet. Awarded to students of Peter Robinson College. OSOTF guidelines apply.

Peter Robinson College Cabinet Bursary

Established by the Peter Robinson College Cabinet. Awarded to students of Peter Robinson College.

Peterborough Liftlock Atom Hockey Tournament Athletics Bursary

Awarded to an entering full-time student registered in any program, who has graduated from a Peterborough County high school and has shown commitment to high school athletics. OTSS guidelines apply.

Peterborough Professional Fire Fighters' IAFF Local 519 Bursary

Established through continued support from the Peterborough Professional Fire Fighters IAFF Local 519. Preference will be given to dependents of full-time fire fighters in the City of Peterborough. OSOTF guidelines apply.

Fern A. Rahmel Bursary

Established by Dr. Fern A. Rahmel. Awarded to a woman of proven academic ability who is over twenty-five years of age or to a woman of proven academic ability entering the third or fourth year of an Honours program.

The Scott Rennie Memorial Bursary

Established with gifts from alumni, family and friends, in memory of Scott Rennie, an alumnus of Otonabee College, this bursary will be awarded to an Otonabee College student chosen by the Master of the College.

J. J. Robinette Memorial Bursary

Established in memory of J. J. Robinette, a member of the first Board of Governors and Chancellor from 1984 to 1987. Preference will be given to a History major. OSOTF guidelines apply.

Sam Leach Robinson Bursary for English Students

Established by the family and friends in memory of alumna Sam Leach Robinson. Awarded to a deserving student entering fourth year of the Honours program in English Literature or the graduate program. OTSS guidelines apply.

Gordon Roper Bursary

Established by the department of English Literature to honour Professor Emeritus Gordon Roper, a teacher, scholar and pioneer in the fields of Canadian and American literature. Awarded to students majoring or joint-majoring in English in second or third year. OSOTF guidelines apply.

Rotary Club of Peterborough Bursary

Awarded to full-time students who are permanent residents of Peterborough City and County, who have disabilities as defined under the Human Rights Code. Preference will be given to a first year student. OSOTF guidelines apply.

Sara Bursary

Established for a student or students enrolled in part-time studies at Julian Blackburn College with a minimum average of 66%. Preference will be given to sole support parents who have completed at least five courses towards an undergraduate degree. OSOTF guidelines apply.

Sally Stavro Bursary

Established in honour of Sally Stavro, a Toronto philanthropist, this bursary will be awarded to an upper level mature student majoring in Women's Studies. OSOTF guidelines apply.

Setsu Suzuki Bursary

Established by David Suzuki in memory of his mother, Setsu Suzuki. Awarded to a student from the Third World.

Sherratt Bursary for Athletics

Established by Fred Sherratt, former Vice Chair of CHUM Limited, and a member of Trent's Board of Governors. Initially, each award has a value of \$1,000 and will be awarded to four full-time undergraduate or graduate students participating in the varsity athletics program. OTSS guidelines apply.

Sir Sandford Fleming College Bursary

Established by Fleming College in recognition of Trent's 25th anniversary and to acknowledge the excellent relationship between our institutions. Awarded to a graduate of Fleming College enrolled at Trent University in a full-time or part-time program. Value: tuition fees.

Sisters of St. Joseph of Peterborough Bursaries

Established by the Sisters of St. Joseph of Peterborough. Awarded to students completing the Teacher Education program for use in their year at Queen's University. OSOTF guidelines apply.

Bill and Dorothy Slavin Bursary

Established by members of the Slavin family, in memory of their parents, Bill and Dorothy Slavin. Awarded to a student from a developing country.

J. Herbert Smith Bursary

Established by the late J. Herbert Smith, who, as Chief Executive Officer, was instrumental in arranging for the original gift of land to Trent University by GE Canada.

T. D. Bank Financial Group Bursary

Awarded to students registered in Computing & Information Systems courses. Recipients may be residents of any province or territory in Canada.

TD Meloche Monnex Alumni House Work Study Experience

Generously supported by TD Meloche Monnex and available, upon application in the summer, to a third or fourth year student who demonstrates financial need and a willingness to work part time for the Alumni Affairs department. Experience in extracurricular activities and promoting campus partnerships is an asset. OTSS guidelines apply.

David Tapscott Bursary

Established by his family in memory of David Tapscott ('69). Awarded to a student in any year. OSOTF guidelines apply.

Lisa Thivierge and Donny Caldwell Bursary

Established by John and Rosemary Wordley in memory of Lisa Thivierge and Donald Caldwell. To be awarded to a first-year student who has attended Dr. John M. Denison Secondary School. OSOTF guidelines apply.

Catharine Parr Traill College Students' Bursary

Awarded to a student of Catharine Parr Traill College.

Trent Central Student Association Bursary

A gift of the Trent Central Student Association. Awarded to a student in any year who displays academic progress. OSOTF guidelines apply.

TUFA Bursary

Funded by the faculty and professional librarian members of the Trent University Faculty Association. Awarded to students in second year or higher, who achieved a minimum B average in the preceding year.

Trent University S & A Bursaries

Established by the employees of Trent University. Awarded to students who demonstrate all-round achievement and character, and are permanent residents of the Province of Ontario.

University Women's Club 50th Anniversary Bursary

Established by the University Women's Club of Peterborough in 1987 in honour of their 50th anniversary. Awarded to a student currently registered in the fourth year of an Honours program and proceeding to graduate studies at Trent University.

Vernon Family Bursary

Established by the Vernon Family (Alumni Len & Phyllis '64, Paul '91, Colin '93). To be awarded to a deserving third-year undergraduate student. OTSS guidelines apply.

Visa Student Bursary

Established by the Board of Governors of Trent University. Awarded to visa students in any undergraduate year.

Peter Thomas Walker (R.N.) Bursary

Established in 2006 by his wife, Susanne Walker, Jan Jamieson (good friend), children Quinton Walker and Suzette Landry, parents Thomas and Lois Walker, extended family and friends. Dedicated to the loving memory of Nurse Peter Thomas Walker 1973, Occupational Health and Safety Inspector 1987–2005 and Occupational Health and Safety Officer Provincial Offence Officer 2005. Awarded to a student from Peterborough County in the Nursing program. Preference will be given to a male student. OTSS guidelines apply.

D. R. Walling Family Bursary

Established by the Walling Corporation of Lindsay. Awarded to students majoring in business or environmental studies. Based on fitness/health and community involvement.

Rodney F. White Memorial Bursary

Established by alumni, family and friends, in memory of Rodney F. White, Professor of Sociology. Awarded by preference to Sociology majors. OSOTF guidelines apply.

Billie Wilder Bursary

Established by Judith R. Wilder, an honorary member of Trent's Board of Governors. Awarded to a student in any undergraduate year. OSOTF guidelines apply.

P. S. B. Wilson Bursary

Established in honour of Paul S. B. Wilson, Director of Athletics. Awarded to a returning student on the basis of a significant contribution to the athletics program. OSOTF guidelines apply.

Janet Wright & Associates Inc. (JWA) Bursary

Established by Janet Wright, a Trent alumna (1970). Awarded to a third or fourth year student majoring in English Literature. OTSS guidelines apply.

Morden Yolles Bursaries in Environmental & Resource Science/Studies

Established by Morden Yolles, a structural engineer who worked closely with Trent architect Ron Thom on many of the Trent University buildings, including the design of the Reginald Faryon Bridge. Awarded to undergraduate students enrolled in the Environmental Resource Science/Studies program. Preference will be given to promising students in their final year of study. OSOTF guidelines apply.

INTERNATIONAL BURSARIES

Students who enroll in International study programs through Trent University are eligible to apply for any bursary listed in the Calendar, but the following bursaries are specific to these programs.

Dr. Leslie Calvert Bursary

Named after one of Trent's first students of German. Awarded to a student participating in the Year Abroad program in Freiburg.

W.A.C.H. Dobson Memorial Student Travel Bursary

Named in honour of W.A.C.H. "Bill" Dobson, a renowned scholar and great friend of Trent. Awarded to a Trent student studying abroad or an incoming visa student with travel costs. In recognition of Professor Dobson's exceptional interest in China and the Pacific Rim, preference is given to students traveling to study in Asia or coming to Trent from that region. Administered by the Trent International Program.

Joe Wearing International Travel Bursary

Established in honour of Joseph Wearing, Professor Emeritus and former chair of Politics. Awarded to an international student coming to Trent University to take courses in Politics. It is open to visa students admitted to the University for one-year exchange and full degree programs. Administered by the Trent International Program.

EXTERNAL BURSARIES

Many organizations and companies offer bursary assistance to post-secondary students. Information is available in high school guidance offices as well as Financial Aid offices. The following bursaries are administered through the Trent Financial Aid Office.

Hamilton Community Foundation

This foundation provides assistance for full-time undergraduate students who have graduated from publicly funded secondary schools in the Hamilton-Wentworth area. Deadline dates for receipt of applications by the foundation are October 1, and February 1. Applications are available through the Financial Aid Office and student must be recommended by that Office.

Leonard Foundation

Bursaries averaging \$1250. Preference will be given to sons and daughters of clergy, teachers, military personnel, graduates of RMC, members of the Engineering Institute of Canada and the Mining and Metallurgical Institute of Canada. Application deadline is March 15. Applications are available through the Financial Aid Office.

Masonic Foundation of Ontario

The Foundation aims to provide assistance to upper year students who have exhausted other means of assistance and cannot complete their year, due to emergency situations. Applications are available through the Financial Aid Office and students must be recommended by the Financial Aid Office.

Royal Canadian Legion

Bursary assistance of up to \$1,000. Awarded to War veterans and their children and grandchildren, ordinary members of the Legion and their children and grandchildren, associate members of the Legion and their children, and Ladies' Auxiliary members and their children. Awards are determined by the District Bursary Committee. Applications are available at the Financial Aid Office.

Awards

Financial assistance through Trent University's award program is designed to acknowledge those students with outstanding academic qualifications (at least 80% average) and proven financial need. Many of these awards are made possible through the Ontario Student Opportunity Trust Fund. In 1996/97 the Province of Ontario established the Ontario Student Opportunity Trust Fund. A second phase was introduced in 2003. Fifty percent of this fund is provided by the Province, and 50% has been raised through fund raising initiatives by the University. The trust fund represents an endowment fund. Annual proceeds from investment earnings are available in the form of awards to Ontario residents enrolled full-time, part-time or as graduate students. (Refer to specific OSOTF residency guidelines listed under bursaries). Awards are processed in January unless otherwise noted.

Aditya Jha Indigenous Studies Awards

Established by entrepreneur Aditya Jha, founder of Osellus Corporation and the POA Educational Foundation, in support of undergraduate or graduate students demonstrating financial need as well as academic achievement in Indigenous Studies or their chosen field. Preference will be given to applicants of Aboriginal heritage. Essay or references may be requested. OTSS guidelines apply.

Bagnani Undergraduate Awards

Established in 1997 by the Dewar Memorial Fund in honour the late Professor Gilbert and Stewart Bagnani. Awarded to Ontario students in the final year of an Honours program who demonstrate both academic excellence and financial need. Preference will be given to undergraduate students in classical (traditional) disciplines of the humanities, especially Classics, Archaeology/Anthropology, Ancient History, History, Philosophy and English. OSOTF guidelines apply.

Cranston Family Award

A gift of alumnus John Cranston and alumna Mary Cranston. Awarded to a current Trent student(s) entering fourth year who demonstrates high academic achievement and financial need. Preference will be given to students majoring in History and Anthropology. OSOTF guidelines apply.

City of Peterborough Awards

Established in 1997. Awarded to one first-year student from each Peterborough high school, who is a resident of the city of Peterborough, and has graduated with a minimum of 80% final average. OSOTF guidelines apply. Applications will be mailed to students in July.

de Pencier Family Award

The gift of business executive, John de Pencier, a long-time member of Trent's Board of Governors and chair from 1987 – 1991, and his wife, Marni, Trent parents. Awarded to a student of high academic standing who is in financial need. OSOTF guidelines apply.

Dudas Award

A gift of Frank and Jane Dudas. Awarded to a first-year student who demonstrates high academic achievement and financial need. OSOTF guidelines apply.

Geoffrey Eathorne Award

Established in honour of Professor Geoffrey Eathorne, who after 38 years as a member of Trent's Department of English Literature, retired in 2006 and received the Symons Award for Excellence in Teaching. Preference will be given to students with exceptional work in a third year course studying African, West Indian or South Asian literature. OTSS guidelines apply.

Gordon H. T. Farquharson Award

Established by friends, colleagues and family members in memory of Gordon H.T. Farquharson, Q.C., L.S.M., D.F.C., who practiced law with integrity in Peterborough for 55 years. Mr. Farquharson was awarded the Distinguished Flying Cross, having served as a Spitfire pilot in WWII, and had a keen interest in war history. To be awarded to an undergraduate student studying History and Canadian Studies as a joint-major. OSOTF guidelines apply.

History Award

Established by an '83 Alumni, faculty members and other concerned alumni of the History department. This Award will be granted to a worthy History student. OSOTF guidelines apply.

Lopes Family Award

Established by Ana P. Lopes, a member of Trent's Board of Governors, in honour of her parents, Antonio F. and Gertrudes M. Lopes, originally of Lisbon, Portugal, in recognition of their interest in politics and current affairs and their leadership and community service within the Portuguese-speaking community of Canada. Awarded to a student in financial need who has demonstrated high proficiency in Western European Studies, with special consideration of Portuguese Studies. OSOTF guidelines apply.

Department of Mathematics Award

Established by faculty, staff and friends of the department of Mathematics. Awarded to a first year student enrolled in MATH 110. OSOTF guidelines apply.

Jean McKerracher Business Administration Award

Awarded to one or two upper year Business Administration student(s) whose work most demonstrate(s) the creativity and innovative spirit essential to entrepreneurial success. OSOTF guidelines apply.

Moore Family Award

Established in 2004 by David & Joan Moore. David is a passionate advocate for Trent having served on the Board of Governors from 1981-1996 and having chaired the For Tomorrow Campaign. A lifetime appointment as Honorary Governor was granted in 1996. Awarded to undergraduate students who demonstrate achievement and financial need. OSOTF guidelines apply.

Reid & Margaret Morden Award in the Humanities

Established by Reid and Margaret Morden in support of an undergraduate student demonstrating financial need as well as high academic achievement in the areas of history, political science or sociology. Reid Morden became chair of Trent's Board of Governors in 2002. OTSS guidelines apply.

Patricia & David Morton Indigenous Studies Undergraduate Award

Established in 2007 by Honorary Degree recipient and former president and CEO of Quaker Oats of Canada, David L. Morton and Trent University Professor Emerita, Patricia Morton. To be awarded to undergraduate students of Aboriginal heritage. OTSS guidelines apply.

T. E. W. Nind Award

Established in memory of Professor T. E. W. (Tom) Nind, President of Trent University from 1972 – 79. Awarded to a major or joint-major in Mathematics who demonstrates financial need and high academic standing. OSOTF guidelines apply.

Sarah D. Patterson Award for Aboriginal Language Studies

Established in memory of Sarah D. Patterson (1889 – 1979), a Mohawk of the Bear Clan who was born at Six Nations and spoke four languages; Mohawk, Cayuga, Tuscarora and English. Awarded to an upper year or graduate student of high academic standing who is in financial need and shows a keen interest in Aboriginal languages.

Greg & Laura Piasecki Award

Established by Greg ('72) and Laura Piasecki. Awarded annually to one returning student in Chemistry and one returning student in Forensic Science. OTSS guidelines apply.

Robert Darou Norris Prichard Award

Awarded to a full-time undergraduate student entering fourth year majoring in Environmental & Resource Science/Studies. Applicants must demonstrate excellent academic achievement and financial need with preference given to residents of the Counties of Haliburton, Northumberland, Peterborough, Victoria and the Regional Municipality of Durham. OTSS guidelines apply.

David Rae Memorial Award

A gift from family members. Awarded to a student entering fourth year of any academic program who has demonstrated academic excellence and financial need.

Peter L. Roach Award

Established to honour Peter L. Roach, Director of Education from 1975 to 1992, in recognition of his years of service to the Peterborough Victoria Northumberland and Clarington Roman Catholic Separate School Board. In selecting the recipient, priority will be given to a student who has studied in the PVNC Separate School system and who displays academic excellence and financial need. The funding for this award was provided initially by the employees of the PVNC Separate School Board through the For Tomorrow Campaign and by friends and associates of Mr. Peter Roach. Additional funding was provided by donations to the Ontario Student Opportunity Trust fund. OSOTF guidelines apply.

Patricia H. Southern Mathematics Award

Established in 2004 by Patricia H. Southern, FCA and a member of Trent's Board of Governors. Awarded to one or two students in third or fourth year who demonstrate high academic achievement and financial need. Preference will be given to students majoring in Mathematics. OSOTF guidelines apply.

Gerry and Mary Stephenson Award

Dedicated to the memory of Gerry Stephenson, an avid canoe historian. Awarded to a third year student in History or Canadian Studies. OSOTF guidelines apply.

Colin Taylor Award

Established by colleagues and friends of Colin Taylor to honour his service as teacher and researcher and his administrative service as Chair of the Geography Department (1980-84), Associate Dean of Arts and Science (1984-88), Associate Dean of Research and Graduate Studies (1990-95), Acting Dean of Arts and Science (three terms), and Dean of Arts and Science (1997-2002 & 2003-06). Awarded to a student registered in his/her final year of any Honours undergraduate program who has improved the intellectual and academic life of the university. OTSS guidelines apply.

Edward Tremain Award for Study Abroad

Established in memory of Ted Tremain, a dedicated Honorary member of the Board of Governors. It is to be awarded to a third or fourth year student going on a Trent study abroad program. The award is based on financial need and an excellent academic record. OTSS guidelines apply.

Thesis Eleven Award

Established by colleagues, students and friends, in honour of Professor Emeritus Constantin Boundas and Mrs. Ke-Ryang Choi –Boundas. Awarded to a single-major honours student in Philosophy in second year or higher. OSOTF guidelines apply.

Trent University Foundation Award

Established by the current and past volunteer Directors of Trent University Foundation and the support staff of the Foundation. Awarded to a returning student in the fourth year of an Honours program. Preference will be given to students in the Humanities and Social Sciences. OSOTF guidelines apply.

WB Family Foundation Award in Environmental & Resource Science/Studies

Established by the WB Family Foundation. Awarded to an undergraduate student enrolled in the Environmental & Resource Science/Studies program who demonstrates both academic excellence and financial need. OSOTF guidelines apply.

Scholarships

Trent University offers a full and diverse scholarship program designed to foster and reward high academic achievement among its students. Trent's most prestigious scholarships, the Champlain Scholarships, the Board of Governors' Leadership Scholarships, the Michael Treadwell Scholarship and the Trent University Special Admissions Scholarships, are renewable scholarships awarded to new students entering the first year of study who have displayed exceptional academic and extra-curricular achievement, and who are judged likely to make a significant contribution to the life of the University.

All University scholarships may be held in conjunction with scholarships awarded by outside agencies when the conditions of the latter permit. However, a student may not receive funds from more than one major Trent University scholarship in an academic year.

One application which includes all of the above is required. The application can be found at www.trentu.ca/undergraduate/financesandscholarships.php. Previous winners of these scholarships have normally had an average of 90% or better.

Students who do not apply or are not eligible for the above scholarships will be automatically considered for the National Renewable Scholarships or other scholarships. Students will be notified in May if they have been awarded a scholarship.

Students with documented disabilities may be eligible to renew scholarships based on a reduced course load. Please contact Joyce Sutton, Assistant Registrar, Financial Aid & Services.

Champlain Scholarships

Awarded to entering students of exceptionally high academic achievement and promise. These scholarships have an overall value of \$20,000 consisting of \$5,000 in the first year and \$5,000 in each of the succeeding three years providing that an academic average of 80% is maintained in five credits or equivalent in each academic year.

Michael Treadwell Scholarship

Established in 2000 to honour the late Professor Michael Treadwell, one of the earliest members of Trent University's department of English Literature, a noted scholar and bibliographer in the field of seventeenth- and eighteenth-century English Literature, and a devoted friend to his many undergraduate students. Awarded every four years to an entering student of exceptionally high academic achievement and promise intending to major in the humanities. It has an overall value of \$18,000, consisting of \$4,500 in each of four years of study providing that scholarship standing of 80% is maintained in five credits or equivalent in each academic year. Awarded for the first time for the 2005–2006 academic year and at four-year intervals thereafter.

Board of Governors' Leadership Scholarships

Awarded to an entering student who has shown outstanding leadership and involvement in his/her community as well as high academic achievement. This scholarship has an overall value of \$18,000 consisting of \$4,500 in each of four years of study providing that scholarship standing of 80% is maintained in five credits or equivalent in each academic year.

Trent University Special Admission Scholarships

Awarded to entering students of outstanding academic and extra-curricular achievement. These scholarships have an overall value of \$15,000 consisting of \$3750 in each of four years of study, providing that scholarship standing of 80% is maintained in five credits or equivalent in each academic year.

National Renewable Scholarships

Awarded to all students entering their first year at Trent with a final academic average of 80% or higher. These students may be entering directly from high school or transferring from community college or another university. While at Trent University, students must maintain an 80% average in five credits or equivalent each academic year for renewal. Scholarship values range from: 80% to 84.9%, \$1,000 each year; 85% to 89.9%, \$1,500 each year; 90% to 94.9%, \$2,500 each year; and 95% or higher, \$3,000 each year. Renewable for up to four years of study. No application is necessary.

Nursing Scholarships

Awarded to all students entering the B.Sc.N. program with an academic average of 80% or higher. These students may be entering directly from high school or transferring from community college or another university. These scholarships are awarded in addition to the National Renewable Scholarships and are renewable with the achievement of 80% in five credits or equivalent each year. Scholarship values range from: 80% to 84.9%, \$500; 85% to 89.9%, \$1,000; and 90% or higher, \$2,000 each year. No application is necessary.

ENTRANCE AND IN-COURSE SCHOLARSHIPS

Many scholarships are available to students during their first and subsequent years of study. All students are automatically considered for scholarships. Unless specifically noted, these scholarships do not require an application.

Robert Annett Scholarships

There are two scholarships named in honour of Professor Robert G. Annett who taught Biochemistry at Trent University 1968–1998 and was Master of Otonabee College 1994–1998. His compassion and selflessness endeared him to colleagues, students and staff. These scholarships, gifts of the Annett family, friends and alumni, are normally awarded to an Otonabee College student majoring in Chemistry, preferably Biochemistry.

Bill Armstrong Scholarship

The gift of Daryl Bennett in memory of William (Bill) Armstrong of Orono. Awarded, on the recommendation of the co-ordinator of the Northern and Polar Studies program, to a student of high achievement and promise, entering the final year of an Honours program with an Emphasis in Northern and Polar Studies.

Bata Scholarship

The gift of Thomas J. Bata, one of the original honorary sponsors of the University and a member of the Board of Governors.

John Bernard Scholarship

Established by John Bernard, President of Donna Cona. Awarded annually to an outstanding Aboriginal student (First Nation, Métis or Inuit) who has completed at least one year at Trent and whose work contributes to the wise use of technology within Aboriginal communities.

Bews Scholarship

Awarded to students of Catharine Parr Traill College in their second, third or fourth year. Preference shall be given to students majoring in Classical Studies, Modern Languages or English Literature, in that respective order. These scholarships were established by W.A. (Bill) and Vena Bews, parents of Professor Janet P. Bews of Trent University.

Janet Bews Scholarship in Alzheimer Disease and Related Dementias

Established by the Alzheimer Society of Peterborough and Area in memory of Professor Janet P. Bews, a member of the Trent Classics department from 1966 – 99 and a strong advocate for the

Alzheimer Society. Awarded to a fourth year student enrolled in the Trent/Fleming Nursing program and showing a career interest in nursing care for persons with dementia. Selection is based on academic merit and an essay and interview application process.

Binney & Smith Scholarship

Established by Binney & Smith (Canada) Ltd. of Lindsay. Awarded to students in the Queen's-Trent Teacher Education program.

Biology Department Scholarship

Awarded to a student of high academic achievement and promise entering the third or fourth year of the Biology program.

Julian Blackburn College Principal's Scholarship

Awarded to a student enrolled in the part-time credit program, who has completed at least five credits as a part-time student at Trent, and who has demonstrated high overall academic achievement.

Maurice Boote Scholarship

Established in honour of Maurice J. Boote, one of the founding faculty members of Trent University and the first chair of the Economics department. Awarded to an outstanding student entering the fourth year of the Honours program in Economics.

Winifred Elizabeth Burton Scholarship

A scholarship of \$1,000. Awarded to an outstanding student entering first or a higher year.

Cyril and Jenny Carter Scholarships in Environmental Studies

Awarded to a student of high academic achievement and promise entering the second, third or fourth year of the Environmental Science/Studies program.

Cyril and Jenny Carter Scholarship in Mathematics

Awarded to a student of high academic achievement and promise entering the second, third or fourth year of the Mathematics program.

Anthony Cekota Scholarships

Established to honour Anthony Cekota, a self-made man who edited and published a chain of magazines and newspapers in his native Czechoslovakia and also authored several books and papers on problems of industrial management and sociology, continuing as a consultant and advisor on industrial relations following his retirement after 45 years with the Bata Shoe organization. Awarded to students demonstrating exceptional academic performance.

Sylvia Cherney Scholarship

The gift of the late Harry Cherney and of Brian Cherney and Lawrence Cherney, is named in memory of Sylvia Cherney. Awarded to in-course students majoring in English Literature with the aim of encouraging promise and interest in the study of drama.

Children of Alumni Scholarship

Established in 1987 to recognize that the second generation, the children of our alumni, was at hand. To qualify, at least one of the applicant's parents or grandparents must have graduated, received an honorary degree from Trent University or completed five or more courses at Trent.

City of Kawartha Lakes Scholarship

Established by the Town of Lindsay. Awarded to an entering student of high academic achievement from the City of Kawartha Lakes, who has also demonstrated peer leadership in the school setting and involvement in community affairs.

Cranston Scholarship

A gift of alumnus John Cranston and alumna Mary Cranston. Awarded to a current Trent student who has demonstrated considerable academic improvement while at Trent.

Howard Darling Scholarship

Established in honour of Howard Darling, Supervisor, Grounds and Custodial services. Awarded to an upper-year student who has demonstrated excellence in Environmental & Resource Studies.

Roscoe F. Downey Scholarship

The gift of the late Roscoe F. Downey of Peterborough. Awarded to an entering student from Peterborough or Victoria County.

William Paxton Eastwood Scholarship

The gift of the late William Paxton Eastwood, a former citizen of Peterborough and Ocala, Florida. Awarded in recognition of academic excellence.

Roy L. Edwards Scholarship

Established in honour of Roy L. Edwards, one of the founding faculty members of Trent University and the first chair of the Biology department. Awarded to an outstanding student entering the fourth year of the Honours program in Biology, with the aim of encouraging promise and interest in the study of freshwater ecology.

Department of English Literature Scholarship

The gift of the English Literature department. Awarded to the best student entering the fourth year of the Honours program in English Literature.

Ewing Memorial Scholarships and Honours Awards

The gift of the late C. W. Ewing, a native of Warkworth, Ontario. Awarded to students entering the University and for Honours students undertaking a fourth year of study.

Faculty Scholarship

The gift of a member of the founding academic staff of Trent University. Awarded to an entering student living in residence.

Reginald R. Faryon Scholarships

The gift of the Quaker Oats Company of Canada, in memory of the late Reginald R. Faryon, a former president of the company, and an active member of the founding board of Trent University.

Eugene Forsey Scholarships

Named in honour of Senator Eugene Forsey, a former Chancellor of the University and a member of the Board of Governors for 10 years. Awarded to outstanding students proceeding towards a degree in Business Administration.

Robert M. Fowler Scholarship

The gift of the Quaker Oats Company of Canada in memory of the late Robert M. Fowler, a former member of the Board of Directors of Quaker Oats, and of the Board of Governors of Trent University. Awarded to a student in the Business Administration program or to one undertaking policy studies in other appropriate university departments.

Rufus Gibbs Scholarships

The gift of the late Rufus C. Gibbs. Awarded to students in all years, on the basis of academic standing, all-round achievement and character.

John Gilchrist Memorial Scholarship

Named in memory of John Gilchrist, a distinguished medieval scholar who taught at Trent. Awarded to an upper-year student with a single or joint-major in one of Ancient History & Classics, Canadian Studies, Cultural Studies, English, History, Modern Languages or Philosophy.

Joseph Ernest Goodhead Scholarship

The gift of an anonymous donor, of the value of \$100. Awarded for excellence in the study of biology.

Hector and Geraldine Elizabeth Gray Scholarships

The gift of the late Hector and Geraldine Elizabeth Gray. Awarded to students entering the third year of a Bachelor of Arts program.

Peter Gzowski Northern Scholarship

This scholarship was established by the law firm Heenan Blaikie and by his friends across Canada, to honour the late Peter Gzowski, the eighth Chancellor of Trent University. This scholarship has a focus on students from the north and those studying northern issues.

The F. A. Hagar Scholarship

Established in 1988 by the friends and colleagues of Professor Hagar to mark his retirement from the History department at Trent University. Assists a recent graduate of Trent University to pursue further studies at an accredited post-secondary institution in the British Isles or India in the fields of British or Indian History or English Literature.

Brian Heenev Scholarship

Established as a memorial by Brian Heenev's family, friends and colleagues. Awarded to an outstanding student entering first year.

Heritage Scholarship

This scholarship honours the Curtis and Milburn families, both of which settled very early in the Peterborough area and have contributed continuously to its development. It is awarded to an outstanding student entering the final year of the Honours program in English literature.

George Henry and Jane Laing Howson Scholarship

The gift of the late Miss A. Howson and the late Mrs. M. H. Simpson, in memory of their late parents. Awarded to a student with high academic standing who is proceeding to the degree of Bachelor of Arts.

Francis Dean Kerr Scholarship

The gift of the late Mrs. F. D. Kerr of Peterborough, in honour of her late husband who was one of the original honorary sponsors of the University.

Margaret Laurence Scholarship

Named in honour of the late Margaret Laurence, a former Chancellor of the University. Awarded for outstanding achievement in the fields of Canadian literature or Canadian Studies.

Lodge Physics Scholarships

Named in honour of the founding chair of the department of Physics & Astronomy. Awarded to the best student in the introductory Physics course who is continuing in a program leading to a single- or joint-major in Physics, Chemical Physics or Computing Systems & Physics; and the best student in each of the second and third years who is entering the next year of a single- or joint-major program in Physics, Chemical Physics, or Computing Systems & Physics.

Marys' Fund Scholarship

Established in honour of Mary Margaret (Stuart) Beattie and Mary Marjorie (Murphy) Beattie, respectively the late mother and late wife of the donor, David Beattie. Awarded to an outstanding student entering the final year of the Honours program in Philosophy.

Dr. Ross Matthews Scholarship

Established in honour of the late Dr. Ross Matthews. Awarded to an entering student for demonstrated academic excellence.

Ralph McEwen Scholarships

Established in honour of the late Ralph McEwen. Awarded to students who are undertaking courses in Canadian literature or Canadian social history.

Jean McKerracher Scholarship in Biology

Awarded to one or two outstanding student(s) entering the fourth year of the Honours program in Biology or Biochemistry & Molecular Biology, with the aim of encouraging promise and interest in a career in health services.

The Bank of Montreal Scholarship

Established by the Bank of Montreal. Awarded annually to an undergraduate student who combines high academic standing and community involvement.

Robin Morris Scholarship

Established by her family and friends, in memory of Robin Morris '91. Awarded annually to a student in the Business Administration program whose spirit, enthusiasm and commitment to Human Resource Management is considered to be outstanding.

Justice Samuel H. Murphy Scholarship

This scholarship was established by friends, colleagues and family members to honour and remember Mr. Justice Samuel H. Murphy. The scholarship is awarded to a third year student in Canadian politics and political theory.

William Allan Newell Scholarship

The gift of the late Judson Newell of Prescott, in honour of his father, the chairman and founder of the Newell Manufacturing Co., Ltd. Awarded to an entering student proceeding to the degree of Bachelor of Science.

Mary L. Northway Scholarship

Established in honour of Mary Northway. Awarded to one or two students with the highest academic average entering into the fourth year of the Honours program in Canadian Studies.

Quaker Oats Company of Canada Limited Scholarships in the Humanities

Established by the Quaker Oats Company of Canada Limited. Two scholarships awarded to deserving students entering the fourth year of an Honours degree in humanities.

J. J. Robinette Scholarships

Established by friends and colleagues to honour the 60th anniversary of Dr. J. J. Robinette's call to the Bar. He was a member of the Trent's first Board of Governors, and Chancellor of the University from 1984 to 1987.

Peterborough Examiner Scholarship

The gift of the Peterborough Examiner Co. Ltd. Awarded to an outstanding student entering first or a higher year and living in residence.

Helen and Barney Sandwell Scholarship

The gift of the distinguished Canadian publisher, B. D. Sandwell, a long-time member of the Trent Board and its chair from 1971 to 1975, and of his wife Helen. Awarded to an outstanding student majoring in English literature entering the third year of a degree program in English.

Frank and Reata Scott Scholarship

The gift of the late Helen Whiteside in memory of her parents. Awarded to a student entering the third year of a Bachelor of Arts program and renewable in the fourth year provided that the student maintains a scholarship standing of 80%.

Katherine E. Scott Scholarship

The gift of the late Dr. C. M. Scott of Peterborough, in honour of his late wife.

William Bligh Shaw Scholarship

The gift of Muriel Beatrice Shaw. Awarded to an outstanding student entering the first year of the Business Administration program.

Shoppers Drug Mart Scholarships

The gift of Imasco Ltd. Awarded to students of high academic achievement entering first or a higher year in the University.

H. Clare Sootheran Scholarship

The gift of the late H. Clare Sootheran of Peterborough. Awarded for excellence in the Humanities.

Ian Stonehewer Memorial Scholarship

The gift of Mr. and Mrs. John Stonehewer in honour of Ian Stonehewer, B.A. Honours 1975. Awarded for excellence to a student entering the fourth year of the Honours program in History.

Carolyn Sarah Thomson Scholarship

Established by the late Carolyn Sarah Thomson, a Trent alumna who was intensely loyal to Trent and to the people – faculty, staff and students – who make the University unique. Awarded for excellence to a student entering the third year of the Canadian Studies program.

Trent University S & A Scholarship

Two scholarships, of the value of \$500 each, the gift of the employees of Trent University. Awarded to students entering the University from schools of the Public or Separate Boards of Peterborough or Victoria County on the basis of academic standing and all-round achievement and character.

City of Trenton Scholarship

Established by the Corporation of the City of Trenton. Awarded to an entering student from the city of Trenton.

EXTERNALLY AWARDED SCHOLARSHIPS

A number of scholarships (and bursaries) are awarded by organizations outside the University. Several corporations, for instance, have special programs for dependents of their employees. Students should consult their guidance counsellors concerning these awards.

John Brooks Community Foundation Scholarship

An entrance scholarship of \$1,500. Awarded each year by the John Brooks Community Foundation and Trent University to an entering student from a visible minority who combines high academic standing with involvement in school and/or community service. Applications are available by web at www.johnbrooksfoundation.org

Queen Elizabeth II (Aiming for the Top) Scholarship

This renewable scholarship ranges from \$100 to \$3500 per year. It is an initiative of the Ontario government to recognize and reward outstanding academic achievement. It is applicable to first year students who have graduated from high school in 2007. Deadline date is mid-June 2007. The scholarship application is part of the OSAP application package, either online at www.osap.gov.on.ca or in booklet form.

Millennium Scholarship

The Millennium Excellence program recognizes, supports and encourages talented Canadians who make positive and significant contributions to the betterment of their communities, demonstrate leadership skills and commit themselves to academic excellence. Three levels of scholarships: local winners receive a one-time \$4,000 scholarship, Provincial winners receive \$4,000 scholarship, renewable up to three times, and National winners receive \$4800 scholarship, renewable up to three times. Students must be entering their first undergraduate year of post-secondary studies. Deadline date for application is mid-January, 2007. Applications may be obtained from Ontario high school guidance offices in late Fall, and online at www.millenniumsolarships.ca.

INTERNATIONAL SCHOLARSHIPS

The following scholarships are available for international visa students. They require a letter of application to the Trent International Program accompanied by an application for admission to Trent University, certified transcripts, certified evidence of proficiency in English (see *English Proficiency Requirements* under *Regulations*) and three letters of reference (including two from current or former teachers). For scholarships designated for United World Colleges or advertised through Canadian Education Centres abroad, application should be made directly to the appropriate United World College or Canadian Education Centre.

Holders of renewable scholarships must remain in good academic standing for their scholarships to be renewed.

Tom Nind International Scholarship

Named in honour of the late Tom Nind, Trent University's second President. Awarded each year to the international scholar with the highest academic standing at the end of his/her first year at Trent. It carries an additional one-time award of \$500.

Global Citizen Full Scholarships

Based on high academic achievement, community and/or international service and an assessment of financial need, these renewable scholarships cover at least international tuition fees and ancillary fees and, depending on need, they may include residence, health insurance, a book allowance and some living expenses for the eight-month academic year. Preference is given to students from developing countries and Eastern Europe who could not otherwise afford to study in Canada.

Jack Matthews International Scholarship

Named in honour of Jack Matthews, the founding Director of both Pearson College of the Pacific and the Trent International Program. Awarded each year to an international student entering Trent University from Pearson College of the Pacific. Based on high academic achievement and an assessment of financial need, selection for this renewable scholarship places special emphasis on outstanding community and/or international service. It covers international tuition fees, ancillary fees, residence and, depending on need, health insurance, a book allowance and some living expenses for the eight-month academic year.

International Development Studies Foreign Student Scholarship

Established by an anonymous donor in recognition of three generations of Helleiners who have been outstanding teachers and scholars in the field of international development studies. Awarded to Trent students from a lower income country enrolled in the International Development Studies program who have demonstrated academic excellence during their studies in the first, second and third year of the program.

Global Citizen International Tuition Scholarships

Based on high academic achievement, community and/or international service and open to all non-Canadian students or residents (or, in some cases, designated nationals), these renewable scholarships cover international tuition fees.

TIP Tuition Levy Scholarship

This renewable scholarship is funded by the students of Trent University through an annual levy. Based on high academic achievement and a strong record of community and/or international service, a TIP Tuition Levy Scholarship. Awarded each year to a student from a developing country. It covers international tuition fees and ancillary fees.

Medals

Governor-General's Medals

The gold medal is awarded to the graduate student with the highest standing on graduation and the silver medal is awarded to the student with the highest standing on graduation with an Honours degree.

President Symons Medals

Established in 1972 in honour of T.H.B. Symons, the founding president of Trent University. Awarded to students in the Honours program who achieve high overall standing on graduation.

Professor Gilbert Bagnani Medals

Established in 1986 to honour the late Professor Gilbert Bagnani, one of the founding faculty members of Trent University. Awarded to graduating students in the General program who achieve high overall standing.

Prizes

Ambassador of Switzerland Prizes in French and German

The gift of the Ambassador of Switzerland. Awarded to the undergraduates who have obtained the highest standings in the French and German languages in their graduating year.

Anthropology Society Prize

Awarded to the most outstanding ANTH 100 student on the basis of tutorial work and overall marks.

Sir Donald Banks Prize

The gift of Professor D. L. Smith, in memory of her father. Awarded annually to a returning student who shows outstanding achievement upon completion of the Year Abroad program.

Bruce Barrett Memorial Prizes

Established in memory of Bruce Barrett, a former Trent Philosophy student. Several prizes awarded to outstanding students in first-year courses in Philosophy. Approximate value \$100 each.

Bigwin Memorial Award

Awarded on behalf of Elizabeth Bigwin to an Aboriginal student in INDG 260 who not only demonstrates academic excellence, but also contributes to the well-being of the community at Trent or the community at large.

Department of Biology Prizes

Awarded to students who show excellence in the study of Biology in first or higher years.

Biology Undergraduate Thesis Award

Awarded in recognition of the highest achievement in the Biology research thesis.

Botany Prize

Awarded annually to a second or third year student who shows excellence and promise in plant biology.

Breukelaar Prize in Laboratory Physics

Established in recognition of the many years of service of Senior Physics Demonstrator John Breukelaar. Awarded to the student displaying the highest academic standard in senior laboratory courses in physics.

Gordon Campbell Memorial Award

In memory of Gordon Campbell, a former Trent Geography student, one award is given to a third- or fourth-year undergraduate student in a single- or joint-major program in Geography with a demonstrated and continuing interest in the Canadian North.

Canadian Association of Geographers' Undergraduate Award

Established by the Canadian Association of Geographers. Awarded each year to the Honours Geography student at Trent who is judged to have the best academic record in fourth year.

Robert Chambers Prize

Established in 1996 to honour Professor Robert Chambers on his retirement. Awarded to the best student graduating from the Honours program in English Literature.

Donald Chase Memorial Prize

Established in memory of Donald Chase, a Trent student in 1989. Awarded for the best essay in Canadian history written by a first-year undergraduate at Trent.

William B. Common, Q.C., LL.D. Memorial Prize

Awarded to the student achieving the highest academic standing in first-year (Canadian) Macroeconomics.

Computing & Information Systems Prize

Awarded to the outstanding student(s) graduating from a joint-major program in Computing & Information Systems.

Consul General's Prizes in French

The gift of the Consul General of France. Awarded to the leading undergraduates in French Studies within the University.

CRC Press Freshman Chemistry Achievement Award

A gift of a copy of the CRC Handbook of Chemistry and Physics from the CRC Press Inc. Awarded to a student at the end of first year on the basis of outstanding academic achievement in Chemistry.

James Creery Memorial Essay Prize

Established in memory of James Harold Creery, a Trent student of Philosophy in 1972-74. Awarded for the best philosophical essay written by an undergraduate at Trent.

Cultural Studies Faculty Prize

Established in 1988 through contributions from the Cultural Studies faculty. Awarded to a Cultural Studies major or joint-major for the best essay of a critical or theoretical nature related to the subject areas of the Cultural Studies program submitted to a juried competition held by the program. Value \$300.

Currie Honours Prizes

Awarded to students enrolled in GEOG 401 or 402D in the Winter session on the basis of both academic achievement and proposed thesis research. A total prize of \$1,000 is divided among up to three selected winners.

J. Emmett Duff Memorial Prize in Geography

The gift of Professor T. H. B. Symons, Celanese Canada Inc. and John D. Stevenson QC, in memory of the late J. Emmett Duff, who, without formal training in the subject, was possessed of an intense love of traditional geography. A prize of \$100 is awarded to the Geographer in their third or fourth year who maintains a standing of at least 70% average in all Geography courses and who best epitomizes the spirit of cartophilia.

Department of Economics Prize

A gift of the Economics department. Awarded to the student achieving the highest academic standing in first-year Microeconomics.

Elders Text Prize

This prize was established by the Aboriginal Education Council from the royalties of the text *In the Words of Elders* by Professors Kulchyski, McCaskill and Newhouse. The prize(s) are awarded to students of Aboriginal ancestry in a program of study at Trent on the basis of achievement, community contribution and financial need.

Embassy of Spain Prize in Hispanic Studies

Awarded to an outstanding student in upper years majoring in Spanish.

Environmental & Resource Studies Program Prize

A gift of the ERS program. Awarded to a first-year student achieving the highest academic standard in the first-year ERS course.

Timothy Findley Creative Writing Prize

Established in honour of Timothy Findley. Awarded on the basis of adjudicated submissions of fiction, poetry, drama or creative non-fiction for creative writing of special merit.

Donald Fleming Memorial History Prize

Established by family and friends in memory of the late Donald Fleming. Awarded each year to a third or fourth-year student submitting an outstanding essay in Modern European History.

Forensic Science Student of Excellence Prize

Awarded to a student in their final year of the Forensic Science Program who has displayed excellence, in and out of the classroom during their years in the program.

Marjorie Elizabeth Foster Prize

Given in memory of Marjorie Elizabeth Foster. Awarded to the student who writes the best essay or research project in historical geography in a particular year in any Geography course.

French Studies Staff Prizes

Awarded by members of the French Studies section to outstanding students of first-year French Studies.

French Studies Staff Prize (Nantes program)

Awarded by members of the French Studies section to the outstanding participant in the Nantes Year Abroad program in French Studies.

Gregory R. Frith Memorial Prize in Cultural Studies

Established in honour of the late Gregory R. Frith, B.A. Honours 1977. Awarded to a Cultural Studies major or joint-major for the best submission in any of the arts associated with the Cultural Studies program to a juried competition held by the program. Value \$300.

Honourable Leslie Frost Prize

The gift of the late Hon. Leslie M. Frost, PC, Premier of Ontario from 1949 to 1962 and first Chancellor of Trent University. Awarded to the leading undergraduate in the first-year course in Canadian history.

Gadfly Prizes

Awarded to an outstanding undergraduate in Philosophy in each of the second and third years. The prizes commemorate Socrates' description of himself as one who rouses and reproves the society in which he lives just as a gadfly awakens a sluggish horse.

Louise Garrow Prize

Established to honour the contribution of Louise Garrow to the Indigenous Studies program.

Awarded to a student in the program demonstrating high academic achievement and contribution to student life.

Department of Geography Prizes

Awarded in the first and second year to students who show excellence in the study of geography.

The second-year prize, known as the Geography alumni prize, is donated by the Trent University Geographical Society using funds contributed by Geography alumni.

Founders' Prize in Geography

This prize was established in recognition of the founders of the Trent University Geography department, Professors Peter Adams and Fred Helleiner. It is awarded to the best "all around" Geography major or joint-major. Nominations will be judged on the basis of academic ability, individual or group initiative, and enthusiasm or creativity or innovation related to the pursuit of their education in Geography. Active participation in TUGS will be considered an asset to the candidate's eligibility.

Guinand Prize

Established, in honour of the first chair of the Mathematics department. Awarded to a student of high promise in the Mathematics program, normally on entering the fourth year of the Honours program.

Graham Hartley Prize

Established by the Chemical Institute of Canada (Peterborough Section) in honour of Graham Harry Hartley, Ph.D., M.C.I.C. Awarded to first and second year students who have shown excellence in the field of general chemistry.

Honourable George S. Henry Prize

Established in memory of Hon. George S. Henry, Prime Minister of Ontario from 1930 to 1934, and Member of the Legislative Assembly of Ontario for East York from 1913 to 1943. Awarded to the leading undergraduate in the first-year course in Politics.

John Hillman Prize

Established to honour the former chair of the program for his years of leadership. Awarded to the student with the highest standing in fourth year International Development Studies.

Linda Hubbell Book Prize

Named for Anthropology and Women's Studies professor Linda Hubbell and originally endowed by the Peterborough Women's Committee. Awarded based on academic achievement as well as contributions to the vitality of the program.

Human Resources Professionals of Peterborough Prize

Awarded to the graduating student with the highest average in Human Resources courses from the Business Administration Degree program (single- or joint-major) with a specialization in Human Resources Management

Arnold Hyson Prize in Maritime Studies

Awarded to the student with the most outstanding research paper in CAST – HIST 307.

Indigenous Studies Award

Established in memory of Harvey G. Greene of Peterborough. Awarded to outstanding students in Indigenous Studies.

Innovation in Teaching Prize

The Innovation in Teaching Prize will be awarded annually to a candidate in each of the following: Primary/Junior divisions; Intermediate/Senior divisions; Part-time program (Final year). Based on innovation in teaching and learning demonstrated in classroom placement.

David Sutherland Irwin Prize

Established in memory of the late Professor David Irwin. Awarded on completion of CHEM – BIOL 330 to a student with outstanding performance in biochemistry.

P. K. Page Irwin Prize

Established by the family, friends and admirers of P. K. Page Irwin to honour her extraordinary achievement in the arts. Awarded to a student who has shown special merit in creative writing and at least one of the other arts.

Ronald G. Johnson Prize in Quantum Mechanics

Established by his former students and colleagues in recognition of the more than three decades of Dr. Johnson's teaching in Physics. Awarded annually to the student with the highest academic achievement in the fourth year course in Quantum Mechanics.

Richard B. Johnston Prize – Ontario Archaeology

Donated by Patricia Johnston in memory of her father, Professor Richard B. Johnston of the department of Anthropology. Awarded to a deserving student in Ontario archaeology.

Richard B. Johnston Prize – North American Archaeology

Donated by the family in memory of Professor Richard B. Johnston of the department of Anthropology. Awarded to a deserving student in North American archaeology.

Elwood Jones Prize in History

Awarded to an Otonabee College student enrolled in single or joint-major in History, who at the end of three years has the highest cumulative average in their History credits. It is awarded in recognition of Professor Elwood Jones' many years of service to the History department at Trent University and to Otonabee College (Master 1978-83 and Senior Tutor 1998-2003)

K. E. Kidd Memorial Awards

Awarded each year to graduating students who have demonstrated the highest degree of ability and achievement in the Diploma program of the Indigenous Studies department.

F. Alan Lawson Memorial Prize

Sponsored by the Central Ontario Chartered Accountants Association. Awarded to the student majoring in the Business Administration program, who achieves the highest combined mark in fundamentals of financial accounting and fundamentals of management accounting (ADMN 102 and 202H).

Margaret Lightbody Prizes

Established in honour of Margaret Lightbody ('64), a local area retired Mathematics teacher who has had a remarkable impact on the lives of her students. A member of Trent's original graduating class, she served on the Board of Governors (1993-1996). Awarded to students in the School of Education and Professional Learning and in the Queen's Trent Concurrent Education program during third or fourth year majoring either in Mathematics (single or joint) or with Mathematics as an elected teaching subject, who demonstrated exceptional skill, enthusiasm and promise in classroom teaching and who maintained at least a B- average in mathematics courses.

Helen E. MacNaughton Prize

Awarded to an outstanding student in Philosophy entering fourth year.

J. Percy MacNaughton Prize

Awarded to the student achieving the highest academic standing in Environmental & Resource Science/Studies entering the fourth year.

Edna Manitowabi Prize

The Edna Manitowabi Prize is associated with the performance element of academic work initiated by Professor Edna Manitowabi. Aboriginal students enrolled in Indigenous Studies classes which include the performance element are eligible for the prize. The prize winners will be chosen based on grades, participation and excellence in their contribution to performance activities.

Makhija Prize in Chemistry

The gift of R & R Laboratories. Awarded to the student with the best overall performance in 300-level courses in Chemistry.

McCull Turner Prize in Accounting

Presented by McCull Turner, Chartered Accountants, to an undergraduate student in ADMN 320, who has demonstrated exceptional promise and enthusiasm for the study and dissemination of the principles and practices of accounting.

David N. McIntyre Conservation Award

Awarded by the Otonabee Region Conservation Authority to the outstanding Geography student who has demonstrated an interest in conservation.

Jane McLarty Memorial Prize

Established in memory of Jane McLarty, a member of Lady Eaton College from 1987-1990. Awarded to a deserving student entering the third or fourth year of studies in English Literature.

Heather J. Glendinning McMurter Memorial Award

Established in memory of Heather J. Glendinning McMurter who graduated with a B.Sc. from the Environmental Studies program in 1988. Awarded to a student entering the fourth year (having completed 15 courses) of the Environmental & Resource Science/Studies program whose research paper in at the 300- or 400-level is judged to be the best of the year.

James Middleton Essay Prizes in Humanities

Established by the donor in 2004 to encourage students in the study of the Humanities as the foundation for liberal arts and professional studies. Two prizes are awarded annually for outstanding essays by students in second year who are pursuing Honours degrees in Ancient History & Classics, History, Philosophy or English Literature. The prizes rotate between Ancient History & Classics and Philosophy in one year, and History and English Literature in the next.

Midwives' Prize

The gift of three members of the Universities Liaison Committee who assisted at the birth of Trent University. The late Professor J.M. Blackburn, then of Queen's University; the late Dean Frank Stiling, then of the University of Western Ontario; and the late Dr. M. St. A. Woodside, former vice-president of the University of Toronto, were named by their universities to act as a liaison committee between these three universities and the Founding Board of Trent University. Awarded to the student with the highest overall standing in the first year.

Joyce Miller Prize

Awarded annually in recognition of a student majoring in Indigenous Studies who, while maintaining an excellent academic profile, contributes in a significant way to the non-curricular social, cultural, spiritual and/or political life of the department.

Norma Miller Essay Prize

Administered jointly by Catharine Parr Traill College and the department of Ancient History & Classics, these prizes honour the memory of Norma P. Miller, an honorary fellow of Traill and frequent visitor to the Classics department. Awarded to the best essay in each of three competitions: one in AHCL 2300; one at the 2000 or 3000 level in Roman History (including essays on Roman topics from AHCL 2100); and one at the 4000 level.

Joyce Moonias Memorial Awards

Donated by Frances Six in memory of Joyce Moonias, Native Studies student 1982-83, are offered to the student with the highest academic standing in INDG 280 and 380 (Ojibway language).

Garnet Morris/Sun Life Prize

Awarded in recognition of a student who best demonstrates academic excellence and is completing the second year Indigenous Studies major with a Specialization in Indigenous Management & Economic Development.

W. L. Morton Essay Prize in History

Awarded to the second- or third-year student writing the best essay.

Seth Newhouse Prize

This award, established by his great grandchildren to honour the memory of Seth Newhouse, Six Nations activist and historian, is presented to the student with the highest academic standing in INDG 255.

Nichols/Civic Nurses Alumnae Prize

Awarded to a third year nursing student showing proficiency in a clinical setting.

Oak Ridges Trail Association (ORTA) Trail Studies Prize

A prize of \$500. Awarded to a deserving student in fourth year of Honours Geography program who is conducting research that pertains to the Trent-Fleming Trail Studies Unit.

Organic Chemistry Prize

Awarded to a student who has demonstrated substantial improvement in the field of organic chemistry, normally on completion of CHEM 310.

David Page Prize in Latin

This prize was established in 2007 to mark the retirement, after 39 years of excellent service to Trent, of Professor David F.R. Page. It is awarded to the first-year student with the highest grade in Latin 100, the course which meant the most to Professor Page.

Pammett Historical Prize

Established by the late Howard Pammett (1909-1993), in honour of his parents, Robert and Ruby Pammett. Awarded, when merited, for the best student research essay on the history of the Kawartha District (defined as including the Counties of Peterborough, Victoria, Haliburton, Northumberland, Clarington and the Algonquin Region). The recipient will be chosen by the chair of the History department.

Peace Hills Trust Prize

A prize of \$500. Awarded to the top Aboriginal student, in terms of academic achievement, completing the second year of the Indigenous Studies program with a Specialization in Indigenous Management & Economic Development.

Peterborough Historical Atlas Foundation Prize

Awarded to the undergraduate whose essay or project on a Canadian subject is deemed outstanding. An interdisciplinary panel will select the winner from the entries submitted by faculty in appropriate disciplines.

Peterborough Professional Engineers Wives' Association Prize

A gift of the Peterborough Professional Engineers Wives' Association. Awarded to an undergraduate who shows excellence in 200-level courses in Physics or Chemistry.

John Pettigrew Prizes

Established in memory of the late Professor John Pettigrew. Awarded for the best student essays submitted by students in a first-year English course taking the course among their first five credits.

Department of Physics & Astronomy Prize

A gift of the department of Physics & Astronomy. Awarded to the student achieving the highest academic standing in the first-year Physics course.

Powles Prize

Given in honour of Percival M. Powles, long time member of the Biology department. Awarded to a student entering the fourth year of the Biology program who has demonstrated excellence in the area of fisheries and aquatic sciences.

Andrew Priestman Memorial Prize in Politics

A book prize established in honour of the late Andrew Priestman, Honours B.A. 1991. Awarded to a graduating student in Politics who has maintained a solid academic achievement and made an above-average contribution to student life and the activities of the Politics department. Students and faculty are encouraged to make nominations.

R & R Laboratories Prize in Analytical Chemistry

The gift of R & R Laboratories. Awarded to a student with outstanding performance in analytical chemistry on completion of a 300-level course in chemical analysis.

Department of Psychology Prizes

A gift of the Psychology department. Awarded to outstanding students in Psychology.

Victor T. Ridley Memorial Prize

The gift of Mrs. F. Millard in memory of the late Victor T. Ridley of Peterborough. Awarded to the leading undergraduate in first-year Mathematics.

J. J. Robinette Prize

Awarded in honour of the late Dr. John J. Robinette, an eminent constitutional and criminal lawyer, and Trent University's fifth Chancellor. Awarded to the scholastically outstanding graduate of Trent University in any year who undertakes the study of law at another Canadian university.

Otto Roesch Memorial Prize

Established in memory of the Late Professor Otto Roesch (Anthropology). Awarded to the outstanding student in Anthropology 399, Theories of Society and Culture. This prize recognizes the contributions of Professor Roesch and his research interests in cultural anthropology.

Barbara Rooke Prize

Established in memory of the late Professor Barbara Rooke. Awarded to the best student in a 200- or 300-level course in the Romantics.

J. Paul Scott Jr. Memorial Prize

Established in memory of J. Paul Scott Jr. Awarded to a deserving student enrolled in PSYC 401 or 402D (Honours thesis).

Canadian Society for Chemistry Silver Medals

The top student entering the final year of a chemistry related program is awarded a silver-plated medal and certificate in recognition of outstanding academic achievement.

Carlyle Smith Prize in Psychology

Awarded to a third or fourth year student who has shown outstanding performance on a project or paper concerning sleep, sleep disorders or dreams.

Denis Smith Essay Prize

The gift of the Politics department. Awarded each year to a fourth-year student submitting an outstanding essay in Politics.

Honourable Sidney Smith Prize

Named in honour of Hon. Sidney Smith, Member of the Legislative Assembly of the United Province of Canada from 1854 to 1861, Postmaster General of the United Province of Canada from 1858 to 1862, and elected Member of the Legislative Council from 1861 to 1863. It is the gift of Hon. S. Bruce Smith, Chief Justice of Alberta, and of Muriel Turner and H.G.H. Smith, QC, of Winnipeg. Awarded to the leading undergraduate majoring in Politics and History in the second year.

Society of Chemical Industry Student Merit Award

Awarded to the student having the highest standing in the final year of his or her course. The student must have a minimum average of 75% and have completed the course in the normal number of years.

Society of Management Accountants Prize

Awarded to the student proceeding to fourth year in the Business Administration program who has achieved the highest overall standing in all accounting subjects.

Sophia Prize

Established in 1999 to honour Professor Robert Carter on his retirement. Awarded to an outstanding third or fourth year student who best exemplifies philosophy as the love of wisdom.

Soroptimist International of Peterborough Prize

Presented by the Soroptimist International of Peterborough, a service club for business and professional women. Awarded to an outstanding female student entering her final year of the Honours program in Women's Studies.

Gillian Stamp – Friends of Field Hockey Prize

Awarded to the player, selected by her teammates who, continually demonstrates dedication, commitment and loyalty to her team both on and off the playing field. Through leadership, fair play and enthusiasm, she is an inspiration to her teammates in their pursuit of field hockey and academic excellence.

Robert W. F. Stephenson Prize

Established by the Alumni Association to honour the first alumnus to chair the Board of Governors. The \$250 prize recognizes a student who has demonstrated excellence in contribution to student governance.

Symons Essay Prizes in Canadian Studies

Established through a gift from T. H. B. Symons, the founding president of Trent University, to recognize excellence in performance in courses of the Canadian Studies program. Four prizes are awarded for outstanding essays in first-, second-, third- and fourth-year courses.

Berna Theobalds Prize

Established in memory of an exceptional resident of Peterborough. Awarded to the student with the highest standing in IDST 200.

Norman Townsend Prize in Anthropology

Established in memory of the late Professor Norman Townsend. Presented by the Anthropology department on the basis of high academic standing to a student pursuing studies in cultural anthropology.

Trent Science Fair Prize

A prize of \$1000, to be applied to first-year tuition fees at Trent University, is offered to a senior secondary school student whose project is judged outstanding at the annual Peterborough Regional Science Fair. Recipients are eligible to receive this prize one time.

Harold F. VanDusen Prize

Awarded to the student completing the third year of the Economics Honours program who has demonstrated exceptional promise and enthusiasm for the study and dissemination of the principles and practices of economics.

Verduyn Book Prize

Awarded to the student who achieves the highest standing in the course "Canadian Women's Writing."

Gail Waddington Prize

Established by friends and family of Gail Waddington, alumna and a Trent English major. To be awarded to an student majoring in English Literature who has demonstrated excellence in the study of poetry.

Rodney F. White Memorial Prize

Two prizes of \$100 each. Awarded by the Sociology department to majors who demonstrate excellence in the study of sociology.

Alan Wilson Prize in History

Awarded to the Honours History student achieving the highest standing in fourth year.

COLLEGE PRIZES

Peter Robinson College Prizes

Three prizes awarded to the continuing College students with the highest academic standing during each of the first, second and third years of their academic programs.

Peter Robinson College Students' Prize

Established in 2005 by the students of Peter Robinson College. Awarded to a Peter Robinson undergraduate student who has made a significant contribution to the University community and has a minimum C+ average. The prize will be awarded to a Peter Gzowski College student when there are no longer Peter Robinson College students in the University who qualify.

Peter Robinson College Fellows' Prize

Awarded on the basis of overall academic standing to a graduating student in the fourth year of an Honours program.

Robert Lightbody Prize

Established by the Alumni Association to honour the contributions to the University of alumnus Robert Lightbody, a member of Trent's first class. Awarded to an upper-year Peter Robinson College student.

Catharine Parr Traill College Scholar

The title of College Scholar is conferred upon the student in his or her graduating year who has achieved academic excellence and who has also made an all-round contribution to the College.

Catharine Parr Traill College Principal's Prize

Awarded to the Catharine Parr Traill College student with the best academic performance in the freshman year.

Champlain College Master's Prize

Awarded to the graduating student of the College with the highest overall standing in fourth year, Honours.

Champlain College Fellows' Prize

Awarded to the graduating student of the College with the highest overall average in the third year, General.

Champlain College Senior Tutor's Prize

Awarded to the Champlain College student who has achieved the highest average at mid-year.

Christopher Greene Award

Established in honour of Christopher Greene, former Senior Tutor of Champlain College. Awarded to a graduating student within the College who has demonstrated considerable academic improvement while studying at Trent University.

John Rymes Book Award

A book prize awarded by the Senior Tutor of Champlain College to a student of the College who has benefitted most from a Trent University education.

Lady Eaton College Fellows' Prize

Awarded by the Fellows of Lady Eaton College to a graduating student of the College for academic excellence over his or her university career.

McCalla-Standen Prize

Established in honour of two former principals of Lady Eaton College. Awarded to a first-year student of the College who has most distinguished him/herself through contribution to the College, the University or the wider community while maintaining a good academic average.

Marjory Seeley Prizes

Up to three prizes awarded in honour of the first Principal of Lady Eaton College to students of the College who have distinguished themselves in sports, academics, student government or College committees, or who have contributed to the College in such a way as to enrich its life.

Dale Standen Prize

In honour of Professor Dale Standen, a long-serving member of the History department. Awarded to the Lady Eaton College history student who has achieved the highest cumulative average at the end of the third year.

Otonabee College Academic Leadership Award

Awarded to a student or students who had made an outstanding contribution to the academic life of the College and demonstrated commensurate leadership skills while doing so.

Otonabee College Excellence Award

Awarded to a graduating student who consistently combined academic excellence with participation in student government and active contribution to College life.

Otonabee College Senior Common Room Prize

Awarded to the Otonabee College student with the best academic performance in the freshman year.

Otonabee College Prize

Awarded to the Otonabee College student who has achieved the highest cumulative average in the first three years of a General or Honours program, and is on the Dean's Honours List at the end of the third year.

Bob Annett Prize

Awarded to the full-time student of Otonabee College whose academic performance is the most improved over the year. During his 30 years at Trent, Professor Annett was committed to encouraging students to reach their potential and to benefit to the fullest from their experience at Trent.

John Stubbs Prize

Created as a tribute to Trent University's fourth President. Awarded by the Senior Tutor to the full-time undergraduate student member of Otonabee College with the highest average at mid-year.

Eileen Gallagher Otonabee College Spirit Award

This prize, the gift of alumni, friends and family (and companion to the Scott Rennie Award) is awarded to a deserving female Otonabee College member.

Scott Rennie Otonabee College Spirit Award

The gift of alumni, friends and family (and companion to the Eileen Gallagher Award). Awarded to a deserving male Otonabee College member.

Julian Blackburn College Prizes

Two prizes awarded to Julian Blackburn College students who graduate with the highest academic standing in the Honours and General program.

Jon and Shelagh Grant Prize for Inuit Students

Established to encourage the continuation of the education of a second or third year Inuit student. Awarded through the Senior Tutor at Julian Blackburn College.

Trent Alumni Summer Session Prizes

Two prizes, the gift of the Trent University Alumni Association. Awarded for outstanding academic achievement by Julian Blackburn College students in the on-campus and the Oshawa Summer session (including intersession).

INTERNATIONAL PRIZES

Leonard Conolly Prize

The Leonard Conolly Prize is named in honour of former Director of the program in recognition of his active involvement in World University Service of Canada (WUSC). This award is given to a student to recognize outstanding commitment and contribution to the support of refugee students.

Exchange Award

Awarded to an exchange or year-abroad student who has contributed significantly to the promotion of study abroad and to the international life of the University.

Fred Helleiner TIP/Temagami Prize

Awarded to an international student who has participated in the Temagami Canadian Studies field trip. The prize covers the cost of the registration.

Hulcoop Cup

Named in honour of Barb Hulcoop, a retired Trent staff member who opens up her home and her heart to international students. Awarded to a first-year student in recognition of outstanding contributions to the international life of the University.

Jack Matthews Prize

Named in honour of the founding Director of the Trent International Program who symbolizes international understanding in all his endeavours. Awarded to a graduating student to recognize outstanding commitment and contributions to internationalization, both locally and globally.

Karanja Njoroge Community Service Prize

Named in honour of the second Director of the Trent International Program. Awarded to a student in recognition of his/her active involvement in development education both at Trent University and in the wider community.

David Morrison Award

Awarded to an upper year student, usually in the graduating class, in recognition of substantial involvement in the Trent International Program and genuine devotion to the ideals of internationalization.

RESIDENCE

The Residential College

A key aspect of Trent's organizational structure is the residential college system. Full-time students are affiliated with one of the five residential colleges, whether they choose to live in residence or not. The colleges are the centre of academic and social activity, housing professors' offices, small lecture halls and seminar rooms. The College Offices and Department of Housing Services sponsor visits by scholars, writers and public figures, and organize lecture series, seminars, concerts, films and dances. Each college has its own student cabinet that coordinates additional student programs and activities, and each college has created prizes to honour academic excellence and contributions to the life of the college. Please refer to the Housing Services website at www.trentu.ca/housing for details about our thematic Living Learning Communities in Residence that operate in cooperation with the college offices and other departments on campus.

Application for Residence

New students who apply for full-time study at Trent receive a *Residence Application* with their offer of admission. Any student who submits their application by May 23, 2008 will be guaranteed residence accommodation. All new students are asked to complete and return the Residence Application as soon as possible. Offers of accommodation for general applications will be processed on a first come first served basis. The application outlines choices as to the type of residence room the students would prefer (e.g. single, double) and the type of meal plan (flex or board). Residence preferences cannot be guaranteed, but students' requests are met wherever possible. Applications may be submitted by mail, fax or e-mail and must be accompanied by the \$30 Application Fee before they will be processed.

General inquiries concerning cost or the application process may be directed to Housing Services (748-1011, ext. 7127, or e-mail residence@trentu.ca). Please see the Residence website for more details at www.trentu.ca/housing.

Catharine Parr Traill College

Telephone: (705) 748-1011 ext. 1736

Fax: (705) 748-1721

See *map of College, page 408*.

E-mail: traill@trentu.ca

Web: www.trentu.ca/colleges/traill.html

College Head

To be named

Senior Tutor

D. Newman-Stille, B.A., M.A. (Trent)

College Assistant

W. Scammell

Named in honour of the noted author, botanist and pioneer settler of the Peterborough area, Catharine Parr Traill College is one of the founding colleges of Trent University. An integral part of the academic and social life of Trent University as a whole, Traill College is an active community, beautifully situated on a drumlin overlooking central Peterborough.

Traill College is the home of most of Trent University's graduate programs in the Humanities and Social Sciences including the M.A. programs in English, in History, and in Theory, Culture & Politics; the M.A. and Ph.D. program in Canadian Studies & Indigenous Studies, and the Ph.D. program in Cultural Studies. Commencing in 2008-09, Traill will become the University's graduate studies college, serving all graduate students in all disciplines. Undergraduate students currently affiliated with the College will maintain that affiliation through to graduation.

As part of the evolution of Traill College, space within the college's historically significant buildings and the modern Wallis Hall will be converted into office space for graduate students and faculty, and accommodations for graduate students. The Lecture Hall and the ground floor of Scott House will also be renovated to provide facilities in support of the graduate programs and undergraduate teaching.

In its future role as graduate studies college, Traill College will retain some of its undergraduate roots. Undergraduate courses will continue to be offered and taught at the College and the offices of the undergraduate programs in Canadian Studies, Cultural Studies and English will continue to be located there.

The intellectual life of the College is supplemented by a thriving visitors program organized by students and faculty. The program gives members of the College the opportunity to meet informally with writers, artists, professional, politicians, musicians and scholars. Recent guests have included writers Yann Martel, Barbara Gowdy, Charlotte Gray, Jane Urquhart, Frances Itani, Lawrence Hill, Alistair MacLeod, Charles Foran and Douglas Glover; *Toronto Star* columnist Linwood Barclay; historian Dr. Margaret MacMillan; international development economist Dr. Amiya Kumar Bagchi, former Principal Dancer with the National Ballet of Canada, Frank Augustyn; and editor, publisher and educator, Dr. Cynthia Good.

Trill is also home to the Thomas H.B. Symons Graduate Seminar Series and the Alan Wilson Reading Room. The excellent facilities and quiet atmosphere of the College offer a comfortable working environment for both students and faculty. Regular and frequent bus service connects the College with the Symons Campus, and Trill's close proximity to downtown Peterborough provides easy access to the Peterborough Public Library, art galleries, movie theatres, live concerts, churches, restaurants, pubs and more.

Champlain College

Telephone: (705) 748-1237

E-mail: champlain@trentu.ca

Fax: (705) 748-1581

Web: www.trentu.ca/colleges/champlain.html

See *map of Symons Campus*, p. 408

Master

To be named

Senior Tutor

A. Atfield, B.Sc. (Guelph), M.Sc. (Toronto)

College Assistant

N. Flower

Champlain College, whose name honours the great explorer and founder of New France, lies on the banks of the Otonabee River near the heart of the Symons Campus. The College is widely acclaimed for its beauty and provides an appropriate setting for the casual and formal activities of college life.

The centre of the College is the impressive Great Hall and its adjacent common rooms. The two residential quads are divided into staircases with five single study-bedrooms clustered on each floor. Although the residence is co-educational, one section is reserved as a women's residence. Tutorial offices for faculty fellows, dons' residences and seminar rooms are interspersed throughout the College. Non-residents share with residents the use of the common rooms, the music practice room, the Ceilie (a licensed pub and games room, run by students that hosts regular evening special functions), the Junior Common Room, the Morton Reading Room, and group study spaces in the College Office.

The College has expansive grounds and is home to the Seasoned Spoon, a student-run organic foods restaurant and coffee house.

The academic life of the College includes the Champlain Society (for guest speakers), a student film festival, film making workshops, a playwrights circle, a radio program, a musical theatre group, a campus magazine (*The Absynthe*), a Model UN, Trent Student's for Literacy, a chapter of Journalists for Human Rights, the Trent Global Living Community, and a special lecture series. Every year we host politicians, writers, actors, artists, social activists, and international leaders who live in residence among our students. The student Cabinet, elected annually by the Champlain student body, organizes many social and cultural activities to supplement the regular curriculum, in particular, Harvest Weekend in the Fall session and Bon Temps in the Winter session. Members of Champlain College have enjoyed a long tradition of active participation in athletic, social and communal events. Champlain College is home to the departments of International Development Studies, Politics, Ancient History & Classics, the Trent International Program, the Trent International Political Economy Centre and the journal *Labour/Le Travail*.

Recent visitors to Champlain have included Stuart McLean, Gwynne Dyer, Ben Peterson (founder of Journalists for Human Rights), and Billy Boyd, star of *Lord of the Rings*, and acclaimed documentary filmmaker, Albert Maysles.

Lady Eaton College

Telephone: (705) 748-1011 ext. 1322
 Fax: (705) 748-1630

E-mail: eaton@trentu.ca
 Web: www.trentu.ca/colleges/eaton.html

See map of Symons Campus, p. 408.

Principal

A. Krüger, Staatsexamen (München)

Senior Tutor

A. Atfield, B.Sc. (Guelph), M.Sc. (Toronto)

College Assistant

K. Curle, B.A.

Lady Eaton College is the fourth college within the University and the second college on the Symons Campus. Named in honour of Flora McCrea Eaton, a native of Omemee and one of the original sponsors of the University, the College provides facilities designed to encourage academic and social interaction for a community of students and fellows in an international atmosphere.

Situated against a drumlin, the residential wings and Commons Block enclose a pleasant quadrangle. One-third of the south wing of the College building is reserved as a women's residence while the remainder of the south wing and the entire north wing house both men and women. In total there are 214 single study-bedrooms, five apartments reserved mostly for upper-year students and 12 double study-bedrooms. The College houses as a rule a substantial number of international students from many different countries. On the first floor of one residence wing is an apartment for the College don. There are also offices for many of the fellows of Lady Eaton College including the departmental offices of History, Modern Languages (French, Spanish, German), Philosophy, Women's Studies and the offices of the Vice President Academic and the Dean of Arts and Science. Teaching takes place in many of these offices as well as in the College's seminar rooms and lecture hall.

Non-resident members of the College living at home or in lodgings in Peterborough are full members of the College and are encouraged to participate in College activities, to use the Junior Common Room (The Pit with movie screening capabilities), and downstairs they will find the student-run coffee shop (The Magpie), Crawpadies, the LEC Pub, the TV room, the music practice room and other facilities. The dining hall, a spacious and colourful room with small tables, has a warm and friendly atmosphere. When it is not being used for dining it is used for dances, concerts, lectures and other special events. Extensive grass fields, ideal for a variety of pick-up sports, surround the College. The Athletics Complex and University Library are close by, across the main driveway.

Art exhibitions are occasionally held in the College. They complement the permanent collection of the College, which includes Inuit sculptures, a gift from Lady Eaton.

A very active student government organizes and sponsors many College events in which students and faculty participate. These include intramural sports, in which most students take part, a varied social program including regular events sponsored by Cabinet, *The Drumline*, a student publication, and the Lady Eaton College section in the Trent Annual (yearbook).

Language tables organized by the department of Modern Languages & Literatures hold informal weekly meetings in the College during meal times. Each year the College Visitors program brings scholars, writers, performers and public servants to the College to meet students and fellows and to present seminars and lectures. There are, in addition, regular open College symposia given by fellows of the College and guests on topics of special interest. Regular College events such as "Interact" give international students the opportunity to present their culture and social issues of their country. In addition the "Social Issues Series" highlights social concerns and connects student volunteers with the Peterborough community. The College has hosted a writer-in-residence program through which an eminent Canadian writer is available for one week of discussions, consultations and readings.

Otonabee College

Telephone: (705) 748-1011 ext. 1342
 Fax: (705) 748-1335

E-mail: otonabee@trentu.ca
 Web: www.trentu.ca/colleges/otonabee.html

See map of Symons Campus, p. 408.

Principal

To be named

Senior Tutor

D. Newman-Stille, B.A., M.A. (Trent)

College Assistant

M. Sparkes

The College's buildings range along a cedar ridge overlooking the river from which the College derives its name ("fast boiling water" in Nishnaabee). To the east of the College are located the new buildings for the DNA Cluster and the Forensic Science program; beyond them a rolling rural landscape with a magnificent stand of blue spruce. To the west are Peter Gzowski College and the Science buildings, leading to the Faryon pedestrian bridge, which provides easy access to the Bata Library, the Athletics Complex, and the colleges on the West Bank.

Eight "houses" connected by an interior walkway called "the Street," make up Otonabee's residence. The residence is co-educational, although there are single-sex areas within the houses. Each house contains single and double study-bedrooms, a kitchenette, and a commons area. Adjacent to the residence is the College Office where the Principal, College Assistant and Senior Tutor have their offices. Past "the Link," are a set of faculty offices, the mailboxes, College Porter's office, the main dining hall looking to the north and east of the grounds, and the Monture Lounge. A large Junior Common Room and student pub is located close to the Food Court/Dining Hall, with large-screen television, bar games, and many comfortable chairs for relaxing.

The academic wing is directly connected with the Science Buildings and houses the School of Education, the departments of Psychology, Anthropology, Sociology, and Computing & Information Systems. Teaching facilities include a 125-seat lecture theatre, various seminar rooms, laboratories for Anthropology and Psychology, a Sociology resource room, offices for faculty in many of the disciplines in arts and sciences, and the Wenjack Theatre, which provides a venue for multimedia lecture presentations as well as theatrical productions by amateur and professional companies. Nearby are the Archaeology Centre, Mackenzie House, and a wildlife sanctuary with walks and ski trails.

Students at Otonabee play a major role in organizing and conducting cultural, social and athletic activities. The student government (Cabinet) and its committees cooperate with the College Office and dons in planning and delivering a variety of events for both its non-resident and resident members: visiting scholars, artists, musicians, scientists; College dinners and dances; a student newsletter *The Eastbank*; Fall and Winter College Weekend; and intramural co-educational competitions in a number of sports. Members of the College also participate in the wider academic, social, cultural and athletic activities of the University and the city of Peterborough, including various forms of community service.

Peter Gzowski College

Telephone: (705) 748-1011 ext. 1743

Fax: (705) 748-1795

See *map of Symons Campus*, p. 408.

E-mail: gzowski@trentu.ca

Web: www.trentu.ca/colleges/gzowski.html

Principal

R. Dart, B.Sc. (Trent), M.E.S., Ph.D. (York)

Senior Tutors

E. Bentzen, B.Sc. (McGill), M.Sc., Ph.D. (Waterloo); **C. Carlson**, B.A. (Toronto), M.A. (McMaster), Ph.D. (York)

College Assistant

J. Ecclestone

Peter Gzowski College is named after the University's eighth Chancellor, Peter Gzowski (1934–2002), author, broadcaster, columnist and champion of literacy. The College is located in the Enweying Building ("Enweying" is an Ojibway word meaning "the way we speak together") on the Symons Campus. Enweying has 250 single residential rooms for students, as well as a dining room and academic facilities. Enweying also hosts the First Peoples House of Learning which integrates ceremonial, cultural and academic spaces for the Indigenous Studies programs. Faculty and staff in the departments of Mathematics, Economics and Business Administration as well as the Office of Research have their offices in this building.

Peter Robinson College

Peter Robinson College services will be provided from the office of Peter Gzowski College, and its staff will continue to support current Peter Robinson students.

ACADEMIC SUPPORT SERVICES

Academic Advising

Every Trent student is provided with academic advising resources both by the college with which the student is affiliated and by the academic department(s) with which the student is taking his or her major or joint-major.

Like Trent students, each member of the faculty and administrative staff is affiliated with one of Trent's colleges. Each first-year, full-time student in the residential colleges is assigned an academic adviser from among the faculty or staff affiliated with that college. Students affiliated with Julian Blackburn College (normally part-time students or full-time students studying in Oshawa) receive academic advising from a Julian Blackburn College Academic Advisor. (see *Part-time study opportunities* for more information about JBC.) Academic advising is also available to Trent students in Oshawa. While the ultimate responsibility for course selection and compliance with the University's academic regulations rests with the student, an adviser can assist with matters of course selection, interpretation of academic regulations, the selection of majors, compliance with university deadlines, etc. Students are advised to make maximum use of their academic adviser in planning their academic program.

The academic advising resources within each college are directed by the college's Senior Tutor, who acts as a resource both to students and to advisers.

Students who find themselves in difficulty with the academic regulations and/or degree requirements of the University should consult the Senior Tutor of their college for advice.

Academic Skills Centre

Telephone: (705) 748-1720

E-mail: acdskills@trentu.ca

Fax: (705) 748-1830

Web: www.trentu.ca/academicskills

The Academic Skills Centre teaches students through individual and group instruction and publications. The Centre is located in Champlain College and provides services to students in all colleges and at Trent's campus at UOIT.

Individual and Group Instruction

All students – in all disciplines and at all levels – may take advantage of the assistance offered by Academic Skills Centre instructors, either in individual appointments or in non-credit mini-courses and workshops. Instructors offer 45-minute appointments during regular business hours throughout the academic year and in the Summer session. These confidential appointments give students the chance to discuss work in progress or to learn valuable skills such as critical and efficient reading, critical thinking, time management, seminar-presentation strategies, exam-preparation techniques, and mathematics instruction. Many students bring drafts of essays or ask questions about narrowing a topic, finding a thesis or conducting research. In addition to scheduled appointments, instructors are available for drop-in consultation at set times each week. Students are encouraged to book appointments early, especially after reading week each term.

The Centre also offers a range of non-credit mini-courses designed to teach, in a group setting, essential academic skills. Mini-course topics include essay writing, clear writing and grammar; workshops are also offered in study skills, time management and exam preparation.

Students should call the Centre or consult the annual brochure or the website for complete details on available appointments, workshops and mini-courses. A number of appointments and workshops are also offered at Trent's campus in Oshawa.

Each summer, the Centre teaches University Prep 101, a non-credit course designed especially for students making the transition to university. It is of particular interest to high-school students and those coming to university from community college or the workforce. The course provides instruction in the fundamental academic skills related to reading, writing, thinking, and speaking at the university level. Readings and assignments are designed to mirror the expectations of first-year courses with the goal of preparing incoming students well for their first exposure to university.

Academic Skills Centre instruction is also supported by the Peer Mentoring program, a student-run service that provides individual and group mentoring to students in all disciplines. Program features include subject/major mentoring, group study sessions, advice on exam preparation and time management, and a tutor-referral service.

Publications

Academic Skills Centre instructors write and publish their own books and booklets on a variety of academic-skills topics. These publications, which sell widely across Canada and the United States, provide students with an accessible and affordable introduction to essential university-level skills.

The Centre publishes two books that are strongly recommended for all undergraduate students. *Notes on the Preparation of Essays in the Arts and Sciences*, now in its fifth edition, covers the principles of documentation in university papers, including sections on all main referencing styles (MLA, APA, CBE), disciplinary preferences, and special coverage of internet citation. *Thinking It Through*, a practical guide to academic essay writing, is a required text for a number of courses at Trent and elsewhere. Its recently published third edition covers the entire essay-writing process and includes checklists, exercises, sample essays and an answer key. Since 1996, the Centre has added a booklet series to its publications list. Now with over 20 titles, these inexpensive booklets are written to provide clear and succinct advice on particular academic topics, e.g., academic reviews, critical thinking, lecture notetaking, plagiarism and principles of language use and grammar. A new series of booklets is aimed specifically at ESL students and deals with writing, language and academic culture from the perspective of students whose first language is not English.

All publications are available at the bookstores on Trent's Symons Campus and at UOIT in Oshawa, through the Academic Skills Centre, or online.

TRENT-ESL Program

The Academic Skills Centre administers the TRENT-ESL program. For information on this program see p. 242.

Bookstore

1720 West Bank Drive, Peterborough, ON K9J 7B8

Telephone: (705) 748-1111

Fax: (705) 748-5802

E-mail: bookstore@trentu.ca

Web: www.trentu.ca/bookstore or
online at www.efollett.com

Manager

D. Legros

Trent operates a University Bookstore located in Champlain College on the Symons Campus. The bookstore accommodates a wide range of needs and interests, not only for Trent students, faculty, and staff, but for the Peterborough community in general. The store aims to be more than a mere outlet for textbooks and supplies. We carry a wide range of general interest books, along with software, Trent University clothing, gifts and a variety of food and beverage items.

School rings and jackets are sold throughout the academic year.

Textbook buy back days are held throughout the year, Monday-Friday 9:00 am – 4:00 pm. The value of each book is determined by the demand. Please see store for details.

Textbook returns:

New textbooks can be returned for a full refund under the following conditions:

- A sales receipt must be presented in order to return a textbook (new and used)
- The text must be in "new" book condition (no writing, no highlighting and no damages)
- A textbook may be returned within seven days of the first day of classes, or within two days of the purchase
- If a class is dropped, a student has up to one month after classes begin for a full refund (must meet "new" book conditions)

Note:

- Shrink-wrapped sets and shrink wrap texts are non-returnable if they have been opened.
 - Coursepacks and reprotexts are non-returnable.
 - Textbooks purchased during the last week of classes or during exams are ineligible for refunds
-

Disability Services

Bata Library, Suite 109

Telephone: (705) 748-1281

Telephone TDD: (705) 748-1482

Fax: (705) 748-1509

E-mail: disabilityservices@trentu.ca

Web: www.trentu.ca/dso

Manager, Disability Services

E. Lund-Lucas

Within its resources, Trent University endeavours to ensure the accessibility of its campus and programs to all students, including those with disabilities. The University has a Disability Services Office, located on the ground floor of the Bata Library building, and a disability services team, who provide support and advocacy on behalf of students with physical, sensory or learning disabilities. Some of the services provided by this office include transcription services for those who are visually impaired or print disabled, assistance with obtaining note-takers for hearing-impaired students, exam invigilation services for students with a variety of disabilities, and liaison with faculty members and with support agencies in the community. In addition, the Disability Services Office has available some adaptive technological aids such as computers equipped with voice synthesizer, optical scanning equipment, reading lamps, portable FM systems, four-track tape recorders and hand-held tape recorders.

Students with disabilities considering attending Trent are strongly encouraged to contact the Office at the time of application since some action may be necessary in advance to accommodate the student's needs. Where appropriate, for example in the case of a learning disability, formal diagnosis and assessment of the condition will be required. Normally this would include a report prepared by a registered psychologist within the past three years. In all cases early identification of needs is extremely important.

Students with mobility impairments are strongly urged to visit the campus to determine its suitability to their needs and interests. Most buildings are equipped with ramps and/or elevators to provide access for persons with mobility difficulties.

Students with disabilities are also encouraged to become aware of assistance that is available through various private and public agencies. For example, hearing-impaired students from Ontario may be able to get financial assistance for note-takers or tutors from Educational Support Services of the Canadian Hearing Society while students requiring adaptive technology may obtain partial funding from the Assistive Devices program of the Ontario government. Students from other jurisdictions who have disabilities should investigate the availability of assistance through such agencies in their home province or country.

The Disability Services Office also co-administers with the Financial Aid Office the Ontario Bursary for Students with Disabilities for eligible students who incur disability-related educational expenses. Applications for these bursary funds are available in September of each year.

Information Technology

Telephone: (705) 748-1011 ext. 7014

Fax: (705) 748-1122

E-mail: it@trentu.ca

Web: www.trentu.ca/it

Director, Information Technology

P. Wood, B.Sc. (Trent), M.Sc. (McMaster)

Manager, Support and Instructional Technology

A. Parker

Manager, Digital Service Delivery

TBA

Manager, Information Systems

TBA

A wide variety of computing and media resources is available to members of the Trent academic community in support of their research, learning, teaching and scholarship. These include wireless Internet access, public labs providing Internet access, e-mail, various computer languages, productivity applications, computer-based services, audio-visual equipment, projectionists, and a media library service. All computing services are available from computer labs on campus, with many also available from other locations over the Internet. All instructional technology support services (including media bookings) are provided free of charge to all academic programs. All equipment and media bookings are available on-line via myTrent.

Computing resources are accessible only through personalized computer accounts, available to all faculty, staff and students through Information Technology. Accounts for first year students are available for claiming as part of the University's summer orientation process.

The use of Trent's computer facilities is available to all Trent students and Trent employees free of charge.

Library

Telephone: (705) 748-1011 ext. 7420

Fax: (705) 748-1126

Web: www.trentu.ca/library

University Librarian

Robert F. Clarke, B.A., M.L.S. (McGill)

Librarians

B. Dodge, B.A., M.A. (Toronto), Ed.D. (Toronto); **K. Field**, B.Mus.Ed. (Dalhousie), M.L.S. (UBC);

M. W. Genoe, B.A., M.A. (Waterloo), M.L.S. (Western Ontario), M.Phil. (Waterloo), M.P.A.

(Queen's); **J. Luyben**, B.A., M.L.S. (Western Ontario) (*on leave 2008-2009*); **J. Millard**, B.A.

(McMaster), M.L.S. (Toronto), Dipl.Cult.Con. (Victoria), M.A. (T) (McMaster); **E. Olsen-Lynch**, B.Sc.

(Brock), M.L.I.S. (Western); **G. Ripley**, B.A., M.L.S. (Western), **M. Scigliano**, B.A. (Toronto), M.L.S.

(Dalhousie), M.A. (Concordia); **J. Watson**, B.A. (Carleton), B.Ed. (Lakehead), M.A. (Laurentian),

M.L.I.S. (Western Ontario); **B. Znamirovski**, B.A. (Queen's), M.L.S. (Dalhousie) (*on leave 2008*)

Librarians Emeriti

T.Eadie, B.A., M.A., M.L.S.; **A. McCalla**, B.A., B.L.S., M.L.S.

The University Library plays a central role in fulfilling the University's mission by providing support for study, teaching and research in the humanities, social sciences and natural sciences. As such, the Thomas J. Bata Library is the architectural focal point of the Symons Campus, adjacent to the University Court.

The online Library catalogue provides access to our collection from workstations within the Library and remotely via the Internet. The Library website (www.trentu.ca/library) provides online guides, tutorials, assistance, forms, e-resources, links to valuable sites, and all information related to Library Services and resources. The Library's collection includes more than 593,300 volumes, 371,436 microforms, 1,460 current print serials subscriptions, 16,770 electronic serials, 87,000 maps and 24,500 air photos, and 243,273 government publications. The Library has recently developed a collection of education materials to support the new Bachelor of Education program including a curriculum collection of over 2,800 items and a small collection of kits. Most print material is available in open stacks. An innovative library instruction program is also offered. The Library has a large Information Commons to facilitate study and research.

The Library houses a number of special collections to support the University's interest in Canadian Studies. These include the G. M. Douglas Arctic Collection, the Floyd Chalmers Collection of Canadian Explorations and the A. J. M. Smith Collection of Canadian poetry and literature. Transcripts of the Royal Commission on the Economic Union and Development Prospects for Canada (MacDonald Commission) and those of the Mackenzie Valley Pipeline Inquiry are also available. In addition the Library is a charter subscriber to the Canadian Institute for Historical Microreproductions, and holds the entire collection.

Trent University Archives holds non-current records of the University and also functions as a regional archive preserving private historical records of Peterborough County and the surrounding area. Holdings comprise over 1,100 metres of textual records – family, business, association and institutional papers – as well as 38,000 photographs, maps and other graphic items. These primary research materials complement both undergraduate and graduate teaching at the University. In addition, a number of special collections of published materials have been acquired which focus on rare Canadiana. The Archives Web site (trentu.ca/library/archives) provides an overview of the department and policies as well as in-depth guides to the holdings.

The Maps, Data & Government Information Centre (MaDGIC) is a major resource for all students. The department serves as a regional depository for several governments including the Federal Government of Canada and Provincial Government of Ontario. Collections include: Canadian parliamentary and legislative papers, statutes and regulations and other Canadian legal tools, Statistics Canada collections, royal commissions and task force reports, technical reports and studies as well as a range of cartographic resources including Canadian and international gazetteers and atlases, topographic maps, theme maps, Ontario Base Maps, and aerial statistical digital information as well as related technical support. Introductory and specialized workshops to MaDGIC collections are offered in addition to general reference services. (www.trentu.ca/library/madgic).

STUDENT SERVICES

Office of Student Affairs

Telephone: (705) 748-1011, ext. 7125

Fax: (705) 748-1109

E-mail: studentaffairs@trentu.ca

Web: www.trentu.ca/studentaffairs

Senior Director of Student Affairs and Community Partnerships

Meri Kim Oliver

The Office of Student Affairs provides administrative and programming support to the various departments that coordinate student services on campus. These services include the Academic Skills Centre, Athletics, Trent Bus Service, The Career Centre, Counselling Services, Health Services, Disabilities Services, Conference and Catering Services, Housing and Food Services, Student Pubs, the Introductory Seminar Week orientation, Spiritual Affairs, and Health education. The Student Affairs Office coordinates student based committees to help raise awareness, address concerns, and make recommendations for improvements that will benefit the students and the University.

Student Affairs is also home to *Impact*, an exciting leadership program that prepares students to assume a wide variety of leadership roles within the Trent community and beyond. Students who complete this co-curricular experience develop the knowledge and skills to assist them in becoming productive, compassionate and effective leaders.

Alumni Association

Alumni House, Champlain College

Telephone (705) 748-1573

Fax: (705) 748-1785

E-mail: alumni@trentu.ca

Web: www.trentu.ca/alumni

Director

Tony Storey

Studying at Trent University is an exciting and important time in a student's life, but it is just one phase in the lifelong relationship that the Alumni Association fosters and encourages.

Trent's alumni remain informed, interested and involved, long after graduation day. Recent graduates help represent the university to high school students; university committees and boards benefit from alumni participation; Homecoming Weekend welcomes alumni back to campus each year; Alumni House is a special, popular facility where many university events unfold as well as a destination for returning alumni; 25 Chapters across Canada and overseas provide opportunities for Trent alumni to meet in their home communities and our magazine, TrentT, is provided to alumni and friends around the world three times a year.

Alumni involvement is visible every day at Trent through bursaries, awards, prizes, scholarships, support for student groups and programs, hospitality to new students, special lectures and sponsored events.

Trent's alumni number over 32,000 representing 97 different countries. The success of our alumni as liberal arts and science graduates is impressive and diverse including a nationally recognized executive search consultant, an award-winning physicist, a University President, a leading Canadian church-woman, a pioneering specialist in Canadian environmental law, an innovative leader in information technology, a doctor committed to international humanitarian causes, an Ontario Court Justice and several award-winning writers and musicians.

This strong and lasting bond that alumni form for Trent is an indication of the richness of their experiences as students.

Athletics Program

Telephone: (705) 748-1257

Web: www.trentu.ca/athletics

Fax: (705) 748-1447

E-mail: athletics@trentu.ca

Cardio Bookings/Court Bookings/Swim Times: (705) 748-1483

Director

Bill Byrick

Trent offers a diversified athletic and recreation program, ranging from organized inter-university varsity competition to sport club competitive teams, a large, award winning, Campus Recreation intramural program and fitness activities, as well as informal recreational activities. Facilities include a rowing venue, a full-size, artificial turf stadium with lighting and seating for 1,000 spectators, a natural grass playing field, a double gymnasium, a 25-metre pool, 4 squash courts, a weight rooms and fitness centre, saunas and locker facilities, as well as a canoe venue and extensive nature area for hiking.

Inter-university and intramural competition is organized in a wide range of sports, and Trent University is a full member of Ontario University Athletics and the Canadian Inter-University Sport, as well as the Ontario College Athletic Association. Varsity sports include Cross Country Running, Curling, Fencing, Rowing, Rugby, Soccer, Swimming, and Volleyball. Trent's award winning Intramural program includes inner tube water polo, basketball, fencing, hockey, soccer, softball, squash, flag football, volleyball, swimming, skiing, ultimate frisbee and triathlon. A complete schedule of aquatic leadership and fitness programs is available. Trent has an active club program as well, with teams involved in interuniversity competition at the club level in mountain biking, field hockey, lacrosse, triathlon, martial arts, Nordic skiing, rowing, badminton and dancing.

Trent Athletics is the largest student employer on Campus. There are employment opportunities in aquatics, varsity event operations, sports information, building maintenance, campus recreation and fitness instruction.

Bus Service

Trent's Symons and Trill campuses are connected to each other and to the city by dedicated bus routes operated by the City of Peterborough. The Trent Express and Trent/Fleming Connect are operated specifically for students and other members of the Trent community during the Fall and Winter sessions, and are scheduled to coincide with the University's academic timetable. The City's George Street North bus runs regularly and connects Trent with nearby neighbourhoods.

The compulsory transportation fee paid by full-time students entitles students to a bus pass which is honoured on all City of Peterborough bus routes, giving Trent students access to the entire city on the Labour Day holiday in September to May 1 each year. Please see section on Ancillary Fees for information on the compulsory transportation fee, or view Trent's website: www.trentu.ca/studentaffairs/bus. Part-time students may also purchase a student bus pass. Students enrolled in Summer session at Trent may purchase a Summer bus pass from the Office of Student Affairs.

Career Centre

Champlain College, Rm 204

E-mail: careers@trentu.ca

Telephone: (705) 748-1011, ext. 6012

Web: www.trentu.ca/careers

Hours: 9:30 a.m. to 4:30 p.m. Monday to Friday. Reduced summer hours.

For an appointment in Oshawa, call (905) 721-3003.

The Career Centre is your on-campus and online resource for planning your career and finding employment. Whether this is your first year or your graduating year, it's never too early to start.

Peterborough

The Career Centre is open year-round for part-time and full-time students as well as recent graduates who seek career- and work-related information and guidance. At the Career Centre, students will find information on different career options and effective work search strategies as well as resources for graduate school and further education opportunities.

Career and employment workshops and information sessions are held throughout the school year. Individual appointments are available for resume/cover letter critiques and career counselling. The Career Centre invites students of all disciplines to connect with employers, recruiters, and graduate and professional school representatives at campus career fairs and other networking events.

Oshawa

Career counselling and resume/cover letter critiques are also available in Oshawa. Trent students can register by calling the Trent Information Office at 905-721-3003. The Library @ UOIT houses career and work related reference materials.

Online

Students can find out about exciting upcoming events and other career related resources by visiting us online at www.trentu.ca/careers. Check out our free WebCT course at: www.trentu.ca/careers/students/services_webct.php Connect with Trent alumni through our online Alumni-Student Mentoring program at www.trentu.ca/careers/mentoring.

Trent University is a member of workopolisCampus.com, Canada's biggest job site for students and recent graduates. This online database provides full- and part-time employment opportunities, both on and off campus, directly to Trent students. Find out where your Trent degree can take you by visiting us on-campus in Champlain College or online at www.trentu.ca/careers.

Child Care Centre

1600 West Bank Drive
Telephone: 748-1096

Web: www.trentu.ca/tccc

Executive Director**Sandra Robinson**

Trent Child Care Inc. is a non-profit organization offering a wide range of programs for children between the ages of 6 weeks and 12 years. Our campus site is licensed for 52 children aged from six weeks to five years. All staff have Early Childhood Education diplomas and maintain current First-Aid and Infant-Child C.P.R. training. Trent Child Care is licensed by the Ministry of Community, Family and Children's Services under the Ontario Day Nurseries Act. The organization offers care to all members of the community, and fee subsidies are available for those who qualify. Early registration is urged, as waiting lists exist at most of our sites.

Conference Services

Lady Eaton College
Telephone: (705) 748-1260
Fax: (705) 748-1209

E-mail: conferences@trentu.ca
Web: www.trentu.ca/conferences

Trent's Conference Services hosts conferences, retreats, academic and sports camps, and various other events throughout the year. Conference services provides employment opportunities to students both during the academic year and through the Summer months. Accommodation for visiting students and their families are available year round.

Counselling Centre

Blackburn Hall, Suite 113
Telephone: (705) 748-1386
Fax: (705) 748-1137

E-mail: counselling@trentu.ca
Web: www.trentu.ca/counselling

Hours: Monday to Friday – 9 a.m. to 12:00 p.m. and 1 p.m. to 4 p.m. Monday to Friday.
(Reduced Summer hours. Please call ahead.)

Personal counselling is available to all students through the Counselling Centre. Many students seek support for specific concerns related to anxiety, depression, grief, and relationship challenges. Other students come to the Centre with less clearly defined difficulties such as low motivation, poor self-image/esteem, stress, loneliness and adjustment issues, all of which can seriously interfere with one's daily functioning and academic performance. Through discussions and goal-setting, counsellors can help students to more fully understand themselves, their concerns and to learn effective coping strategies. A few sessions of individual counselling are often sufficient to find a solution or at least to view the problem from a more manageable perspective. The opportunity to speak freely about one's concerns in a confidential and non-judgmental atmosphere can provide a source of comfort and relief. An outreach clinic is operated at Durham College for Trent students attending classes at the Oshawa Campus. Relevant referrals within the Trent and Peterborough communities can be arranged as appropriate. Group therapy and workshops on selected topics are offered throughout the year. Limited psychiatric services are also provided. To book an appointment call (705) 748-1386 or drop by Blackburn Hall 113.

Disability Services

See Academic Support Services, Disability Services (p. 308).

Indigenous Student Services

Telephone: (705) 748-1011 ext. 7612
Fax: 705-748-1416

E-Mail: iss@trentu.ca
www.trentu.ca/indigenoustudies

Coordinator

Joann Argue

Indigenous Student Services is for Indigenous students throughout the university. It is located in the First Peoples House of Learning, Enweying building, on the main Symons campus. Student space is provided in Mshiikeh: First Peoples Gathering Space, located on the lower floor of Enweying, and in Nendimowin: Elders and Students Centre, located in Enweying 322 which also provides access to computer, printer, telephone and fax services.

Foundations of Indigenous Learning

Students of Indigenous heritage from all disciplines are welcome to take advantage of the Coaching program offered through the Adler School of Professional Coaching which is available by registering in INDG 101 Foundations of Indigenous Learning. INDG 101 provides students with the academic skills, attitudes, strategies and mutual support systems for academic and personal success.

Access and Advocacy for Indigenous Students

Trent University provides access for individuals of Indigenous heritage through the Foundations of Indigenous Learning program offered through the Indigenous Studies program in collaboration with Indigenous Student Services.

Naadimaagewin Program

The Naadimaagewin program offers a variety of group and individual academic supports for students. Workshops are held throughout the year on topics such as Time Management, Essay Writing and Exam Stress. Individual academic help is available from the Naadimaagewin program co-ordinator, who can also arrange for tutors from any of the departments on campus for students in need of specific course support.

Cultural Advisor

The Cultural Advisor provides a variety of services to support enhanced awareness and understanding of contemporary and traditional Indigenous issues within the university community. Various cultural events, traditional activities and workshops are presented throughout the academic year. The Advisor acts as the primary department liaison for the Elders and Traditional Peoples Gathering each February. Culture based counselling is available.

Indigenous Student Counsellor/Academic Advisor

The Indigenous Student Counsellor is available to all students at the University. The Counsellor provides culturally sensitive counselling for issues regarding university life and academics as well as personal problems that arise as a result of school or other life experiences. Advocacy for students with their professors or other university departments is also available. The Counsellor arranges workshops and events throughout the year and also provides academic advising. Appointments and referrals to long-term counselling can be arranged.

Trent University Native Association (TUNA)

Since 1969 TUNA has provided a voice for students within the Indigenous Studies program and for Indigenous student throughout the university. It is a body organized by, for and about Trent's Indigenous student population. All are welcome to join and participate. TUNA organizes various cultural, social and recreational events throughout the year and provides a forum to discuss and deal with issues affecting Indigenous peoples. TUNA can be contacted by e-mail at tuna@trentu.ca. The TUNA office is located in First Peoples House of Learning, Enweying 322.

TCSA Indigenous Issues Commissioner

This position is part of the Trent Central Student Association (TCSA), the University's student government. If you have questions or concerns you feel need to be addressed by the whole student community (Trent, Provincial or National, please contact the Commissioner through the TCSA www.trentcsa.ca.

Off-Campus Housing Service

Suite 110 – Blackburn Hall

Telephone: (705) 748-1011, ext. 7128

E-mail: housing@trentu.ca

Web: www.trentu.ca/housing

The Off-Campus Housing service offers a variety of listings of accommodations in the Peterborough area, as well as copies of the Tenant Protection Act and basic information on renting an apartment or house. Listings are posted regularly and can be viewed year round at our website. Students are welcome to visit the Off-campus Housing Office to view the listings, ask questions and/or pick up a map of the City of Peterborough. From anywhere you can look at our website or e-mail us for more information.

Student Health & Dental Benefit Plans

Trent Central Student Association Student Benefits Office

Champlain College, Room S109

Telephone: (705) 748-1107

Fax: (705) 748-1108

E-mail: benefits@trentcsa.ca

Website: www.trentcsa.ca

The Student Benefits Plan offers full year health and dental coverage to all eligible students. The fee for the Student Benefits Plan is mandatory and is automatically billed to all eligible students at the same time as tuition, ancillary and other student fees. Eligible students are: full-time undergraduate, full- and part-time Bachelor of Education students and full-time graduate.

Students are given an opportunity to waive the Student Benefits Plan (opt-out) if they have existing health and/or dental coverage. In order to opt-out and be reimbursed the mandatory fee, eligible students must submit a completed waiver form along with proof of existing health and/or dental coverage directly to the Student Benefits Office, or complete an opt-out form on-line, before the advertised deadline. This deadline is firm and will be advertised each year on the Association's website, by e-mail and will be published in the TCSA member handbook. Refund cheques for those students who have opted-out of the plan(s) will be available in early December each year at the Student Benefits Office. Students wishing to opt-out need only do so once provided there is neither an interruption in their studies nor a change in student status.

Students that have waived their benefits under the plan(s) can opt back in if they lose their alternative coverage. Students must opt into the plan(s) within 30 days of losing alternative coverage or during the opt-out/opt-in period in September. The Student Benefits Plan also offers students the ability to add a spouse and/or dependents to their health and/or dental plan during the opt-out/opt-in period in September each year.

Students are encouraged to contact the Student Benefits Office or visit the website to learn more about the Benefits Plan, understand all plan options, and confirm opt out deadlines as soon as they arrive on campus as it is the student's responsibility to meet all deadlines associated with the Student Benefits Plans.

For reasons of personal information and privacy protection, the Trent Central Student Association Student Benefits Office can discuss information pertaining to an individual's status on the plan(s) only with the plan holder.

Student Health Services

Blackburn Hall

Telephone: (705) 748-1481

Fax: (705) 748-1055

Hours: 9:00 am – 12:00 noon 1:30-4:30 pm Monday – Friday during the academic year.

Service is reduced in May and June and not available in July and August.

The goals of the Health Service are to increase the health and well-being by helping students to make positive health decisions and build skills to carry out these decisions. Students are encouraged to eat well, be active and stay smoke free.

Male and female physicians and a nurse are available for office clinics. All clinics require booked appointments. If the student is receiving allergy injections, a letter is required stating dosage, schedule for injections and special instructions from the allergist.

All students attending Trent University are required to have valid health insurance. Any student without medical insurance is held personally responsible for his or her health care costs.

The following is a list of immunizations which the Ontario Ministry of Health and the National Advisory Council on Immunizations recommends you have updated prior to admission:

- Measles, Mumps, Rubella
- Tetanus, Diphtheria
- Hepatitis B
- Meningitis
- Tuberculin Test (2 step)
- Hepatitis A (discuss with family doctor regarding risk factor)

Student nurses must have their immunizations completed before coming to Trent University.

All services are completely confidential.

Trent Central Student Association

Local 71 – Canadian Federation of Students

Suite S110, Champlain College

Telephone: (705) 748-1000

Fax: (705) 748-1002

E-mail: info@trentcsa.ca

Website: www.trentcsa.ca

The Trent Central Student Association (TCSA) is the student union that represents all full-time undergraduate and the full- and part-time Bachelor of Education students at Trent University in Peterborough.

TCSA represents the interests of its members to all levels of government and university administration. It is also a founding member of the Canadian Federation of Students (CFS). The TCSA, as a member local of the CFS is committed to bringing about necessary educational, administrative and/or legislative changes in those areas affecting students.

In addition to its advocacy and lobby efforts the TCSA also provides a variety of services and events for its members including a Community Resource Centre & Alternative Library, a Consignment Used Book Service, student discount cards, a free student dayplanner, a health and dental benefits plan, social events, concerts, guest speakers and more.

The TCSA is governed by a Board of Directors made up of representatives from each college cabinet, as well as an executive committee and equity commissioners elected annually from the membership at large. General elections are held each February, with the term in office beginning in April and lasting for a full twelve months.

The TCSA also supports and sponsors more than 70 student clubs, groups and societies on campus. The Association continually works to improve and expand the scope of its advocacy, activities and programs. Students are encouraged to communicate ideas and opinions to their elected representatives on the TCSA Board of Directors, to participate and become involved in the activities of the Association, and to exercise their voting and membership privileges.

Academic Calendar 2008–2009



Graduate Studies

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GRADUATE STUDIES AT TRENT

Office of Graduate Studies

Mailing Address

Trent University, 1600 West Bank Drive, Peterborough, Ontario K9J 7B8

Office Location

Suite 115.5, Blackburn Hall, 1600 West Bank Drive

Telephone: (705) 748-1011 ext. 7245

E-mail: graduate@trentu.ca

Fax: (705) 748-1154

Web: www.trentu.ca/graduatestudies

Dean of Graduate Studies

R.D. Evans, B.Sc. (Toronto), Ph.D. (McGill)

Graduate Studies Officer

L. Durst (705) 748-1011 ext. 7346

Scholarships & Bursaries Officer

J. Rennie (705) 748-1011 ext. 7075

Graduate programs at Trent University have been developed around areas of faculty members' research. Faculty members who supervise graduate students are often members of an undergraduate department and a separate graduate program. This type of organization encourages interdisciplinarity in our graduate programs and facilitates interactions between faculty and graduate students from different disciplines.

In addition to degree programs at Trent, an agreement with Queen's University in Kingston allows for selective enrolment at the Master's and Doctoral levels in programs at Queen's with actual study and research supervision under Trent faculty on Trent's campus.

The following graduate programs are currently offered at Trent University:

Anthropology M.A.

Applications of Modelling in the Natural & Social Sciences M.A. or M.Sc.

Canadian Studies Ph.D.

Canadian Studies & Indigenous Studies M.A.

Cultural Studies Ph.D.

English M.A.

History M.A.

Indigenous Studies Ph.D.

Materials Science M.Sc.

Psychology M.A./M.Sc.*

Theory, Culture & Politics M.A.

Watershed Ecosystems M.Sc. or Ph.D.

Trent/Queen's – Various Master's and Ph.D. programs

**pending OCGS approval*

ADMINISTRATION

The Office of Graduate Studies is responsible for the administration of graduate degree programs offered at Trent University, the admissions and registration of graduate students, as well as the management of scholarship and awards for graduate students. The Committee on Graduate Studies consists of members of faculty, Graduate Program Directors and graduate students from various disciplines. The Graduate Studies committee is a standing committee of Senate and reviews and makes recommendations to Senate on all matters of education policy and planning for graduate studies.

IMPORTANT DEADLINES

Readers are advised that changes may occur to the dates listed below. Students should consult the website for any changes, and any alteration in dates will be published in the Supplement to the Calendar each year. Students should also refer to the University Diary listed (p. 7) for the overall academic schedule, and listing of statutory holidays and university breaks. Where a deadline falls on a weekend, the following Monday will apply.

Please note graduate students are required to register for each academic term (May, September, January).

SPRING SESSION 2008 (MAY TO AUGUST)

Note: For students wishing to complete degree requirements in time to convocate at Spring 2008 Convocation, the following deadlines apply:

Apr 25 Friday Last possible date to submit final copies of successfully defended thesis/dissertation to the Office of Graduate Studies for those wishing to convocate at Spring Convocation

Note: Students who will complete all degree requirements before May 28, 2008 are not required to register and will not be charged the term's fees. It is recommended a defence date be scheduled prior to the 10th of May to allow adequate time for edits/revisions. After the successful defence and completion of revisions students are required to submit a minimum of 4 final copies of their thesis/dissertation to the Office of Graduate Studies by May 28, 2008. Students who fail to meet this deadline will be required to register and pay fees for the term (any subsequent refund will be based on the date of degree completion: see refund schedule)

May 5 Monday Spring term begins

May 28 Wed Last date for all new and continuing students to register and pay fees without late penalty

Last possible date to submit successfully defended final copies of thesis/dissertation to the Office of Graduate Studies in order to have fees for this term cancelled (in accordance with Trent University's Graduate Refund Schedule.) Students who fail to meet this deadline will be required to register and will be assessed one full term's fees (i.e. May – August)

June 4, 5, 6 Spring Convocation ceremonies *

* Official convocation date for graduate students TBA

FALL SESSION 2008 (SEPTEMBER TO DECEMBER)

Note: Students who complete degree requirements by September 26, 2008 will not be required to register or pay the term's fees. It is recommended a defence date be scheduled prior to the 10th of September to allow adequate time for edits/revisions. After the successful defence and completion of revisions students are required to submit a minimum of 4 final copies of their thesis/dissertation to the Office of Graduate Studies by September 26, 2008. Students who fail to meet this deadline will be required to pay fees for the term (any subsequent refund will be based on the date of degree completion: see refund schedule)

Sep 2 Tuesday Fall term begins

Graduate Orientation Days for new students (compulsory) begins

Sep 23 Tuesday Meeting of Senate: Degrees conferred on students who have met all degree requirements and who have applied to convocate; see Spring convocation for date of official ceremony

Sep 26 Friday Last date for all new and continuing students to register and pay fees without late penalty

Last possible date to submit successfully defended final copies of thesis/dissertation to the Office of Graduate Studies in order to have fees for this term cancelled (in accordance with Trent University's Graduate Refund Schedule.)

Students who fail to meet this deadline will be required to register and will be assessed one full term's fees (i.e. September – December)

WINTER SESSION 2009 (JANUARY TO APRIL)

Note: Students who complete degree requirements by January 28, 2009 will not be required to register and will not be charged the term's fees. It is recommended a defence date be scheduled prior to the 10th of January to allow adequate time for edits/revisions. Upon the successful defence and completion of revisions students are required to submit a minimum of 4 final copies of their thesis/dissertation to Office of Graduate Studies by January 28, 2009. Students who fail to meet this deadline will be required to pay fees for the term (any subsequent refund will be based on the date of degree completion: see refund schedule)

Jan 5 Monday Winter term begins

Jan 20 Tuesday Meeting of Senate: Degrees conferred on students who have met all degree requirements and who have applied to convocate; see Spring convocation for date of official ceremony

Jan 28 Wed Final date for all new and continuing students to register and pay fees without late penalty

Last possible date to submit successfully defended final copies of thesis/dissertation to the Office of Graduate Studies in order to be exempted from fees for this term (in accordance with Trent University's Graduate Refund Schedule). Students who fail to meet this deadline will be assessed one full term's fees (i.e. January – April)

Feb 2 Monday Deadline for Application for Admission to Graduate programs for Fall 2009

Note: For students wishing to complete degree requirements in time to convocate at Spring 2009 Convocation, the following deadlines apply:

Apr 24 Friday Last possible date to submit final copies of successfully defended thesis/dissertation to the Office of Graduate Studies for those wishing to convocate at Spring Convocation

SPRING SESSION 2009 (MAY TO AUGUST)

Note: Students who will complete all degree requirements before May 28, 2009 are not required to register and will not be charged the term's fees. It is recommended a defence date be scheduled prior to the 10th of May to allow adequate time for edits/revisions. Upon the successful defence and completion of revision students are required to submit a minimum of 4 final copies of their thesis/dissertation to the Office of Graduate Studies by May 28, 2009. Students who fail to meet this deadline will be required to register and pay fees for the term (any subsequent refund will be based on the date of degree completion: see refund schedule)

May 28 Thursday Final date for all new and continuing students to register and pay fees without late penalty

Last possible date to submit successfully defended final copies of thesis/dissertation to the Office of Graduate Studies in order to have fees for this term cancelled (in accordance with Trent University's Graduate Refund Schedule.) Students who fail to meet this deadline will be required to register and will be assessed one full term's fees (i.e. May – August)

June 3, 4, 5 Spring Convocation ceremonies*

There will be no exceptions to these deadlines.

*Official convocation date for Graduate Students TBA

ADMISSIONS**Admission Requirements**

The minimum requirement for admission to a Master's program is a Bachelor's degree, in an Honours program or the equivalent, from a recognized university. Applicants to a Ph.D. program should normally have an M.A. or M.Sc. degree as appropriate.

The applicant must have achieved an average of at least an upper second-class standing (B+/77%) in the work of the last completed four semesters or the last two completed undergraduate years (full-time equivalent). Individual programs may require higher entrance averages or further admission criteria. Applicants should consult the program section of the calendar for details.

Admission Process

All applications will be initially examined and evaluated by the appropriate programs. All supporting documents (transcripts, letters of reference, etc.) must be received before any application can receive formal consideration. A program's recommendations for admission will be forwarded to the Office of Graduate Studies whereupon the completed applications will be considered by the Committee on Graduate Studies. The Office of Graduate Studies will officially notify each applicant of the action taken on his or her application.

Official letters of acceptance are only for the academic year indicated. Successful applicants must reply in writing indicating whether or not they accept the offer of admission. Acceptance of an offer of admission will normally be required within four weeks of the date of the offer letter. If the applicant is unable to commence studies in the term agreed upon, the programs reserve the right to reconsider their acceptance.

Application

Initial enquiries concerning graduate study at Trent University should be made directly to the graduate programs. However, applications for admission to graduate studies must be made on the prescribed form and submitted to the Office of Graduate Studies.

Applications are due by February 1, 2008 in order to be considered for admission and funding. Students are urged to apply early. Applications can be found at www.trentu.ca/graduatestudies/howdoiapply.php

Online Application

The Trent University application for graduate studies is located online through our graduate studies website www.trentu.ca/graduatestudies. Applicants are responsible for collecting and submitting all required documents to the Office of Graduate Studies by the deadline. In order to be considered official, transcripts must be received in envelopes sealed by the issuing institution or ordered online through the application site. Letters of recommendation from faculty must be received in sealed and signed envelopes. Assessments and transcripts will be verified. Official TOEFL and GRE scores, where required, must be sent to Trent University by Educational Testing Service. Incomplete applications will not be processed.

Application Fee

The \$75 application fee is non-refundable and will not be counted towards tuition fees. Applications will not be processed unless the Application Fee is received. This requirement cannot be waived or deferred. Payment must be made by credit card, cheque or money order payable online or to the Ontario Universities' Application Centre and mailed to the address listed on the application site.

Transfer of Credit

Graduate courses completed at another institution may be accepted in partial fulfilment of Trent's degree requirements. Credit for such work will be determined by the Committee on Graduate Studies on the recommendation of the program concerned. This recommendation must be supported by a statement regarding the appropriateness of the course(s) to the individual's particular degree program at Trent. In addition, the grade(s) earned in the course(s) must meet the equivalent minimum grade required of all graduate students at Trent. Courses considered for credit normally must have been taken within five years of the date of admission into a graduate program at Trent.

Qualifying Courses

Applicants who meet the minimum average for admission but whose curriculum background is not sufficient for direct entry into a graduate program may be advised to undertake qualifying courses. Successful completion of these courses as recommended by the program concerned will permit students to compete for admission on an equal basis with other applicants. Subsequent admission to a graduate program is not, however, guaranteed.

Special Admissions

Applicants who demonstrate the ability to succeed in a graduate program but do not meet the published minimum academic requirements due to exceptional circumstances may qualify for special admission. Determination of the applicant's suitability to the program will be made by the program admissions committee and program director. If special admission is deemed appropriate, the program director will submit a recommendation to the Graduate Studies Committee for approval.

English Proficiency Requirements

Proficiency in English usage, both written and oral, is essential to pursue graduate studies at Trent University. Applicants whose primary language is not English and who completed their previous university education in a language other than English, must provide proof of proficiency in English before admission using one of the tests listed below.

Where the language of instruction in the previous university education has been English, the Committee on Graduate Studies is prepared to consider alternate proof of English language proficiency. Applicants who studied at a university in Bangladesh, India, Nigeria or Pakistan are not eligible for this exception and must provide proof of English language proficiency using one of the tests listed below.

The following tests are acceptable forms of proof of English language proficiency:

- TOEFL (Test of English as a Foreign Language) A minimum score of 580 PBT, 237 CBT with a minimum TWE score of 4.5 is required or 93 IBT (with a minimum score of 22 in both speaking and writing).; (Educational Testing Service, Princeton, New Jersey 08540, U.S.A.)
- CAEL (Canadian Academic English Language Test) – alternate test only for applicants who do not have access to TOEFL (Carleton University, Ottawa, Ontario, Canada K1S 5B6). The minimum acceptable score is 60, with at least 60 in Writing Proficiency.
- MELAB (Michigan English Language Assessment Battery). The minimum acceptable score is 85, with no part below 80.
- IELTS (International English Language Testing Services). The minimum acceptance score is 6.5, with no band below 6.0.

Applicants must make their own arrangements for taking language tests and having the results sent to the University in time to meet its application deadline by contacting the centre in their locale or by writing to one of the above.

Graduate Record Examinations

Applicants for admission whose academic credentials are difficult to assess may be asked to take the Graduate Record Examination administered by the Educational Testing Service, Princeton, NJ, 08540, USA. Students are expected to make their own arrangements and will bear the cost of taking the Graduate Record Examinations.

FEES

Notes

- All students must register and pay fees at the beginning of their program of study and must maintain continuous registration and fee payment (except during approved leaves) until degree requirements have been completed and notification of approval to convocate has been received.
- Students who have an unpaid University account for fees and other charges (including library fines and parking fines) at the time of re-registration at the start of each term will be deemed financially ineligible to register and the student may be withdrawn from their program
- Students enrolled under the Trent/Queen's agreement, while at Trent, are assessed Queen's tuition fees and Trent's ancillary fees.
- A \$75.00 late payment fee will be levied if payment is not made by any fee deadline date for any academic term.
- In order to convocate, all students (full- and part-time) must have paid at least the minimum Degree Fee.
- Provided the Degree Fee has been met, pro-rated refunds of tuition, may be available (in accordance with Trent University's Graduate Refund Schedule) to those who:
 - a) withdraw from a graduate program,
 - b) complete full-time Master's degree requirements partway through the second or subsequent year.
 - c) complete part-time Master's degree requirements partway through the third or subsequent year;
 - d) complete full-time Doctoral degree requirements partway through the third or subsequent year; or
 - e) complete part-time Doctoral degree requirements partway through the fifth or subsequent year.

2008–2009 GRADUATE STUDENT FEE SCHEDULE

(Based on 2007–2008 fees; under review for 2008–2009). Full details of Fee Schedule can be found at www.trentu.ca/graduatestudies. Fees for graduate students are billed per term (September, January, May).

Tuition Fees¹	Full-time	Part-time	Per Term
Graduate Domestic (3 terms) (Canadians & Permanent Residents)	\$ 5,626.00	\$ 2,813.00	\$1875.33
Graduate International Student Differential – assessed to non-Canadians and is in addition to the Domestic fee (as above)	6,710.00	n/a	2236.67
Ancillary Fees			
Athletics	152.99	74.22	51.00
Campus Card	9.00	9.00	3.00
College Fee ²	15.00	7.50	5.00
Convocation Fee	14.43	2.89	4.81
Graduate Students' Association	27.00	11.00	9.00
Graduate Student/College Fund	52.60	26.30	17.53
Student Health Service	38.00	3.41	12.67
TCSA/GSA Drug Plan ³ (2007–2008 rate)	136.00	n/a	n/a
TCSA/GSA Dental Plan (2007–2008 rate)	112.00	n/a	n/a
Total Ancillary Fees	\$557.02	\$134.32	\$103.01
Optional Fees			
Transportation Fees ⁴	200.00	200.00	n/a
Other Fees			
University Health Insurance Plan for International Students (Mandatory) (for 1 person ⁵)	756.00	n/a	252.00
Application Fee	75.00		
Application for Leave of Absence	25.00		
Application to Transfer to Part time Status	25.00		
Application for Re-Admit	75.00		
Late Registration Fee (see Important Deadlines, p. 10)	100.00		
Official Letters	5.00		
Additional copies	1.00		
Fax charge	5.00		
Late payment Charge (per term)	75.00		
Replacement T2202 Current Session	8.00		
Previous Sessions	18.00		
Thesis Microfilming plus applicable taxes	37.00		
Thesis Binding (per copy) plus taxes & shipping	15.00		

¹ Subject to approval by the Trent University Board of Governors. The University reserves the right to alter fees and fee structures.

² Graduate student college fees are distributed to the appropriate college, and to the Graduate Students' Association.

³ The TCSA/GSA student health (supplemental/prescription) and dental plan is compulsory for full-time students, with an opportunity for opting out (see Health Benefits deadlines) and applying for a refund of the fee if covered by alternate insurance.

⁴ Transportation Fee (bus pass) is optional for graduate students.

⁵ Premium depends on number of people covered.

Degree Fee

In order to convocate, all graduate students (full- and part-time) must have paid at least the minimum Degree Fee. This will be based on the value of one year’s tuition for a full-time Master’s student. The doctoral degree fee will be based on the value of two years’ tuition for a full-time student. Students who continue study after they have paid the degree fee must continue to pay regular tuition fees in order to remain in program.

Degree Completion Fee Payment

Students who complete their program of study, including a successful defence and submission of final copies of thesis/dissertation to the Office of Graduate Studies by the final submission date published in the Graduate Diary, will have their fees cancelled (in accordance with Trent University’s Graduate Students Refund Schedule) for the applicable term. Students returning from inactive status (e.g. leave of absence) or re-admitted students will require a minimum period of registration and payment amounting to one term (even if degree requirements are met before that date). No defence will be scheduled or held without registration being completed before the proposed date of the defence.

Fee Schedule

(Based on 2007–2008 fees; under review for 2008–2009)

Status	Term	Portion Owed	Amount Owed
Full-time	September	1/3 tuition, 1/3 ancillary fees, plus 100% health & dental	2226.34
	January	1/3 tuition, 1/3 ancillary fees	1978.34
	May	1/3 tuition, 1/3 ancillary fees	1978.34
			Total
Part-time	September	1/3 tuition, 1/3 ancillary fees	982.44
	January	1/3 tuition, 1/3 ancillary fees	982.44
	May	1/3 tuition, 1/3 ancillary fees	982.44
			Total
International Fees ³ Full-time	September	1/3 tuition, 1/3 ancillary fees, 100% health & dental, 1/3 UHIP	2478.34
		1/3 Int’l Student Differential (Fee Waiver is usually applied)	2236.67
	January	1/3 tuition, 1/3 ancillary fees, 1/3 UHIP	2230.34
		1/3 Int’l Student Differential (Fee Waiver is usually applied)	2236.67
	May	1/3 tuition, 1/3 ancillary fees, 1/3 UHIP	2230.34
		1/3 Int’l Student Differential (Fee Waiver is usually applied)	2236.66
		Total	\$13,649.01

Notes

- Health & dental charges are applied in full in September.
- UHIP charges are mandatory for International students
- Tuition and ancillary fees are subject to change.
- Ancillary Fees are non-refundable.

Refund Schedule (under review for 2008-09)

Term	100%	50%	25%	0%
Fall 2008	Sept 2 – 26	Sept 29- Oct 31	Nov 3 – Nov 28	Dec 1 – Dec 31
Winter 2009	Jan 5 – 28	Jan 29 – Feb 27	Mar 2 – Mar 27	Mar 30 – May 4
Spring 2009	May 5–May 28	May 29 –June 26	June 29–July 31	Aug 3 – Aug 28

Notes

- This schedule is based on terms (Sept., Jan. and May). If fees have been paid in full for the academic year, the tuition amount for the terms after the date of withdrawal or completion will be refunded in full and the refund schedule will apply to the fees for the term in which the student withdraws or completes.
- Ancillary fees are non-refundable.
- Refund amount will be reduced by any bursary, scholarship, tuition fee waiver, research fellowship, etc. that applies to the refund period.
- Percentage refund applies to the tuition portion of fees only.

INTERNATIONAL STUDENTS

In order to cover fees, books and living expenses, international students in graduate schools in Ontario will need a minimum of \$25,000 per year. If this amount is not covered by independent means or financial support from the students' own country, and if he/she is therefore in need of fellowship support, students should be aware of the following facts. Because of government restriction on the money available, students from other countries entering Canada on study permits and proceeding to a graduate school in the province of Ontario are restricted in most cases to teaching assistantships involving no more than 10 paid hours per week. Eligibility for most scholarships and teaching assistantships from university and Canadian sources is restricted to Canadian citizens or permanent residents. However, as noted in the following section, a small number of Ontario Graduate Scholarships are available to non-Canadian students.

Employment

International students who are registered in full-time study at a degree-granting post-secondary institution are permitted to work on that campus without a permit. "On-campus" is defined as employment in facilities owned, leased or rented by the educational institution. The employer can be the university, faculty, student organization or private contractor providing services to the university and operating on campus. International students have found jobs at the library, colleges (such as Summer maintenance), athletics complex, alumni office, development office, TIP office, food catering company, The Arthur (newspaper), liaison office (campus tours) and as research assistants to faculty.

They must possess a valid study permit and if they have not undergone a medical examination, they may be subject to specific terms and conditions.

They are able to work off campus with the Off Campus Work Permit program. An Off Campus Work Permit is required prior to obtaining employment off campus. The Off Campus Work Permit program is available to full-time registered international students that have studied for 6 of the 12 months prior to the OCWP application. Students must be in good standing and possess a valid study permit.

They may also work in an area consistent with their course of study for up to one year following graduation, but they must start within 60 days of the day final marks are released. To receive this type of permit they will require proof of eligibility to graduate, listing the course of study completed plus an offer of employment.

Spouses of full-time students are eligible to accept employment anywhere but must obtain a work permit.

Documentation

Required documentation may vary from country to country. Please visit www.trentu.ca/international (Trent International Program) and www.cic.gc.ca (Citizenship and Immigration Canada) for details regarding Study Permits, Visas and other related documentation.

Services for International Students

Trent's International Program (TIP) offers counselling in such areas as adjusting to student life in Canada, housing, health insurance, immigration and employment issues, and academic challenges. TIP coordinates a three-day international orientation camp before classes start in September, and a two-day camp for those beginning their studies in January; publishes an International Student Handbook, which gives advice on adapting to Canada; and organizes social and cultural activities, seminars and debates.

Note

- University Health Insurance Plan for International Students is mandatory (see Other Fees, p. 322)

FINANCIAL AID AND RECOGNITION OF ACADEMIC EXCELLENCE

Financial aid for individual full-time graduate students may be available from the following sources:

- Scholarships, fellowships and other merit awards from governmental, industrial and other granting bodies in Canada.
- University entrance awards, academic scholarships, and tuition bursaries.
- Graduate Teaching Assistantships (GTAs) for a maximum of four terms – M.A./M.Sc. (maximum eight terms – Ph.D.), normally spanning two (four – Ph.D.) consecutive undergraduate academic years, for teaching and/or laboratory demonstrating.
- Research Assistantships (RAs) with faculty members who hold research grants.
- Loans from the Ontario Student Assistance Program (OSAP).

Student support received through research or graduate assistantships is taxable according to the federal and provincial tax regulations. Tax will be deducted by Trent's payroll department from any payments made to students for assistantships.

Graduate Teaching Assistantships and Research Assistantships administered by Trent University will be paid through the university payroll office, on a monthly basis. Scholarships awarded for the calendar year are ordinarily paid in three equal instalments in September, January, and May, and may be obtained from the Office of Graduate Studies.

The Office of Graduate Studies prepares a list of scholarships available and application deadlines. In the case of major scholarship competitions, students currently registered at Trent must meet an earlier deadline set by the University. Information on certain external scholarships may be obtained from the Office of Graduate Studies. Full-time students entering a second year of graduate study at Trent, or those planning further study at another university, should demonstrate that they have applied for external funding.

Thank You to Our Benefactors

The funds which we are able to offer students for financial aid and recognition of academic excellence are the gifts of individuals, corporations and other organizations through annual, campaign and legacy giving programs and through support from various levels of government. We are grateful to our past and current donors for their contributions which benefit our students and support education and research at Trent. For more information about the Trent University Endowment Fund and named endowment funds please contact:

Office of Advancement
 Telephone: (705) 748-1601
 Fax: (705) 748-1605
 E-mail: advancement@trentu.ca

Financial Aid Office

Telephone: (705) 748-1524 E-mail: financialaid@trentu.ca
 Fax: (705) 748-1629

Manager

Alice Pelkman, Assistant Registrar, Financial Aid & Services

The Financial Aid Office administers the various financial aid programs available at Trent University, and provides assistance and advice to students seeking financial aid. Detailed information on financial aid is available through the office located in the Office of the Registrar.

Ontario Student Assistance Program (OSAP)

The Province of Ontario and the Government of Canada provides a number of integrated assistance programs to university students through the Ontario Student Assistance Program.

Student Loans

To qualify for Canada Student Loans portion, the student and/or parents, guardians or sponsors must be Canadian Citizens or Permanent Residents. To qualify for Ontario Student Loans portion, the student must also meet certain residency criteria.

The purpose of the OSAP Student Loans program is to assist full-time (at least 60% course load) students when the financial resources available to them from parents, spouses, Summer work or other sources are insufficient to meet estimated educational costs.

Applications are available electronically at <http://osap.gov.on.ca>, or by application booklet

available through the Financial Aid Office at any university. Although, you may apply for assistance to more than one school, our recommendation is to wait until you have accepted admission, and direct your application to the appropriate school. The Ministry normally does not start processing any OSAP applications until June. The application deadline for the 2008–2009 academic year is Jan. 27, 2008.

Ontario Special Bursary Plan (OSBP)

Provides a limited number of bursaries to married students, sole-support parents and students with disabilities who study on a part-time basis (less than 60% course load). Tuition, books, travel costs and babysitting to a maximum of \$2,500 per year is available. Applications are available at the Financial Aid Office. The application deadline is the last day of the month in which your program begins.

Child Care Bursary

Available to married students and sole-support parents with three or more children who apply and qualify for OSAP assistance. Applications will be available at the Financial Aid Office at the beginning of each academic session.

Bursary For Students with Disabilities

Available to students who incur disability related educational expenses. Bursaries are available during the whole academic year. Students who are eligible to receive regular OSAP Student Loans, OSBP and Part-Time Canada Student Loans may apply.

Ontario Work Study Program (OWSP)

Funded by the Province of Ontario. Provides part-time jobs on campus during the study period for full-time students (minimum 60% course load) whose financial needs are not met through the loan programs. Applications for these positions will be available at the Financial Aid Office in September.

Special Opportunity Grants and Part-Time Canada Student Loan

Part-time students (registered in less than 60% course load) with demonstrated financial need may qualify for a grant up to \$1,200 from the federal government. If you require additional assistance you may be eligible for a Canada part-time student loan.

Special Circumstances

Students with Disabilities

Trent University provides bursaries for Ontario residents with disabilities who are not eligible for the previous programs. Students are encouraged to contact the Disability Services Office early to discuss their needs and obtain an application. See p. 306 for details regarding students with disabilities.

Emergency Short-term Loan Funds

Loan funds are available on a short-term basis to assist needy students meet emergency situations. Among these funds is the Henry and Mary Nokes Fund established by the Cobourg and District Labour Council to honour Mr. and Mrs. Nokes, and augmented by private donors. Funds have also been made available through a joint undertaking of the Trent University Alumni Association, the Trent Student Union (Development Projects Fund) and the college cabinets/councils. A fund has also been established by the Major Bennett Chapter, IODE, Peterborough, Ontario.

Students from Outside Ontario

Some forms of financial aid (noted below) are available only to residents of Ontario.

Canadian students from outside Ontario who require financial aid should consult with officials in their home province to apply for federal and provincial loans and bursaries.

Students from foreign countries are strongly urged to consult with educational authorities and sponsoring agencies in their own country. The Trent International Program (TIP) provides information regarding financial programs for international students.

Bursaries

Bursaries are awarded as part of the financial support package for incoming and continuing graduate students. Bursaries may be offered to incoming graduate students as part of their financial support package as outlined in the Offer of Admission in early Spring. Returning graduate students are also eligible to apply for bursary assistance by completing a Bursary Application Form available at the Office of Graduate Studies or online at www.trentu.ca/graduatestudies. In order to be eligible for bursary support students must provide a budget for the upcoming term that identifies all sources of support. Many bursaries are limited to Ontario residents, defined by having lived in Ontario for one

year, excluding post-secondary studies. For budget purposes, the period of bursary support is set from September to August. Applications will be provided as part of the application package, or are available from the Graduate Studies Office. During the school year, additional bursary funds are available for students whose financial situation changes. Students seeking additional bursary funds should contact the Financial Aid Office.

Ontario Student Opportunity Trust Fund (OSOTF)

In 1996 – 97 the Province of Ontario established the Ontario Student Opportunity Trust Fund. Fifty percent of this fund is provided by the Province and 50% has been raised through fundraising by the University.

A second phase of OSOTF was introduced in 2003. The trust fund represents an endowment fund. Annual proceeds from investment earnings are available in the form of bursaries and awards to Ontario residents enrolled full-time, part-time or as graduate students, who can prove financial need and whose academic progress is satisfactory. In some instances, academic excellence as well as financial need will be the determining factor.

OSOTF Guidelines

Students have lived in Ontario for at least 12 months in a row up to the beginning of their full-time post-secondary studies: or Students' spouses have lived in Ontario for at least 12 months in a row up to the beginning of the current academic year, and their spouses were not enrolled in full-time post-secondary studies during this 12 month period; or Students' parents, step-parents, legal guardians, or official sponsors have lived in Ontario for at least 12 months in a row up to the beginning of their current study period.

Ontario Trust for Student Support (OTSS)

In 2005, the Province of Ontario established the OTSS matching gift program to replace the OSOTF program. The OSOTF guidelines noted above apply also to bursaries and awards established through the generosity of donors and matching OTSS funds.

BURSARIES AVAILABLE ONLY TO GRADUATE STUDENTS

AMOD Graduate Bursary (Modelling)

Available to assist graduate students in the Applications of Modelling in the Natural and Social Sciences, based on demonstrated need and satisfactory academic achievement. OSOTF guidelines apply.

Anthropology – Graduate Students' Bursary

Established by Graduate faculty and friends of the Anthropology department established to assist first and second year students in their studies and/or thesis research. OSOTF guidelines apply.

ABS Bennett Bursary

Awarded annually to a female graduate student who has demonstrated leadership and involvement in their community. OSOTF guidelines apply.

Jon K. Grant Graduate Student Ontario Bursary

Established in honour of Jon K. Grant in recognition of his distinguished contribution to Trent University as chair of the Board of Governors, 1984 to 1986. Awarded to a student in the second year of the Master's program in Canadian Studies and Indigenous Studies. Distinction in cultural, athletic or other community activities may also be considered. OSOTF guidelines apply.

Sara Graduate Bursary

Established to provide assistance to a graduate student. Preference will be given to a sole support parent. OTSS guidelines apply.

Scotiabank Bursary

Awarded annually to graduate students in any year. OSOTF guidelines apply.

Sceptre Investment Counsel Limited Bursary

Awarded to a full-time student who has made a contribution to the community.

William Thompson Graduate Bursary

Established by the estate of the late William Thompson (1891 – 1978) of Westwood, Ontario. Awarded to a student registered in a graduate program.

Young Family Bursary

Established by the family of J. Douglas Young, former President of Hiram Walker and Sons, Founder of Cygnal Technologies and a member of Trent's Board of Governors. To be awarded to a full or part-time graduate student in any program. OTSS guidelines apply.

BURSARIES AVAILABLE TO UNDERGRADUATE AND GRADUATE STUDENTS**Aditya Jha Indigenous Studies Bursaries**

Established by entrepreneur Aditya Jha, founder of Osellus Corporation and the POA Educational Foundation, in support of undergraduate or graduate students with demonstrated financial need in Indigenous Studies or their chosen field. Preference will be given to applicants of Aboriginal heritage. Essay or references may be requested. OTSS guidelines apply.

Eileen Allemang Bursary

Established in 1986 to honour Eileen on her retirement from Trent University. Awarded to a student who makes a contribution to university life. OTSS guidelines apply.

Alumni OSOTF Bursary

Established by the Trent University Alumni Association. Awarded to returning student who has made a significant contribution to University life. OSOTF guidelines apply.

Patricia Baxter Anishnabe Kwe Bursary

Established in honour of Patricia Baxter. Awarded to Aboriginal women in their upper year studying science, computer studies/new technologies or Business Administration. OSOTF guidelines apply.

Philip and Annie C. Black Bursary

Established by the late Isadore and the late Morris Black of Peterborough in memory of their father, Philip Black, the first Rabbi in Peterborough, and their mother, Annie.

Bourinot Bursary

Awarded to a full-time student from Peterborough County. Preference will be given to an employee of the Canadian Tire Store in Peterborough or a member of his or her immediate family.

Jacob F. Burnham Memorial Bursary

A gift of the late Daisy McCarrell, a former employee of Trent University. Preference will be given to students majoring in Economics, Business Administration and related fields.

Ron Campbell Bursary

Established by Ron Campbell Enterprises, which operates McDonald's Restaurants in Peterborough and Lindsay. Awarded to students enrolled in the Environmental & Resource Science/Studies program. Recipients must be from Victoria or Peterborough County.

City of Peterborough Employees' Bursary

Established by the employees of the City of Peterborough. Awarded to a child or spouse of a City of Peterborough employee.

Community Service Bursary

Established by the Quaker Oats Employees' Independent Union (Cereals). Awarded to a full-time student from Peterborough County.

CUPE 3908 Bursary

To be awarded to four student academic workers who are members of CUPE 3908. Available to graduate and undergraduate students based upon financial need. OTSS guidelines apply.

Christopher Greene Bursary

Established by alumni Doug and Maureen Loweth, in honour of History Professor Emeritus, Chris Greene. Awarded to a history student. OSOTF guidelines apply.

Errol Hanbidge Memorial Bursary

Established by his wife, Audrey Hanbidge. OSOTF guidelines apply.

Agneta Holt Bursary

Established by the University Women's Club of Peterborough as a memorial to the late Mrs. Agneta Holt. OSOTF guidelines apply.

Howell Family Bursary

Established by Walter Howell, a member and chair of the Trent University Foundation. To be awarded to a deserving undergraduate or graduate student in any program. OTSS guidelines apply.

Jean Ann Johnston-Gauld Bursary

Established by the family in memory of Jean Ann Johnston-Gauld a part-time student at Trent University from 1982 – 85. Awarded to part-time students. OSOTF guidelines apply.

James S. Keating Memorial Bursary

Established by his family as a permanent remembrance of James S. Keating, husband of Jean, a former Trent employee and father of Craig ('81).

Principal H. R. H. Kenner and PCVS Faculty Bursary

Established by the PCVS Form 5 graduating class of 1937 in honour of Principal Kenner and their teachers. Support has also come from the class of 1939. Awarded to graduates of secondary schools in Peterborough County.

Lakefield Research Bursary

OSOTF guidelines apply.

Louis and Bess Loftus Fellowship Bursary

Established by the late Barnett David Loftus in memory of his parents. OSOTF guidelines apply.

John C. McDonald Bursary

Established in memory of Professor John C. McDonald former chairman of the Sociology department.

John and Elaine McClintock Bursary

OSOTF guidelines apply.

Métis Bursary

Established through funding initiatives of the Métis Nation of Ontario (MNO), Métis Training Initiatives (MTI) and the Ontario government. Awarded to post-secondary students of Métis ancestry. Students must be residents of Ontario for one year before the start of their post-secondary education. OSOTF guidelines apply.

Northumberland Canadian Federation of University Women Bursary

To be awarded to a returning undergraduate or graduate female student. Preference will be given to students from the County of Northumberland. OTSS guidelines apply.

Norma and Lloyd Parnall Bursary

Established by the family in honour of Norma and Lloyd Parnall. Awarded to Aboriginal women successfully studying in undergraduate or postgraduate programs. OSOTF guidelines apply.

Dennis Patterson Northern Bursary

Established to recognize the visit of the Government Leader of the Northwest Territories in 1990. Awarded to a student from the Northwest Territories.

Dr. Julia Phelps Memorial Bursary

Established in memory of Dr. Julia Phelps, an honorary graduate and long-time friend of Trent. Awarded to a student in the Cultural Studies program. OSOTF guidelines apply.

Sam Leach Robinson Bursary for English Students

Established by the family and friends in memory of alumna Sam Leach Robinson. Awarded to a deserving student entering fourth year of the Honours program in English Literature or the graduate program. OTSS guidelines apply.

Setsu Suzuki Bursary

Established by David Suzuki in memory of his mother, Setsu Suzuki. Awarded to a student from the Third World.

Sherratt Bursary for Athletics

Established by Fred Sherratt, former Vice Chair of CHUM Limited, and a member of Trent's Board of Governors. Initially, each award has a value of \$1,000 and will be awarded to four full-time undergraduate or graduate students participating in the varsity athletics program. OTSS guidelines apply.

Sir Sandford Fleming College Bursary

Established by Fleming College in recognition of Trent's 25th anniversary and to acknowledge the excellent relationship between our institutions. Awarded to a graduate of Fleming College enrolled at Trent University in a full-time or part-time program. Value: full tuition.

Bill and Dorothy Slavin Bursary

Established by members of the Slavin family, in memory of their parents, Bill and Dorothy Slavin. Awarded to a student from a developing country.

David Tapscott Bursary

Established by his family in memory of David Tapscott ('69). Awarded to a student in any year. OSOTF guidelines apply.

Trent Central Student Association Bursary

A gift of the Trent Central Student Association. Awarded to a student in any year who displays academic progress. OSOTF guidelines apply.

Trent University Alumni Bursary

Established by the Trent University Alumni Association. Awarded to returning students who have made a significant contribution to University life.

Trent University S & A Bursaries

Established by the employees of Trent University. Awarded to students who demonstrate all-round achievement and character, and are permanent residents of the Province of Ontario.

D. R. Walling Family Bursary

Established by the Walling Corporation of Lindsay. Awarded to students majoring in business or environmental studies. Based on fitness/health and community involvement.

P. S. B. Wilson Bursary

Established in honour of Paul S. B. Wilson, Director of Athletics. Awarded to a returning student on the basis of a significant contribution to the athletics program. OSOTF guidelines apply.

EXTERNAL BURSARIES

Many organizations and companies offer bursary assistance to post-secondary students. The following bursaries are administered through the Trent University Financial Aid Office.

Leonard Foundation

Bursaries averaging \$1250. Preference will be given to sons and daughters of clergy, teachers, military personnel, graduates of RMC, members of the Engineering Institute of Canada and the Mining and Metallurgical Institute of Canada. Application deadline is March 15. Applications are available through the Financial Aid Office.

Royal Canadian Legion

Bursary assistance of up to \$1,000. Awarded to War veterans and their children and grandchildren, ordinary members of the Legion and their children and grandchildren, associate members of the Legion and their children, and Ladies Auxiliary members and their children. Awards are determined by the District Bursary Committee. Applications are available at the Financial Aid Office.

Awards

Financial aid through Trent University's award program is designed to acknowledge those students with outstanding academic qualifications and proven financial need. Many of these awards are made possible through the Ontario Student Opportunity Trust Fund. In 1996–1997 the Province of Ontario established the Ontario Student Opportunity Trust Fund. Fifty percent of this fund is provided by the Province, and 50% has been raised through fund raising initiatives by the University. The trust fund represents an endowment fund. Annual proceeds from investment earnings are available in the form of awards to Ontario residents enrolled full-time, part-time or as graduate students. (Refer to specific OSOTF residency guidelines listed under bursaries.) Deadline for applications is January 31.

Aditya Jha Indigenous Studies Awards

Established by entrepreneur Aditya Jha, founder of Osellus Corporation and the POA Educational Foundation, in support of undergraduate or graduate students demonstrating financial need as well as academic achievement in Indigenous Studies or their chosen field. Preference will be given to applicants of Aboriginal heritage. Essay or references may be requested. OTSS guidelines apply.

Bagnani Graduate Awards

Established in 1997 by the Dewar Memorial Fund, these annual awards honour the late Professor Gilbert and Stewart Bagnani. Graduate awards will be granted to Ontario students who demonstrate both academic excellence and financial need. Preference will be given to graduate students in classical (traditional) disciplines of the humanities, especially Classics, Archaeology/ Anthropology, Ancient History, History, Philosophy and English. OSOTF guidelines apply.

de Pencier Family Award

The gift of business executive, John de Pencier, a long time member of Trent's Board of Governors and chair from 1987 – 1991, and his wife, Marni, Trent parents. Awarded to a student of high academic standing who is in financial need. OSOTF guidelines apply.

William & Jeffrey Hamblin Memorial Graduate Award

Established in memory of William and Jeffrey Hamblin. Awarded to a graduate student of high academic standing who is in financial need and enrolled in any program.

Harshman Foundation Award

The Award is given to a Indigenous Studies Ph.D. student who has completed his/her first year in the program, and has demonstrated a commitment to help benefit Canada's indigenous peoples. The award supports the recipient up to \$5,000 per year for a maximum of three years.

Ian & Lorraine Logan Graduate Award

To be awarded to a graduate student in Canadian Studies interested in forward-looking, but not restrictive, public policy research. To be awarded based on financial need and an excellent academic record to a student studying in an area such as: goals for Canada, Canadian values, public policy innovation strategies, governance issues, demographic options, multiculturalism, Canada as a world influence and model, or a related topic. OTSS guidelines apply.

Lopes Family Award

Established by Ana P. Lopes, a member of Trent's Board of Governors, in honour of her parents, Antonio F. and Gertrudes M. Lopes, originally of Lisbon, Portugal, in recognition of their interest in politics and current affairs and their leadership and community service within the Portuguese-speaking community of Canada. Awarded to a student in financial need who has demonstrated high proficiency in Western European Studies, with special consideration of Portuguese Studies. OSOTF guidelines apply.

Meyer-Larose Family Graduate Award

Established by Winston Meyer and his family. Awarded to a motivated graduate student who demonstrates academic excellence and financial need and is studying applied science that will provide tangible solutions to global need. OTSS guidelines apply.

Mary Northway Graduate Award in Canadian Studies

Awarded starting in 2005–2006 to qualified Ph.D. students in Canadian Studies. OSOTF guidelines apply.

Patterson Award for Aboriginal Language Studies

Established in memory of Sarah D. Patterson (1889 – 1979), a Mohawk of the Bear Clan who was born at Six Nations and spoke four languages; Mohawk, Cayuga, Tuscarora and English. Awarded to an upper year or graduate student of high academic standing who is in financial need and shows a keen interest in Aboriginal languages.

Petersen Burfield Family Graduate Award

This award has been established in memory of Niels and Margaret (Betty) Petersen. It is available to graduate students in the field of Anthropology. OSOTF guidelines apply.

Robert Darou Norris Prichard Award

Awarded to a full-time graduate student entering final year of Watershed Ecosystems. Applicants must demonstrate excellent academic achievement and financial need with preference given to residents of the Counties of Haliburton, Northumberland, Peterborough, Victoria and the Regional Municipality of Durham. OTSS guidelines apply.

Peter L Roach Award

Established to honour Peter L. Roach, Director of Education from 1975 to 1992, in recognition of his years of service to the Peterborough Victoria Northumberland and Clarington Roman Catholic Separate School Board. In selecting the recipient, priority will be given to a student who has studied in the P.V.N.C. Separate School system and who displays academic excellence and financial need. The funding for this award was provided initially by the employees of the P.V.N.C. Separate School Board through the For Tomorrow Campaign and by friends and associates of Mr. Peter Roach. Additional funding was provided by donations to the Ontario Student Opportunity Trust fund. OSOTF guidelines apply.

Dr. Laura Weintraub Award

Dr. Laura Weintraub was passionately interested in Aboriginal education, specifically the impact of learning disabilities on Indigenous Canadians and their opportunities to obtain a good education. This award was established by her friends and family to mark her life and work in this field. Awarded to a student enrolled in a graduate or post-degree professional program whose academic interest and research is in the area of learning disabilities and/or the learning needs of Aboriginal people. OSOTF guidelines apply.

Scholarships

WEBSITES FOR EXTERNAL FUNDING

www.scholarshipscanada.com and www.studentawards.com

SCHOLARSHIP LISTS VIA WORLD-WIDE WEB

The Graduate Studies Office scholarships listing is available at Trent's website www.trentu.ca/graduatestudies/scholarship.php along with direct links to granting councils and other agencies.

Please note that similar financial aid and/or awards listings are also available at other university sites on the internet.

GRADUATE SCHOLARSHIPS – EXTERNAL

Natural Sciences and Engineering Research Council (NSERC) Scholarships

Postgraduate scholarships and Canada Graduate Scholarships from the Natural Sciences and Engineering Research Council (NSERC) are tenable in departments offering graduate studies in science. Awarded to students undertaking graduate study and research leading to advanced degrees, and a limited number of postdoctoral fellowships for those wishing to add to their experience by specialized training. Open to Canadian citizens or permanent residents and awarded on the basis of high scholastic achievement and evidence of capacity to do research. Internal Application Deadline: Early October. For further information and online application see www.nserc.ca.

Social Sciences and Humanities Research Council (SSHRC) Scholarships

Master's level Canada Graduate Scholarships, Doctoral Fellowships and Doctoral level Canada Graduate Scholarships from the Social Sciences and Humanities Research Council (SSHRC) are offered each year to Canadian citizens or persons who have obtained landed immigrant status in Canada by December 1. The scholarships and fellowships program aims to develop research skills and assist in the training of highly-qualified academic personnel by supporting students who demonstrate a high standard of scholarly achievement in undergraduate and graduate studies in the social sciences and humanities. The fellowships are tenable at any recognized university in Canada or abroad. Internal Application Deadline: October. For further information and online application see www.sshrc.ca.

Ontario Graduate Scholarships (OGS)

The Government of Ontario offers up to 2,000 Ontario Graduate Scholarships (OGS) per year which are tenable at the Ontario university of the student's choice. The awards are tenable in all disciplines and the scholars must have a high level of academic achievement. The awards are intended primarily for Canadian citizens as well as those who hold permanent resident status at the time of application; however, up to 60 awards may be made to students who, by the application deadline, have been admitted to Canada as visitors with student authorization. Awards will be for two or three consecutive terms; one-term awards will not be made. All eligible candidates who are interested in studying at Trent are urged to apply for one of these awards. Internal Application Deadline: October. For further information and online application see www.osap.gov.on.ca.

The value of the OGS award is \$ 5,000 per term, two-thirds of which is provided by the Ministry of Training, Colleges and Universities and one-third of which is provided by the university at which the award is tenable.

The following private donors have very generously provided matching funds to pay for the one-third top-up of Ontario Graduate Scholarships awarded to scholars at Trent University:

Henry Dyce Howitt – Environmental Graduate Scholarship

Established from the estate of Henry Dyce Howitt. Awarded to a graduate student studying in the environmental sciences and entering the first year of study at the M.Sc. Level.

Henry Dyce Howitt Graduate Scholarship

Established from the estate of Henry Dyce Howitt who died on September 2, 2000. It was his wish to encourage outstanding achievement and academic excellence with this gift.

Mary Margaret (McCulloch) Edison Graduate Scholarship

A gift from the estate of "Marnie" Edison. This is awarded to a deserving student in a graduate degree program.

Jean Evelyn Graves – Canadian Studies Graduate Scholarship

A gift of her friend, Shirley Cummings, honours Jean who was a secondary school teacher and later was Kingston's first Guidance Counsellor working for the Kingston Board of Education.

Jeannette & John Hanly Morgan Graduate Scholarship

Established by Jeannette & John Hanly Morgan who were strong advocates for peace and the status of women. Awarded to a graduate student to aid in the completion of a thesis in Canadian Studies. Special consideration will be given to students researching topics in labour studies or women's studies.

Malicorne Graduate Scholarship in Modelling

A gift of an alumnus and his wife. Awarded to student enrolled in the Applications of Modelling in the Natural and Social Sciences (AMINSS) program.

Morton – Indigenous Studies Graduate Scholarship

Established in 2003 by Honorary Degree recipient and former president and CEO of Quaker Oats of Canada, David L. Morton and Professor Emerita, Patricia Morton. Preference will be given to students of aboriginal heritage.

Harley Richards Cummings – Canadian Studies Graduate Scholarship

A gift of his wife, Shirley, honours Harley, a respected educator in the Ottawa public schools and author of *Early Days in Haliburton*.

John Henry Wadland – Canadian Studies Graduate Scholarship

Established to honour the work of Professor John Wadland and recognize his leadership and commitment to the field of Canadian Studies. The recipient is in the first year of the Canadian Studies Ph.D. program and may continue the scholarship in their second year subject to academic performance.

GRADUATE SCHOLARSHIPS – INTERNAL

Trent University offers a number of graduate scholarships, awards and bursaries. All new students entering the University are automatically considered for internal awards. No separate application is required. All University scholarships/awards may be held in conjunction with awards from outside agencies when conditions permit.

Graduate Teaching Assistantships (GTAs)

The Office of Graduate Studies, acting on the recommendations of the Graduate program directors, awards a number of assistantships to full-time graduate students each year. In return for the stipend involved, the students are required to work up to 10 hours per week (on average), generally assisting with some aspect of the undergraduate teaching program. The terms of employment are governed under the Collective Agreement with CUPE Local 3908, Unit 2 and Trent University. A full-time graduate student may be eligible for support for a maximum of four terms for students in a Masters program (eight terms for Ph.D.), normally spanning two (consecutive academic years (four – Ph.D.).

Ontario Graduate Scholarship (OGS) Program “Institutional Awards”

The province of Ontario may provide OGS institutional awards tenable only at Trent University. Only first- and second-year Master's and/or Doctoral students may hold awards. In order to be eligible, a student must meet the eligibility criteria and fulfill all scholarship conditions applicable to candidates in the open OGS completion. Nominees can be those who were on reversion or unsuccessful in the open competition, or have not yet applied. Students who were unranked for an OGS are not eligible. Institutional awards held at Trent are finalized after results of the open OGS competition are known.

Ontario Graduate Scholarships in Science and Technology (OGSST)

The Ontario Graduate Scholarships in Science and Technology (OGSST) are designed to reward excellence in graduate studies in the areas of science and technology. The scholarships consist of funding from the Ontario Ministry of Training, Colleges and Universities (MTCU) matched by private sector support to the university. Each OGSST will have a value up to \$15,000 annually, or \$5,000 per term. Recipients may not hold other major provincial or national awards. Students must be Canadian citizens or permanent residents, be enrolled in full-time research graduate programs (masters or doctoral level) in science and technology (Watershed Ecosystems, or Applications of Modelling in the Natural and Social Sciences), and exhibit overall academic excellence.

Selection of award winners will be made annually by an Awards Subcommittee of the Committee on Graduate Studies. Award information and application forms are available online at www.trentu.ca/graduatestudies/scholarship.php. The application deadline is normally within the first two weeks of February.

Governor-General's Academic Gold Medal

Awarded to the graduate student who achieves the highest academic standing among those who are convocating, on the recommendation of the Committee on Graduate Studies based on nominations from the graduate programs. Presented each year at Convocation.

Sandi Carr Graduate Scholarship in Anthropology

Established by the Office of Research & Graduate Studies in honour of Sandi Carr, Graduate Studies Officer upon the occasion of her retirement from Trent University. Awarded annually to a deserving graduate student enrolled in the Anthropology M.A. program.

Edwin William Curtin and Irene Elizabeth Curtin Graduate Scholarship

Awarded to a graduate student with preference given to a student in the Watershed Ecosystems program engaged in research in Environmental Science. This fund and a fund for the Bata Library are bequests in the Will of Irene Elizabeth Curtin. The process to obtain this fund is by application.

French American Charitable Trust Scholarship

Established by The French American Charitable Trust in Bermuda. Awarded to a student enrolled in the Watershed Ecosystems Ph.D. program. The process to obtain this fund is by application.

Indigenous Studies Ph.D. Scholarships

Awarded to students with high academic standing in the Indigenous Studies Ph.D. program. Students will automatically be considered for these scholarships upon application to the program.

R. B. Johnston Fund for Archaeology

The gift of an anonymous donor, this fund recognizes the contribution of the late Prof. Richard B. Johnston to Ontario archaeology. The fund supports thesis research by graduate students in the Anthropology graduate program. Projects in the archaeology of northeastern North America are preferred, and one or more grants are awarded annually.

Eugene Kuzmin Graduate Scholarship

A gift from the Estate of Eugene Basil Kuzmin of Bobcaygeon. This scholarship is awarded to a deserving student in any graduate degree program.

Malicorne Graduate Scholarship in Modelling

A gift of an alumnus and his wife. Awarded to student enrolled in the Applications of Modelling in the Natural and Social Sciences (AMINSS) program.

Ian and Margo Nelson Graduate Scholarship in Canadian Studies

Named in memory of Ian and Margo Nelson by their parents Gayle and John Nelson. Awarded to a Ph.D. student in Canadian Studies with a special interest in the history and development of Ontario.

Quaker Oats Company of Canada Limited Graduate Scholarship Program in Canadian Studies

These scholarships were established by the Quaker Oats Company of Canada Ltd. Awarded to a deserving student entering the first year of the Canadian Studies Ph.D. program.

Quaker Oats Company of Canada Limited Graduate Scholarship Program in Native Studies

These scholarships (two per year) were established by the Quaker Oats Company of Canada Ltd. Awarded to a deserving student entering the first year of the Indigenous Studies Ph.D. program.

John Henry Wadland – Canadian Studies Graduate Scholarship

Established to honour the work of Professor John Wadland and recognize his leadership and commitment to the field of Canadian Studies. The recipient is in the first year of the Canadian Studies Ph.D. program and may continue the scholarship in their second year subject to academic performance.

David and Joyce Woods Graduate Scholarship

Established by their children and friends to honour David M. Woods, chairman of the Board of Governors of Trent University from 1975 to 1980, and his wife, Joyce Woods. Awarded to a student enrolled in the Watershed Ecosystems master's program. This was the first graduate scholarship to be established at the University. The process to obtain this fund is by application.

STUDENT SERVICES

Graduate Students' Association

All registered graduate students, full- or part-time and including those enrolled under the Trent/Queen's agreement, become, by virtue of the fee paid, a member of the Graduate Students' Association (GSA). This association exists separately from the Trent Central Student Association (TCSA). The executive, which organizes social and informal academic events, consists of elected officers (president, vice-president, treasurer, secretary, communications officer and senator) and two social directors. Elections take place yearly in April. Graduate students are also represented on the University Senate, Aboriginal Education Council and Graduate Studies, as well as on the committees on Animal Care, Computer Services, Library Services, Interactive Learning Centre, Nature Areas, Technology for Teaching and Learning, Health and Safety, Human Rights, Special Appeals, Educational Development, and Colleges and Student Services. In addition, there are GSA representatives on several important temporary committees and awards committees, such as Teaching Awards, Research (NSERC and SSHRC) and Distinguished Research. Those interested in serving either on the GSA executive or on one of the committees should contact the current GSA executive at gsa@trentu.ca. Please see the GSA website for a complete list of positions available.

Conference fee allowances are made available through the GSA on a semesterly basis.

The aim of these programs is to enhance the social and academic life of graduate students at Trent University by providing opportunities to communicate with each other, and with the entire University Community about issues of particular interest to graduate students.

The Current executive welcomes the participation and assistance of all members.

Off-Campus Housing

The Housing Services Office at Trent University maintains an up-to-date list of rental housing in the Peterborough area. This information can be accessed by visiting their website at www.trentu.ca/housing. There are also a small number of apartments available for graduate students at the Traill campus in apartment style residences. For further information about anything related to housing and residence, please visit the website, or call (705) 748-1011 ext. 5127.

College Affiliation

Every student is required to have a college affiliation at Trent. All graduate students are normally associated with Traill College. The college sponsors guest lectures, and social activities, and have common areas and other facilities for graduate students.

Other Services and Facilities

Full descriptions on colleges, athletics, health service, computing facilities and the Thomas J. Bata Library are to be found elsewhere in this Calendar or Trent's website (www.trentu.ca).

For further information please contact

The Office of Graduate Studies:

Telephone: (705) 748-1011 ext. 7245

E-mail: graduate@trentu.ca

ACADEMIC REGULATIONS

Master's and Doctoral Degree Regulations

Registration

By registering and paying fees, students assume responsibility for understanding and abiding by the regulations and procedures included in this Calendar. Moreover, it is the student's responsibility to establish and maintain regular communication with their thesis/dissertation supervisor. Students should also refer to the Graduate Student Handbook available through the Graduate Studies website at www.trentu.ca/graduatestudies/forms.php.

Students whose applications for admission to graduate study have been approved for full- or part-time study and all continuing graduate students should register by the dates recorded in the Graduate Calendar. Graduate students, full- or part-time, proceeding to a degree must maintain continuous registration in each successive term from the time of initial admission until the end of term during which the requirements for the degree are completed (i.e. successful defence and submission of thesis copies to the Office of Graduate Studies) unless on an approved leave of absence.

Failure to Register

Graduate students are required to maintain continuous registration in their graduate programs. Students who fail to register or re-register by the published deadlines and have not been granted an official leave of absence, will be withdrawn from their program.

For subsequent reinstatement, the student must make an application for readmission to the Office of Graduate Studies including the \$75 application fee, after which the program must make a written recommendation, outlining any academic conditions which it deems necessary.

Full-time, Part-time and Inactive status

A graduate student may have active full-time, active part-time, or leave of absence status while enrolled.

Full-time

A full-time student is one who:

- (i) is pursuing studies as a full-time occupation;
- (ii) is designated by the University as a full-time graduate student
- (iii) is geographically available and visits the campus regularly
- (iv) is not regularly employed within the University for more than an average of 10 hours per week for any period for which he/she is registered as an eligible full-time graduate student, and
- (v) in the light of the foregoing identifies him/herself as a full-time graduate student.

Notes

- It is understood that a graduate student may be absent from the University while still under supervision (e.g., visiting libraries, attending a graduate course at another institution, doing field work). If such periods of absence exceed four weeks in any term written approval must be obtained by completing the Request for Extended Leave form found at www.trentu.ca/graduatestudies/forms.php. Approvals must be obtained from the Graduate Program Director and the Graduate Studies Officer. Irrespective of this provision, a student conducting experimental work in an external laboratory would not normally be considered as a full-time student except by written permission of the Graduate Studies Officer upon recommendation of the supervisor.
- If the student is employed on a Graduate Teaching Assistantship, the terms of employment are governed under the Collective Agreement with CUPE Local 3908, Unit 2 and Trent University. This agreement can be found at www.trentu.ca/humanresources/labour.php.
- Students who at any time cease to meet all of the criteria for full-time status, but are in good standing and wish to continue with their studies, must change to part-time status, where permitted by the program. If this change in status takes place during a term, adjustments to time limits and fees are made effective from the start of the next term. Such a change requires the written consent of the student's supervisor and Graduate Program Director.

Part-time

Note

- Financial circumstances alone are not grounds for a change from full-time to part-time status.

Graduate students requesting "part-time" status:

- (i) must be those employed on a full- or part-time basis (requiring a letter from their employer(s) to indicate a minimum 20 hour work week);
- (ii) Employment with a student's supervisor will not normally be considered a basis for conversion from full time to part time status. Exceptions to this requirement must be approved by the Dean of Graduate Studies.
- (iii) must be those unable to attend on a full-time basis because of documented circumstances or responsibilities (e.g., child care, disability).
- (iv) may not register in more than one half the prescribed full-time program course requirements or equivalent per year.
- (v) must note that two years of part-time study shall be deemed equivalent to one year of full-time.

Students requesting a transfer from full- to part-time status must complete and submit the Request to Transfer to Part Time Status and obtain approvals from his/her supervisor and Graduate Program Director because of the commitment to provide an extended period of supervision.

Requests for change of status are made effective from the start of the next term (as above). Requests will not be approved retroactively.

Leave of Absence

Students who have valid reasons for not registering for a term may apply for a leave of absence (up to a maximum of three terms) by:

- (i) completing a Leave of Absence form and submitting it to the Graduate Studies Officer along with their current student card
- (ii) submitting a statement from their thesis/dissertation supervisor that the student will not be on campus (involved in activities related to graduate courses or the thesis) for the duration of their leave of absence, will receive no supervision and will not use any university facilities (i.e., library, laboratories, computer centre, or receive any type of supervision through correspondence). The statement, which must be forwarded to the Graduate Studies Officer, must confirm that no thesis work of any kind will be pursued during the leave.

A leave of absence, if granted, will be for up to a maximum of three terms (or one calendar year), beyond which the student must re-enrol or will be withdrawn from their program of study. Students on a leave of absence are not eligible to receive any funding from the university during the absence.

The student is required to re-apply, together with a \$75 readmit fee, when ready to resume studies and will be assessed the annual tuition fees at the time of re-entry. There will be a minimum period of registration beyond the leave of absence equal to one term (even if degree requirements are met before that date).

Requests for a leave of absence must be received prior to the registration deadline of the term to be effective for that term. Requests received after the registration deadline will only become effective in the following academic term. Requests cannot be approved retroactively.

Students who request a leave of absence and subsequently withdraw the request will be charged a \$25 administration fee to resubmit the request.

Parental Leave

Students may request a parental leave for up to three terms (or one calendar year). In the case that both parents are graduate students at Trent University the leave may be taken by one parent or shared between both to a maximum of three terms total. Parental leave is separate from, and may be taken in addition to, a standard leave of absence.

Time Limits

Time limits listed here are the maximum allowed for all graduate programs at Trent University. Individual programs may have their own time limit regulations. Please see the program sections for details.

The maximum time allowed to complete all requirements for the Master's degree (thesis-based) from initial registration is three years for a full-time candidate or five years for a part-time candidate. The maximum time allowed to complete all requirements for the Doctoral degree from initial registration is five years for a full-time candidate or nine years for a part-time candidate. (Note: see regulations pertaining to full-time/part-time status.)

When students change status from full-time to part-time (or vice-versa) the time remaining to complete degree requirements will be adjusted with one term of full-time study being equivalent to two terms of part-time study. Such adjustments will take effect at the start of the next term. In all cases, the total time to complete all degree requirements will not exceed five years (Master's) or nine years (Doctoral).

In the case of full-time students, the completion of course work is an absolute requirement by the end of two years (Master's), or three years (Doctoral) in order to continue in the program. Ph.D. students should complete their comprehensive and qualifying exams within two years of beginning their studies, or within the time frame outlined in the program requirements.

Extension of Time Limits

No extensions of the prescribed time limits will be granted except under extraordinary circumstances. In such instances, a Time Limit Extension Request form must be completed by the student in consultation with the supervisor and submitted to the Graduate Program Director. If the director supports the request, a recommendation will be referred to the Dean of Graduate Studies for approval.

Withdrawal from the University

A student who wishes to withdraw from the University must send a signed, dated letter to the Office of Graduate Studies, copied to the Graduate Program Director and the thesis/dissertation supervisor.

Once the Office of Graduate Studies is in receipt of the letter of withdrawal, along with a current student card, fees will be adjusted accordingly (following Trent University's Graduate Refund Schedule).

A student who withdraws without providing a letter will not be eligible for any refund of fees paid nor exemption from fees.

Students who withdraw or change their status to part-time before the end of term will be required to repay any scholarship funds previously paid to the student.

The Trent Graduate Student Identification card must be returned to the Office of Graduate Studies at the time of withdrawal.

Readmission

A student who has withdrawn in good standing, may apply for readmission using the Application for admission form. An updated plan of study will be required. Students will be considered on an individual basis and will require the approval of the program Director and Supervisor. Further course work may be required depending on length of absence and/or program requirements. Students should also consult their individual program regulations for re-admission.

Supervision

A supervisory committee for each graduate student in a thesis-based program shall be named by the graduate program to which the candidate is admitted. It shall consist of the thesis supervisor and at least two other faculty members who meet the Office of Graduate Studies and the program requirements, with the supervisor as committee chair.

The role of the committee shall be:

- (i) to ensure that reasonable progress is being made by the student in his/her research and course work. The supervisor shall submit a report on this progress to the Graduate Studies Officer at the end of each Winter session.
- (ii) to approve the thesis/dissertation topic and any prescribed work.
- (iii) to recommend to the Graduate Studies Officer appropriate action (withdrawal, further research, or course work) in light of the student's progress.
- (iv) to suggest the membership of the thesis examining committee when the final draft of the thesis/dissertation is in hand.

If a student's supervisor expects to be absent from the University for an extended period of time (i.e. two months or more) it is his/her responsibility either to make suitable arrangements with the student and the program for the continued supervision of the student, or to request the program to appoint another supervisor. Such arrangements must be communicated in writing to the student with a copy to the Dean of Graduate Studies before the supervisor leaves the University.

Guidelines for graduate programs, graduate students, faculty and the Committee on Graduate Studies are included in the *Graduate Students' Handbook* downloadable from the following website: www.trentu.ca/graduatestudies/forms.php.

Academic, Research and Thesis/Dissertation Requirements

A candidate for a Master's degree will undertake research and write a thesis, or complete a major research paper, or internship as required by the program. A candidate for a Ph.D. degree will undertake research and write a thesis. In the thesis, students should give evidence that they have made a logical and intelligent approach to the selected problem and the language of the thesis/dissertation should be clear and precise. The thesis should be as original as possible. However, the goal of originality should not be stressed to the extent that it precludes the examination of old subjects in new ways; nor should it elevate the "undone" for its own sake, lest the obscure and trivial be emphasized. Note: All research conducted under the auspices of Trent University by faculty, staff, or graduate students, funded or unfunded, that involves human subjects require approval by the Research Ethics Committee of Trent University. Research Ethics guidelines are published on the Research Office website at www.trentu.ca/research/studentsandscholars.php

Although a thesis/dissertation may be submitted at any time, candidates should note the thesis submission deadlines for the Spring convocation in the academic Calendar.

Courses

A student will be required to obtain a second class standing (B-/70 percent) in all required graduate courses. A program may prescribe additional graduate courses and the student may be required or permitted by the program to take courses in addition to those prescribed for credit. Subject to a review of the candidate's competence in his/her major subject, a candidate may be permitted to take one course in another department/program.

Undergraduate Courses Taken for Graduate Credit

The number of undergraduate courses or combined courses in which undergraduate students predominate cannot exceed 1/3 of the total course requirement for the degree.

Course Registration, Adding or Dropping Courses

All students must register for courses by the start of each academic term. Any subsequent course changes (Add/Drop) during the academic year must be submitted to the Office of Graduate Studies.

Audit Policy for Graduate Students

Upon the recommendation of his/her supervisor, and with the permission of the Graduate Studies Officer, a graduate student may register to audit the equivalent of one full-credit course in any graduate or undergraduate program at Trent University without being assessed any additional fees. Courses taken for audit will not count for credit towards the student's graduate degree program, nor will the student be allowed to write final examinations or receive grades for courses which are audited. Courses which are audited will be recorded on the student's transcript and the term "AUD" will appear in lieu of a grade. It is the student's responsibility to obtain permission from the course instructor to audit.

Grading System for Courses

The minimum passing grade for required graduate courses is second class standing (B-/70%). Since June 1982, the following grading scheme has been in effect:

A+ 90 – 100	B+ 77 – 79	F 0 – 49
A 85 – 89	B 73 – 76	
A- 80 – 84	B- 70 – 72	

In addition to the above, the following symbols may also be used on grade reports. These symbols are also used on the academic transcript of students: AEG (Aegrotat Pass); D (Course Dropped); AUD (Audit Course); WDN (Withdrawn); INC (Incomplete); INP (In progress); PASS (pass); PWD (pass with distinction); SAT (satisfactory) or UNST (unsatisfactory).

Aegrotat Standing and Incomplete Standing

Petitions for special consideration because of sickness or misfortune at any time during the academic session should be sent to the Graduate Studies Officer as soon as possible, together with medical certificates or other evidence. The University may grant aegrotat standing or permission to write special examinations, but because aegrotat standing must be based on the achievements of the student throughout the whole of the academic year, it is not appropriate to request such standing as a result of prolonged illness. (see also withdrawal section.)

Incomplete standing will be granted only in cases where a student is unable to complete in proper time the work requirement of a course for reasons beyond the student's control such as illness, physical or emotional disability, loss of or damage to work already completed or in progress, or adverse seasonal effects on field or laboratory projects. Failure by a student to organize the workload in a course will not in itself be considered an adequate reason. Students wishing temporary incomplete standing at the end of a course must petition through the program involved and, where possible, properly support and document the reasons.

The deadline for submission of final grades for incomplete courses is August 31 for full courses and Fall and Winter half courses, and December 31 for Summer courses. Any further extensions must be recommended by the program director and approved by the Dean of Graduate Studies.

Incomplete standing should not be confused with aegrotat standing, which applies only in cases where students are unable, through similar physical or emotional disability, to write or perform in final examinations.

Academic Dishonesty Policy

See p. 21.

Language Requirement

M.A. and Ph.D theses/dissertations will be written and defended in English (or in French, subject to individual program's policy/practice), unless the Dean of Graduate Studies, acting on the recommendation of the Director of the Graduate program involved, grants an exception to this rule. The Dean must take into account:

a) the relevance of this language to the content of the thesis/dissertation, and b) the availability of Trent graduate faculty members fluent in the language (both verbal and written) who can supervise the thesis/dissertation, and c) the availability of External and Internal Examiners fluent in the language (both written and verbal) who can effectively participate in the thesis/dissertation examination. Application to defend in a language other than English or French must be submitted

to the Dean of Graduate Studies by the Graduate Program Director at least one (1) year in advance of the proposed date of the thesis/dissertation defence. In any case, the Title and Abstract of the Thesis/Dissertation must also be provided in English.

Grade Reports

Grades for course work will be submitted by the program within two months of completion of the course.

Unsatisfactory Work

On the recommendation of the program, approved by the Dean of Graduate Studies, a student whose work is unsatisfactory may at any time be required to withdraw from the University. Students should note that individual programs may have criteria beyond those listed below. Please refer to the program section of the calendar for further details.

Unsatisfactory work includes the following:

- course work receiving a final grade lower than B- (70%)
- course work not completed within the specified timeframe
- failure to maintain satisfactory progress in research and/or thesis work as determined by the supervisory committee.

Appeals

Appeals procedures for graduate students parallel those for undergraduates. (p. 21, 25). In general, the procedures emphasize consultation and co-operation among the individuals most intimately concerned with any problem, while still allowing for an impartial review of difficult cases. Thus, problems concerning individual courses should be discussed first with the instructor, those concerned with course programs should be discussed with the student's supervisory committee, and problems with the application of program or University regulations should be brought to the attention of the Graduate Program Director and the Graduate Studies Officer. A review is accomplished by the impartial body with the best knowledge of the particular problem, e.g., the Graduate Program Director, an ad hoc appeals panel of the Committee on Graduate Studies, or, in exceptional cases, the Special Appeals Committee.

Ontario Visiting Graduate Student Plan

Under certain circumstances it is permissible for a student admitted to a degree program and registered at one Ontario university to enroll in approved credit courses at another university. Credit will be granted only if written permission is received from the Dean of Graduate Studies www.trentu.ca/graduatestudies/forms.php

Principles Governing Submission and Examination of Theses/ Dissertations

1. Submission of thesis/dissertation for examination

- 1.1 Depending on program requirements at least four copies of the thesis/dissertation, typed in conformity with Appendix VI of the current *Graduate Students' Handbook*, shall be deposited with the Graduate Program Director.
- 1.2 Supervisory Committee members shall review a complete typed version of the thesis/ dissertation and send a signed "Pre-Exam" form to the Graduate Program Director verifying that the thesis/dissertation is of sufficient quality to proceed to formal examination.

2. Examining committee

- 2.1 After the supervisory committee has confirmed that the thesis/dissertation may proceed to examination, the supervisor identifies three potential external examiners to participate in the thesis examination and defence. The Examining Committee is named by the Graduate Program Director, in consultation with the Dean of Graduate Studies, and the date, place and time of the defence determined.
- 2.2 The Examining Committee consists of a chair plus three to five members, of whom at least one must be from outside the university. In exceptional circumstances and with approval from the Dean of Graduate Studies, the requirement for an external examiner may be waived for a Master's defence and an additional internal examiner will be appointed. See 4.3
- 2.3 The candidate's supervisor is a member of the Examining Committee and any or all members of the Supervisory Committee may be named as members of the Examining Committee, subject to the policy of the program concerned.
- 2.4 The external examiner must not have any affiliation with the university or the candidate that might be construed as creating a conflict of interest.

3. Thesis/dissertation examination

- 3.1 Copies of the thesis/dissertation shall be distributed amongst the Examining Committee by the Graduate Program Director *at least three weeks* before the scheduled date of the oral, along with a covering letter from the Graduate Dean explaining the status of the thesis and the range of options for its disposition.
- 3.2 A "Pre-Oral Defence" form is supplied on which each examiner should verify whether they recommend that the oral examination should proceed. These forms must be returned to the Graduate Program Director at least one week before the scheduled date of the oral.
- 3.3 A negative response by any member of the Examining Committee will result in cancellation of the defence and return of the thesis to the student and supervisory committee.

4. Defence

- 4.1 The thesis/dissertation will be defended by the candidate in an oral examination before the Examining Committee. In the examination candidates will be required to give evidence that they have a thorough knowledge of the field in which they have been working.
- 4.2 Every attempt shall be made to schedule the defence within a period of no fewer than three, and no more than six, weeks from the date of approval of the submitted thesis by all members of the Supervisory Committee (see 1.2).
- 4.3 All graduate thesis/dissertation defences will be conducted on the Trent Campus with the examining committee and the candidate physically present at the examination. The Dean of Graduate Studies, acting on the recommendation of the director of the graduate program involved will permit some members of the examining committee and/or the candidate to participate by video or teleconference. Requests for this exam status must be submitted by the Program Director to the Dean of Graduate Studies in advance of thesis/dissertation defence. In extraordinary situations for a Master's degree, where neither in person or videoconference examinations are possible, an external examiner may be asked to review the thesis and provide a detailed written assessment of the thesis and questions that will be asked during the defence by the examination chair. Where none of the above options is possible the Program Director may petition the Dean of Graduate Studies for permission to use a second internal examiner, in lieu of an external examiner. This option is only available for Master's degrees.
- 4.4 The Examining Committee, and the defence examination, will be chaired by a person appointed by the Graduate Program Director.
- 4.5 A quorum consists of the external and two other members of the examining committee, not including the chair.
- 4.6 The parties concerned may agree upon a postponement and the examination rescheduled as soon as possible. If the external examiner cannot be present, the defence is postponed automatically unless arrangements can be made to the satisfaction of the Graduate Dean. The candidate shall not be penalized unduly by a postponement.
- 4.7 Subject to the policy of individual graduate programs, any member of the university is free to attend an oral thesis defence examination.
- 4.8 The chair will give priority to questions from members of the Examining Committee, and will adjourn the examination when the Examining Committee decides that further questioning is unnecessary.
- 4.9 The deliberations of the Examining Committee are held in camera. That is to say, only appointed members of the Examining Committee are present at this stage.
- 4.10 It is the responsibility of the chair to see that a report on the examination is prepared before the committee adjourns.
- 4.11 The voting is to be based on a simple majority.
- 4.12 Five recommendations are open to the Examining Committee:
 - (i) the thesis is approved as it stands, or
 - (ii) the thesis is approved provided certain minor revisions are made, or
 - (iii) the thesis is approved provided certain major revisions are made, or
 - (iv) the thesis is not approved as it stands but may be resubmitted, and re-examined by some or all of the Examining Committee (this may or may not involve another oral defence), or
 - (v) the thesis is not approved.

- 4.13 If revisions are required, each member of the Examining Committee must provide a written list of required revisions to the Graduate Program Director immediately following the oral. Minor revisions are defined as corrections which can be made immediately to the satisfaction of the supervisor. Major revisions are defined as corrections requiring structural changes, or other substantive revision. When a thesis is accepted with major revisions, a precise description of the modifications must be included with the Examining Committee's report. It is then the responsibility of the candidate's supervisor to demonstrate to the Examining Committee that the required revisions have been made.
- 4.14 If the Examining Committee is not prepared to reach a decision concerning the thesis at the time of the thesis defence, it is the responsibility of the chair to determine what additional information is required by the committee to reach a decision, to arrange to obtain this information for the committee, and to call another meeting of the committee as soon as the required information is available. It is also the chair's responsibility to inform the candidate that the decision is pending.

5. Final submission

- 5.1 The Graduate Program Director, in consultation with the thesis supervisor, must verify that appropriate corrections have been made, and then submit a summary report of the thesis defence and examination to the Office of Graduate Studies.
- 5.2 An approved thesis/dissertation may be submitted at any time following the oral defence. However, candidates wishing to graduate at Spring convocation should refer to the deadlines for submission of final copies of successfully defended thesis/dissertation. Candidates not meeting these deadlines are required to re-register until the thesis has been formally submitted and approved by the University.
- 5.3 The formal submission of the thesis/dissertation to the University is made to the Graduate Studies Officer. At this point, the thesis should be in its final typed version, but only the original copy should be submitted. The Graduate Studies Officer checks through the thesis/dissertation with regard to format. If there are any discrepancies in format, the student will be contacted by the Graduate Studies Officer.
- 5.4 After the thesis/dissertation has been formally approved, the candidate submits the required copies and pays the cost for binding and microfilming.

6. Microfilming of thesis/dissertation

- 6.1 When the thesis is submitted, the candidate is required to complete a "Non-Exclusive Licence to Reproduce Theses/Dissertations" (Form NL/BN91 [90-09]). This gives consent for the thesis to be microfilmed by the National Library of Canada. There is a fee for this service and the candidate is billed for this at the time the final approved thesis/dissertation is submitted.

7. Binding of thesis/dissertation

- 7.1 Theses must be bound in Trent green with front cover and spine writing in gold. Binding arrangements are made through the Office of Graduate Studies. Students are required to pay binding and microfilming costs at the time of final submission. The thesis/dissertation will not be sent for binding or microfilming until fees have been paid.

8. Copyright regulations

- 8.1 For information concerning thesis/dissertation borrowing and copyright law, please refer to Appendix IV of the current *Graduate Students' Handbook*, available through the Graduate Student portal or on the website: www.trentu.ca/graduatestudies/forms.php

Notes

- Arrangements and expenses for typing the thesis are the responsibility of the student.
- Subject to the approval of the program concerned, a candidate may write his/her thesis/dissertation and be examined in French.
- The current *Graduate Students' Handbook* available through the Graduate Student Portal or on the Graduate Studies website: www.trentu.ca/graduatestudies/forms.php, includes a detailed guide on the preparation of theses/dissertations.

PROGRAMS

M.A. Program in Anthropology

Telephone: (705) 748-1011 ext. 7851

E-mail: anthrograd@trentu.ca

Fax: (705) 748-1613

Web: www.trentu.ca/anthropologyma

The M.A. program in Anthropology is focused on the field of archaeology, ethnohistory, and art. Areas of concentration within the program include: 1) the archaeology and ethnohistory of Canada, Mesoamerica, South America and the US Southwest; Old World prehistory; ancient Mediterranean archaeology; archaeology of the ancient Roman world; archaeological method and theory; Canadian historical archaeology; and public archaeology; 2) the intersections of art with issues of gender, identity, beliefs and social organization. In addition to providing a thorough grounding in anthropological theories and research methods as a preparation for continuing study at the Ph.D. level, our program produces graduates with sufficient depth and breadth of outlook to meet the need for resourcefulness, versatility and adaptability in modern society.

Graduate Program Director

G. Iannone, B.A. (Simon Fraser), M.A. (Trent), Ph.D. (London)

Faculty and Research Areas

Anthropology

J. Conolly, B.A. (Toronto), M.A., Ph.D. (London), *GIS and archaeoinformatics, origins and spread of agriculture, settlement and landscape archaeology, European and Mediterranean prehistory.*

P. F. Healy, B.A. (California-Berkeley), M.A., Ph.D. (Harvard), *complex societies, agriculture, mortuary practices, settlement, trade and exchange, ceramics, art and architecture, New World archaeology, Mesoamerica (esp. Maya), Lower Central America and the Caribbean.*

G. Iannone, B.A. (Simon Fraser), M.A. (Trent), Ph.D. (London), *archaeological method and theory, archaeology and popular culture, archaeotourism, inequality, early civilizations (comparative), "collapse", Mesoamerica (esp. Maya), New World archaeology.* **S. M. Jamieson**, B.A. (McMaster), M.A. (Manitoba), Ph.D. (Washington State), *lithic analysis, interaction and postcolonial theory, historical archaeology, Northeastern and Boreal archaeology (on sabbatical winter 2009).*

A. Keenleyside, B.A. (McMaster), M.A. (Alberta), Ph.D. (McMaster), *bioarcheology, palaeopathology, palaeonutrition, Greek and Roman populations, Black Sea, Mediterranean.*

R. I. Lohmann, B.A., M.A., Ph.D. (Wisconsin-Madison), *ethnology, psychological anthropology, religion, cultural dynamics, dreaming, imagination and perception, Melanesia.* **M. Munson**,

B.A. (Miami, Ohio), M.A., Ph.D. (New Mexico), *gender, group identity, power, rock art, ceramics, archaeology and art of the US southwest, Aboriginal art of North America (on sabbatical 2008-*

09). **J. R. Topic**, B.A., M.A., Ph.D. (Harvard), *archaeology, ethnohistory, complex societies, spatial analysis, Peru, South America.* **J. Williams**, B.A. (McMaster), M.A. (Western), Ph.D. (Calgary), *bioarcheology, paleonutrition, stable isotopes, health, Peru, South America, Mesoamerica.*

Ancient History & Classics

H. Elton, B.A. (Sheffield), Ph.D. (Oxford), *field survey, Anatolia, Roman and late Roman political and military history and the regions of Cilicia and Isauria in Southern Turkey.* **J. Moore**, B.A. (Wilfrid Laurier), M.A., Ph.D. (McMaster), *religious and funerary practices, archaeology of the Roman economy (particularly through ceramics), archaeology of ancient north Africa.*

Adjunct Faculty and Research Areas

C. Oberholtzer, M.A. (Trent), Ph.D. (McMaster), *Aboriginal art, Subarctic, Cree.* **D. M. Pendergast**, B.A. (California-Berkeley), Ph.D. (UCLA), *historic archaeology, museology, Maya archaeology – Belize and Caribbean.*

D. R. Stenton, B.A. (Windsor), M.A. (Trent), Ph.D. (Alberta), *archaeology of inland hunting systems, Thule culture, winter demography in Upper Frobisher Bay.* **P. L. Storck**, Ph.D.

(Wisconsin), *environmental archaeology, archaeological theory, typology, replicative flint knapping and lithic technology, ethnoarchaeology of hunter-gatherers and related site formation processes, peopling of the New World, paleo-Indian cultures.*

Regulations

The general regulations and requirements of Trent University for the M.A. degree apply to graduate study in Anthropology. Students are admitted to the program once a year for studies beginning in the following September. Applications should be received by February 1st to be considered for admission and funding. To be eligible for admission, the applicant must possess a joint or single Honours B.Sc. or B.A. degree or equivalent in Anthropology or a related field, with an average of

at least an upper second class standing (B+, 77%) in the work of the last four semesters or the last two undergraduate years (full-time equivalent). Applicants to the program are expected to have a foundation in appropriate research methodology. They may be required to take an undergraduate course deemed necessary to their program of graduate study, e.g., ANTH 300 or 310 or ANTH – CAST – INDG 253.

Candidates who have fulfilled the admission requirements will be required to take at least three graduate courses, including either ANTH 5000 or ANTH 5100 and normally ANTH 5500. Full-time students are normally required to complete these courses in their first year of study; part-time students are normally required to complete their course work in the first three years of study. The number of undergraduate courses allowed for credit at the graduate level cannot exceed 1/3 the number of required courses for the program. In consultation with their supervisors students also select and research a problem on an approved topic within one of the areas of concentration listed above, present a research proposal in the program colloquium, and write a thesis on this research. Students are subject to a review of their performance in the beginning of the winter session of each academic year. Candidates must maintain at least a second class standing in their work and must pass an oral examination in defense of their thesis. There is no formal language requirement but the supervisory committee will require each student to demonstrate (to the satisfaction of the supervisor) an acceptable capacity to read in a language or languages considered necessary for purposes of research. In addition, students may be expected to show adequate background knowledge in a related discipline, e.g., art history. Expected time to completion for the Anthropology M.A. program is two years for full-time, four years for part-time.

Unsatisfactory Work

In all course work the lowest passing grade is a B- (70%). A final grade standing at less than a B- level will be assigned a grade of F and will preclude continuation in the Anthropology Graduate Program. Unsatisfactory thesis work, which includes lack of progress in research, thesis or portions of a thesis not submitted within a certain timeframe, or not meeting an approved plan of study, will also preclude continuation in the Anthropology Graduate Program. In all of the above instances, for the student to be reinstated and allowed to re-register they must obtain permission from their supervisor and the graduate program director, and receive final permission from the Graduate Studies Committee.

FINANCIAL SUPPORT

Graduate Assistantships

All eligible full-time students admitted will receive financial support from a variety of sources including Research Fellowships and Graduate Teaching Assistantships (GTAs). The GTAs involve a maximum of four terms of teaching and related work within the department (normally spanning two consecutive undergraduate academic years).

External Funding

All students contemplating application to the M.A. program in Anthropology at Trent are urged to apply for an Ontario Graduate Scholarship (OGS) and/or a SSHRC/CGS Scholarship as well as to additional external (non-university) funding agencies. Application materials for OGS and SSHRC/CGS are available online and from the Office of Graduate Studies at Trent University.

Further Information

For further information write to the Director of the Anthropology Graduate Program.

COURSES AVAILABLE TO GRADUATE STUDENTS: ANTHROPOLOGY (ANTH)

Not all courses are available every year.

ANTH 5000 – Ethnographic method and theory

(Required for students not taking ANTH 510) An examination and evaluation of major theories and methods and their relationship to problems in social, cultural, and linguistic analysis and interpretation. Emphasis will be placed on the history of ethnological thought and its implications for the development of ethnology and anthropology as a whole. Excludes ANTH 500.

ANTH 5100 – Method and theory in archaeology

(Required for students not taking ANTH 500) An examination and evaluation of major theories and methods and their relationship to problems in archaeological analysis and interpretation. Emphasis will be placed on the history of archaeological thought and its implications for the development of archaeology and anthropology as a whole. Excludes ANTH 510.

ANTH 5200 – Selected themes in Canadian archaeology

Research-oriented investigations into the archaeological record of Central, Eastern and Northern Canada and adjacent areas. Topics will vary according to interests of staff and students, but will include a review and analysis of regional methodological and theoretical approaches. Excludes ANTH 520.

ANTH 5250 – Problems in North American archaeology

Research topics will vary according to interests of staff and students, but will focus on the culture history and process of a selected region. Emphasis will be placed upon methodological and theoretical approaches. Excludes ANTH 525.

ANTH 5300 – Problems in Mesoamerican archaeology

Review of the long and variegated history of human occupation in Mexico and Central America. Problems include the rise, the structure and the fall of complex societies, cultural ecology, the nature of cultural frontiers, and other related issues of Mesoamerican prehistory. Excludes ANTH 530.

ANTH 5350 – Archaeoinformatics

An intensive study of the method and theory of quantitative and computational methods in archaeology. Through practical instruction, seminars and self directed learning, students are provided with the opportunity to engage with topics that include the use of geographical information systems and spatial statistics, remote sensing, and agent-based modeling. Excludes ANTH 535.

ANTH 5400 – South American archaeology and ethnohistory

South American prehistory and ethnohistory with a focus on the development of social, political and economic organization in a wide variety of environments. Factors such as warfare, trade, migration, craft production, subsistence, ritual and ideology are considered. Emphasis is given to Central Andean civilizations, though other regions are considered. Excludes ANTH 540.

ANTH 5500 – Research design

(Normally Required) Course aims are to develop research skills. Readings, seminars, assignments and student presentations will focus on a number of topics, including: the nature of research, ethics, sampling, statistics and research design, writing skills, computer literacy, research and grant proposal formulation, publishing, collaborative research, peer review, and presentation of conference papers. Excludes ANTH 550.

ANTH 5550 – Selected themes in European prehistory

Selected themes in European Prehistory are addressed through readings, seminars and student presentations. Topics may vary according to students' interests, but will include: colonization of Europe; Neanderthal behaviour; origins of modern humans; Paleolithic and Mesolithic societies; origins and spread of farming; the Neolithic. Excludes ANTH 555.

ANTH 5600 – Paleoecology of the Americas

This course examines the biology and ecology of prehistoric populations in various environmental and cultural settings. Excludes ANTH 560.

ANTH 5650 – Advanced skeletal biology

The course will explore how and why past populations are reconstructed from skeletal samples, with emphasis on current theoretical and methodological issues in skeletal biology. Topics will include methods of age estimation, palaeodemography, growth and development, palaeopathology, dental anthropology, and chemical analyses of bones and teeth. Excludes ANTH 565.

ANTH 5700 – Cultural processes

Research topics will vary according to the interests of staff and students, but will focus on dynamic aspects of learned thought and behaviour patterns in social and cultural contexts. Excludes ANTH 570.

ANTH 5750 – Word and image in cross-cultural perspective

An exploration of relationships between visual and verbal systems of communication from the Upper Paleolithic to the postmodern West. The course aims to delineate and account for cross-cultural similarities and/or differences in especially visual narratives, whether in meaning or function these be mythical, historical, legendary, biographical, liturgical, self-expressive or propagandistic. Excludes ANTH 575.

ANTH 5800 – Anthropology of art, architecture and material culture

This course examines the development, character and interpretation of art and architecture in cross-cultural perspective. Subjects vary from year to year but usually emphasize prehistoric and historic Aboriginal North America and rock art worldwide. Excludes ANTH 580.

ANTH 5850 – Public archaeology

This course is designed to provide the student with a detailed understanding of the issues surrounding public archaeology, a topic which, when viewed in its broadest sense, encompasses two general areas of inquiry: 1) the commodification of the past (e.g., heritage management and archaeotourism); and, 2) archaeology and popular culture. Excludes ANTH 585.

ANTH 5900 – Special topics

Occasional offerings in response to student interest and faculty availability. Excludes ANTH 590.

M.Sc. and M.A. Program in Applications of Modelling in the Natural & Social Sciences

Telephone: (705) 748-1011 ext. 7715

E-mail: aminss@trentu.ca

Fax: (705) 748-1652

Web: www.trentu.ca/aminss

Applications of Modelling in the Natural & Social Sciences is an interdisciplinary program which provides for study towards an M.Sc. or M.A. degree in the application of techniques and theory of modelling in the natural sciences and social sciences. It encompasses the following traditional disciplines: Chemistry, Computing & Information Systems, Economics, Environmental Science, Geography, Mathematics, Physics & Astronomy and Psychology. The program is designed to overcome some of the barriers to interdisciplinary collaboration by bringing together, at the graduate level, students who are actively applying modelling techniques in their thesis research in a broad range of disciplines. The research is in fields in which Trent has demonstrated strong research performance. Although it is oriented towards quantitative models, utilizing computational, mathematical or statistical techniques, it is discipline-based and is not a program in applied mathematics. It has three primary objectives:

1. The teaching of fundamental and common analytical modelling techniques required for research in a large number of quantitative fields.
2. The cross-fertilization that comes from sharing ideas with researchers in other disciplines, and the development of the communication skills required for this to occur
3. Sufficient training of the student in his/her chosen discipline, including coursework and a research thesis, to permit progression to a disciplinary Ph.D. program.

Graduate Program Director

W. Feng, B.Sc. (Hebei), M.Sc. (Shannxi), Ph.D. (Glasgow)

Faculty and Research Areas*Chemistry*

D.A. Ellis, B.Sc. (Glasgow), M.Sc. (Aberdeen), M.Sc., Ph.D. (Toronto), *analytical and organic techniques including spectroscopy, chromatography, computational chemistry, synthesis and modelling*. **H. Hintelmann**, Ph.D. (Hamburg), *fate of metals in the environment*. **D. Mackay**, Ph.D. (Glasgow), *environmental transport modelling*. **K. B. Oldham**, Ph.D., D.Sc. (Manchester), FCIC, *electrochemistry*. **I. Svishchev**, Ph.D. (Moscow), *molecular simulations and physical atmospheric chemistry*.

Computing & Information Systems

W. Feng, B.Sc. (Hebei), M.Sc. (Shannxi), Ph.D. (Glasgow), *computer system performance analysis*. **R. T. Hurley**, B.Sc. (New Brunswick), Ph.D. (Waterloo), *distributed systems*. **J. W. Jury**, M.Sc., Ph.D. (Toronto), *statistical process control, new technology detectors of antipersonnel landmines, hardware and software improvements of medical gamma cameras for human diagnostic radiology*. **S. McConnell**, M.Sc., Ph.D. (Queen's), *data mining, astronomical data analysis, databases, distributed systems*. **B. Patrick**, M.Sc. (Queen's), Ph.D. (McGill), *parallel processing*.

Economics

B. Cater, Ph.D. (York), *health and safety*.

Geography

J. Conolly, B.A. (Toronto), M.A., Ph.D. (London), *quantitative and historical geography*. **P. Lafleur**, M.Sc. (Trent), Ph.D. (McMaster), *boundary-layer climatology*. **C. L. McKenna Neuman**,

Ph.D. (Queen's), *wind erosion*. **R. Ponce-Hernandez**, B.Eng., M.Sc. (Chapingo), D.Phil. (Oxford), *geographic information systems (GIS), remote sensing and spatial modelling*.

Mathematics

K. Abdella, Ph.D. (Western Ontario), *atmospheric modelling*. **N. Dokuchaev**, M.Sc., Ph.D. (Leningrad), *financial mathematics*. **M. Pivato**, B.Sc. (Alberta), Ph.D. (Toronto), *ergodic theory and dynamics*. **M. Pollanen**, B.Sc. (Carleton), M.Sc., Ph.D. (Toronto), *mathematical finance; quasi-Monte Carlo methods*. **B. Zhou**, Ph.D. (South Carolina), *combinatorics and graph theory*.

Physics & Astronomy

W. A. Atkinson, M.Sc. (Alberta), Ph.D. (McMaster), *condensed matter theory and computation*. **J. W. Jury**, M.Sc., Ph.D. (Toronto), *subatomic physics*. **R. C. Shiell**, B.A. (Oxford), Ph.D. (Newcastle upon Tyne), *atomic, molecular and optical physics, dynamics of weakly-bound systems*. **A. J. Slavin**, M.Sc. (Toronto), Ph.D. (Cambridge), *structure and reactivity of solid surfaces*. **R. Wortis**, Ph.D. (Illinois), *high temperature superconductors*.

Psychology

M. Chan-Reynolds, B.Sc. (Trent), M.A., Ph.D. (Waterloo), *computational modelling of cognitive processes (eg. attention, reading, memory, etc)*. **T. DeCicco**, B.Sc. (Manitoba), M.Sc. (Trent), Ph.D. (York), *personality, abnormal psychology and health*. **T.P. Humphreys**, M.A. (Wilfrid Laurier), Ph.D. (Guelph), *psychological aspects of human sexuality*. **J. D. A. Parker**, B.A. (Simon Fraser), M.A., Ph.D. (York), *stress and coping, personality and psychopathology*. **K. Peters**, M.A., Ph.D. (British Columbia), *sleep and memory; aging and cognition*. **G. T. Reker**, B.A. (McMaster), M.A.Sc., Ph.D. (Waterloo), *measures of personal meaning in the elderly*. **E. Scharfe**, Ph.D. (Simon Fraser), *attachment across the life span*. **C. T. Smith**, Ph.D. (Waterloo), *relationship between sleep and memory*. **L. J. Summerfeldt**, Ph.D. (York), *personality and psychopathology*.

Adjunct Faculty and Research Areas

G. Sitarenios, Ph.D. (York), *psychological testing instruments (Multi-Health Systems, Inc.)*

Regulations

The general regulations and requirements of Trent University for the M.Sc. or M.A. degree apply to this graduate program. Students are normally admitted into the program once a year for studies beginning in the following September. The normal requirement for admission into this program is an upper second class (77% or better) (B+ at Trent) standing or its equivalent, in a joint or single Honours B.Sc. or B.A. degree in one of the traditional disciplines (see above). Before acceptance, a core faculty member must have been identified who will supervise the student's work. Prospective students must have a university course in differential and integral calculus, and one in probability and statistics or the equivalent. Students will also have some familiarity with linear algebra, and be capable of programming at an elementary level in at least one computational language. In addition, a course in either differential equations or advanced statistics is required, depending on whether the student's area of research will be mathematics or statistics based. Students are involved both in course work and thesis research in their home discipline and in interdisciplinary study. Coursework in the foundations and methods of quantitative modelling and in their home discipline consists of about one-third of the work towards the degree. Each student must satisfactorily complete at least four one-term modelling courses, consisting of two courses in the foundations and mathematical aspects of modelling, and two courses in the home discipline. The required course work is normally completed in two terms, allowing the Summer sessions and the entire second year to be devoted to uninterrupted research. Students also participate in an interdisciplinary seminar on modelling and make one presentation each year. In this seminar the student discusses, in a way comprehensible to the audience, the system being modelled, the model developed and the means of validation of the model; here the emphasis is upon the modelling process itself rather than on the relevance of the results to the discipline of the research. Through this seminar the students develop the skills required to communicate with researchers outside their own discipline, and develop a perspective on their own and other disciplines not obtainable within a single-discipline context. Candidates are required to submit and be examined on a research thesis supervised by one of the core faculty listed above. Selection of the research topic is made by the student together with her/his supervisor and graduate supervisory committee (typically three core faculty members including the supervisor.) A grade of at least B- (70) must be obtained in each of the graduate courses. The expected time for completion of the degree is two years.

Financial Support

The majority of students accepted are offered a teaching assistantship and a research fellowship. These stipends are frequently increased by research stipends provided from research funds. This occurs most often in disciplines in the natural sciences. The program also provides funds to cover minor overhead research costs such as laboratory and computing supplies, equipment and some conference travel. Canadian candidates are encouraged to apply, before December, for national and provincial scholarships (NSERC, SSHRC and OGS awards).

Further Information

More detailed information about the program is contained on the program web page: www.trentu.ca/aminss. Inquiries should be addressed to the director of the program.

COURSES AVAILABLE TO GRADUATE STUDENTS: APPLICATIONS OF MODELLING (AMOD)

Not all courses are available every year. All courses listed are one-term courses.

AMOD 5010H, AMOD 5020H – Discipline-specific courses in the home department

These may be given by the research supervisor in a reading/project course format.

AMOD 5510H – Statistical aspects of modelling

Various statistical approaches to modelling are illustrated, with an emphasis on the applications of statistics within the social and natural sciences. The course discusses both univariate and multivariate procedures, with particular attention to the later (e.g., multiple regression, multi-analysis of variance, exploratory factor analysis, confirmatory factor analysis, and path analysis).

Prerequisite: As for AMOD 5610H, plus a university course in advanced statistics and some knowledge of SAS, SPSS or an alternative statistical application package.

AMOD 5520H – Special topics in statistics of modelling

Prerequisite: AMOD 5510H or equivalent.

AMOD 5610H – The foundations of modelling

This course will introduce modelling process and basic types of models adopted in natural and social sciences. Models from a range of disciplines will be discussed. Prerequisite: one university course in either of calculus or statistics.

AMOD 5620H – Advanced topics in modelling

Prerequisite: AMOD 5610H or equivalent.

AMOD 5710H – Mathematical aspects of modelling

Mathematical approaches to modelling are illustrated, with the emphasis on the methods rather than on the mathematical details. The topics include analytical modelling and computer simulation of dynamic processes, decision making, forecasting, probabilistic analysis, based on case studies from biology, geography, physics, economics, and social sciences. Prerequisite: AMOD 5610, plus any university course in mathematics or physics. Working knowledge of a programming language is required.

AMOD 5720H – Special topics in mathematics of modelling

Prerequisite: AMOD 5710H or equivalent.

AMOD 5810H – Computational aspects of modelling

This course will introduce fundamental principles and concepts in the general area of system modelling and simulation. Topics to be covered include the basics of discrete-event system simulation, mathematical and statistical models, simulation design, experiment design, and analysis of simulation output. Prerequisite: the ability to program in at least one computational language.

AMOD 5820H – Advanced topics in computational aspects of modelling

This course deals with various topics in computational techniques in modelling, including interpolation, ordinary and partial differential equations, approximation, as well as technical integration and differentiation. Prerequisite: AMOD 5610H and 5510H or AMOD 5710H or AMOD 5810H or equivalent.

AMOD 5900 – Seminar on applications of modelling

Each student in the program makes one presentation per year on his/her research, with emphasis on the assumptions, methodology and analysis of the models used. These presentations are complemented by contributions from invited speakers and core faculty. This seminar course will be given a pass/fail grade every year, based on the presentations, attendance and participation by the student. A student's presentation will be attended and graded by her/his supervisory committee. Attendance is compulsory. Students are normally required to take AMOD 5010H, 5020H, 5610H and 5510H or 5710H. Students with advanced preparation in the material covered in any of 5510H, 5610H or 5710H may appeal to take the corresponding advanced course instead: 5520H, 5620H or 5720H, respectively.

M.A. Program in Canadian Studies & Indigenous Studies

Telephone: (705) 748-1011 ext. 1750
 Fax: (705) 748-1801

E-mail: frostcentre@trentu.ca
 Web: www.trentu.ca/frostcentre

This interdisciplinary M.A. is offered by the Frost Centre for Canadian Studies & Indigenous Studies, established in 1982 and named for Trent's first Chancellor and a former premier of Ontario, Leslie Frost. The Frost Centre is both a research centre and the home for two graduate programs, including the M.A. in Canadian Studies & Indigenous Studies, and a jointly-sponsored Ph.D. in Canadian Studies with Carleton University (p. 354). In both research and teaching, the Centre strives to create a vibrant, intellectual space for research, writing, debate and discussion on past and current themes and issues relating to Canadian Studies & Indigenous Studies.

A collaborative effort that draws on a diverse range of faculty, the M.A. program focuses on the following thematic areas: the study of Aboriginal Peoples in Canada; Canadian culture, including literature, theory, the visual arts and cultural heritage; political economy, labour, social policy, community development; environmental politics, policy and natural heritage; women and gender in Canada; identities and difference, including the study of region and place, race, ethnicity, sexual orientation, disabilities; Canada in the global context.

Through course work and the writing of a thesis or a major research paper, the M.A. program offers students advanced exploration of themes and debates in Canadian Studies & Indigenous Studies as well as a grounding in methodological and theoretical approaches to current scholarly research and writing. Critical and engaged writing, thinking and discussion are encouraged not only through scholarly work, but also through the conferences, visiting speakers, student workshops and publications sponsored by the Frost Centre.

Graduate Program Director

J. E. Struthers, M.A. (Carleton), Ph.D. (Toronto)

Faculty and Research Areas

Anthropology

J. Harrison, B.A. (Saskatchewan), M.A. (Calgary), D.Phil. (Oxford), *tourism, museums and Aboriginal People, organizational culture.*

Business Administration

J. Bishop, B.A. (New Brunswick), M.A., M.B.A. (McMaster), Ph.D. (Edinburgh), *business ethics and capitalism, moral philosophy of Francis Hutcheson, self identity.* **K. Campbell**, B.A. (Trent), M.B.A. (Toronto), *Women in Management; women entrepreneurs; women and Third World Development; Ecofeminism.* **R. Dart**, B.A. (Trent), M.E.S., Ph.D. (York), *organizational theory, community economic development, field methods.* **D. Newhouse**, B.Sc., M.B.A. (Western Ontario), *from the tribal to the modern – development of modern Indigenous societies in North America, governance and economies.* **M. Quaid**, B.A. (McGill), M.Sc. (L.S.E.), D.Phil. (Oxford), *work for welfare, international aid, global volunteerism.*

Canadian Studies

D. Bhandar, M.A., Ph.D. (York), *citizenship studies, critical race and feminist studies, migration and transnational border politics.* **S. Chivers**, B.A. (Calgary), M.A., Ph.D. (McGill), *disability studies, aging, contemporary writing by women, the "Problem Body" on film.* **J. Greene**, B.A. (Manitoba), M.A. (Wilfrid Laurier), Ph.D. (Queen's), *Comparative and urban political economy and politics, the dynamics of collective action and protest, Marxism, immigration, poverty, and homelessness.* **M. Lacombe**, M.A., Ph.D. (York), *women's writing, postcolonial literature in Canada, diversity and Quebec Francophone writing and culture.* **J. S. Milloy**, B.A. (St Patrick's), M.A. (Carleton), Ph.D. (Oxford), *Aboriginal policy, Aboriginal education and health issues, plains Indian history.* **B. Palmer**, B.A. (Western Ontario), M.A., Ph.D. (SUNY, Binghamton), *working class history, social history, political economy, labour.* **J. E. Struthers**, M.A. (Carleton), Ph.D. (Toronto), *Canadian social policy and social citizenship, aging, caregiving, health, poverty, welfare, and inequality.* **T. H. B. Symons** (Vanier Professor Emeritus), **J. H. Wadland** (Emeritus), B.A. (McMaster), M.A. (Waterloo), Ph.D. (York), *environmental history, cultural history, interdisciplinary methods.*

Cultural Studies

J. M. Bordo, B.A. (McGill, Alberta), M.A., M.Phil., Ph.D. (Yale), *cultural and aesthetic theory, errings of contemporary art, colonialist landscape art (Australia and Canada).* **R. J. Dellamora**, A.B. (Dartmouth College), B.A. (Cambridge), M.Phil., Ph.D. (Yale), *gender issues, sexual orientation.* **V. Hollinger**, M.A. (Concordia), *science fiction and the post-modern condition.* **S. H. W. Kane**, B.A. (Carleton), M.A., Ph.D. (Toronto), *oral narrative.* **A. O'Connor**, B.A. (Trinity College, Dublin), M.A.,

Ph.D. (York), *culture and communication, theories of postmodernism, industrial folklore, press in Latin America*. **D. Torgerson**, B.A. (California-Berkeley), M.E.S. (York), M.A., Ph.D. (Toronto), *critical theory, political action, the public sphere, policy discourse, green political thought, environmental policy*. **A. L. Wernick**, B.A. (Cambridge), M.A., Ph.D. (Toronto), *Canadian social and cultural theory (esp. Innis), popular culture, religion*.

Economics

J. A. Muldoon, B.Sc. (Brock), M.A. (Guelph), Ph.D. (McMaster), *health economics, alternative health care, health policy*.

Education

D. P. Berrill, B.A. (Northwestern), M.A. (Toronto), Ph.D. (East Anglia), *sociocultural theory, gender and science, science culture, literacy, community, legitimate participation, feminist theory*.

English Literature

S. J. Bailey, B.A. (Queen's), M.A., Ph.D. (Toronto), *Victorian literature and culture; gender studies; travel writing; life writing*. **S. Chivers**, B.A. (Calgary), M.A., Ph.D. (McGill), *narrative, disability studies, gender and age*. **R. J. Dellamora**, A.B. (Dartmouth College), B.A. (Cambridge), M.Phil., Ph.D. (Yale), *gender issues, sexual orientation*. **M. C. Eddy**, M.A. (Western Ontario), Ph.D. (Toronto), *feminist and gender theories, theories of race and ethnicity, theories of the body and subjectivity, contemporary fiction*. **G. A. Johnston**, B.A. (Toronto), M.A. (Harvard), *Canadian poetry, Ezra Pound, Lampman's poetry*. **S. H. W. Kane**, B.A. (Carleton), M.A., Ph.D. (Toronto), *oral narrative*. **M. A. Peterman** (Emeritus), B.A. (Princeton), M.A., Ph.D. (Toronto), *19th and 20th century Canadian literature and culture, Ontario literature, literature of the West, Irish Canadian writers, esp. Moodie, Traill, Davies, Findley, Urquhart*. **M. Steffler**, B.A. (Victoria), M.A., Ph.D. (McMaster), *Canadian literature; children's literature; environmental issues in literature; romanticism, postcolonial and feminist theory*.

Environmental & Resource Science/Studies

S. Bocking, B.Sc., M.A., Ph.D. (Toronto), *environmental history, history of science, science in Canadian society*. **S. Hill**, B.Sc., B.A. (Queen's), Ph.D. (Calgary), P.Eng., *environmental policy, risk management, climate change, impact assessment, environmental auditing and indicators*. **C. Furgal**, B.Sc. (Western Ontario), M.Sc. (Waterloo), Ph.D. (Waterloo), *Environmental health impact assessment; environmental health risk management, assessment, and communication; mixed methods and involvement of indigenous knowledge and western science in environment and health studies; Aboriginal and circumpolar health and environmental change (e.g. contaminants, climate change and food security)*. **D. G. Holdsworth**, B.Sc. (Waterloo), M.Sc. (McMaster), Ph.D. (Western Ontario), *risk analysis, nuclear regulation, science policy, environmental philosophy*. **T. C. Hutchinson**, (Emeritus), B.Sc. (Manchester), Ph.D. (Sheffield), *environmental and agricultural history of Canada, impacts of pioneers on environment biota and on forest, social history of mining and smelting towns*. **R. C. Paehlke** (Emeritus), B.A. (Lehigh), M.A. (New School for Social Research), Ph.D. (British Columbia), *Canadian and comparative environmental policy, history of North American environmental movement, Canadian public policy in global perspective*. **D. Torgerson**, B.A. (California-Berkeley), M.E.S. (York), M.A., Ph.D. (Toronto), *critical theory, political action, the public sphere, policy discourse, green political thought, environmental policy*. **T. H. Whillans**, B.A. (Guelph), M.Sc., Ph.D. (Toronto), *bioregionalism, community-based natural resource management, ecological restoration, historical ecology, wetlands, watersheds and lakes*.

Geography

A. G. Brunger, B.Sc. (Southampton), M.Sc. (Alberta), Ph.D. (Western Ontario), *settlement process, Upper Canada/Ontario, regional development, public works*. **H. Nicol**, B.A. (Toronto), M.E.S. (York), Ph.D. (Queen's), *Canadian and Political Geography with emphasis on the Circumpolar North, Canada-US Borders and Geopolitics*. **M. Skinner**, B.A. (Wilfrid Laurier), M.A. (Guelph), Ph.D. (Queen's), *health geography: welfare state restructuring, challenges facing the voluntary sector, health and social care in the community*. **J. S. Marsh** (Emeritus), B.A. (Reading), M.Sc. (Alberta), Ph.D. (Calgary), *conservation and tourism, history, planning and management in Canada and abroad*. **S. E. Wurtele**, B.Sc. (Trent), Ph.D. (Queen's), *cultural heritage, ethnicity, gendered spaces*.

History

D. Anastakis, B.A. (Western), M.A., Ph.D. (York), *20th century Canadian economic and political history, particularly post-World War II trade, economic and business history, government and politics*. **D. C. Bélanger**, B.A., M.A. (Montréal); Ph.D. (McGill), *Canadian-American relations; Canadian intellectual history with a special focus on Quebec*. **C. Dummitt**, B.A. (Trent), M.A. (Dalhousie), Ph.D. (Simon Fraser), *20th-Century Canadian cultural and political history, morality,*

modernity, gender and masculinity, western Canada. **F. Dunaway**, B.A. (N. Carolina), Ph.D. (Rutgers), *modern United States cultural, environmental, and political history; American Studies; visual culture.* **B. W. Hodgins** (Emeritus), B.A. (Western Ontario), M.A. (Queen's), Ph.D. (Duke), *Canadian North, Aboriginal history, Canada and Australia, canoe travel history.* **J. S. Milloy**, B.A. (St Patrick's), M.A. (Carleton), Ph.D. (Oxford), *Aboriginal policy, Aboriginal education and health issues, plains Indian history.* **J. Miron**, B.A. (McGill), M.A., Ph.D. (York), *cultural history; medicine and crime in the nineteenth and twentieth centuries; sexuality; Canadian history.* **J. Sangster**, B.A. (Trent), M.A., Ph.D. (McMaster), *Canadian working-class and women's history, gender, labour and social policy, women and the criminal justice system.* **D. Sheinin**, B.Sc. (Toronto), M.A., Ph.D. (Connecticut), *history of inter-American relations, Pan Americanism, Canada and Latin America.* **J. E. Struthers**, M.A. (Carleton), Ph.D. (Toronto), *Canadian social policy and social citizenship, aging, caregiving, health, poverty, welfare, and inequality.* **K. Walden**, M.A., Ph.D. (Queen's), *Late Victorian cultural and social history.*

International Development Studies

C. V. Huxley, B.A. (York, England), M.A. (Simon Fraser), Ph.D. (Toronto), *work, industrial relations and labour studies.* **D. R. Morrison** (Emeritus), M.A. (Saskatchewan), D.Phil. (Sussex), *international political economy, development studies, Canada's North-South relations.*

Indigenous Studies

L. Davis, B.A. (Queen's), M.A. (Alberta), Ph.D. (Toronto), *community development, policy development, strategic planning.* **M. S. Dockstator**, B.Sc. (Waterloo), LL.B., D.Jur. (Osgoode), *Indigenous self government, traditional knowledge, law, constitutional development.* **E. Manitowabi** (Emeritus), (Anishinabe), MIDE.III (3-Fires). **D. N. McCaskill**, B.A. (Winnipeg), M.A. (Carleton), Ph.D. (York), *International and Asian Indigenous Peoples; Thai Karen and Hmong hill tribes; Indigenous education; socio-cultural Indigenous knowledge.* **N. McLeod**, B.A., M.A. (Saskatchewan), Ph.D. (Regina), *Cree culture and history, oral history, Indigenous art, literature, political history, philosophy and religion, the history of Indigenous people of western Canada.* **D. Newhouse** (Onondaga), B.Sc., M.B.A. (Western Ontario), *from the tribal to the modern – the development of modern Indigenous societies in North America, governance and economies.*

Politics

J. Greene, B.A. (Manitoba), M.A. (Wilfrid Laurier), Ph.D. (Queen's), *Comparative and urban political economy and politics, the dynamics of collective action and protest, Marxism, immigration, poverty, and homelessness.* **D. R. Morrison** (Emeritus), M.A. (Saskatchewan), D.Phil. (Sussex), *international political economy, development studies, Canada's North-South relations.* **R. C. Paehlike** (Emeritus), B.A. (Lehigh), M.A. (New School for Social Research), Ph.D. (British Columbia), *Canadian and comparative environmental policy, history of North American environmental movement, Canadian public policy in global perspective.* **E. Stavro**, M.A., Ph.D. (Toronto), *Traditional and contemporary political theory, socialist and post modern political theory, democratic theory and feminist thought.* **D. Torgerson**, B.A. (California-Berkeley), M.E.S. (York), M.A., Ph.D. (Toronto), *critical theory, political action, the public sphere, policy discourse, green political thought, environmental policy.*

Psychology

R. Coughlan, B.A., M.A., Ph.D. (Victoria), *medical discourse, gerontology, nursing, health policy and social theory, and critical socio-historical approach to psychology.*

Sociology

G. Balfour, B.Sc., M.A. (Ottawa), Ph.D. (Manitoba), *Indigenous peoples and the criminal justice system; feminist criminology and critical socio-legal theory, research methods.* **D. M. Clarke**, B.A. (Trent), M.A. (McMaster), Ph.D. (Carleton), *media industries, families and households, Canadian political economy.* **J. R. Conley**, B.A. (Alberta), M.A. (Toronto), Ph.D. (Carleton), *social inequality, class formation, social movements, labour history.* **A. Heitlinger**, B.A. (Kent), Ph.D. (Leicester), *status of women, health professions, transnational feminist movement, migration, travel.* **C. V. Huxley**, B.A. (York, England), M.A. (Simon Fraser), Ph.D. (Toronto), *work, industrial relations and labour studies.* **S. Katz**, B.A. (York), M.A. (McGill), Ph.D. (York), *aging and lifecourse studies, sociology of the body, culture, knowledge.* **A. Law**, B.Bus., Graduate Diploma (New South Wales Institute of Technology), M.A., Ph.D. (Alberta), *sociology of leisure, sociology of work and income support.* **B. L. Marshall**, M.A. (Guelph), Ph.D. (Alberta), *women in Canada, feminist politics, feminist media.* **J. A. Muldoon**, B.Sc. (Brock), M.A. (Guelph), Ph.D. (McMaster), *health economics, alternative health care, health policy.* **D. White**, B.A. (Ryerson), M.A. (Toronto), Ph.D. (Carleton), *media, women's issues, state theory, cultural theory.*

Women's Studies

B. Dodge, M.A. (Toronto) Ed.D. (Toronto), *Archival information and theory; archival sources for women's history*. **J. Harrison**, B.A. (Saskatchewan), M.A. (Calgary), D.Phil. (Oxford), *tourism, museums and Aboriginal People, organizational culture*. **M. Hobbs**, B.A. (Trent), M.A. (Toronto), Ph.D. (OISE), *Canadian women's history (esp. work and welfare), women and environment/feminism and environmentalism*. **B. L. Marshall**, M.A. (Guelph), Ph.D. (Alberta), *women in Canada, feminist politics, feminist media*. **C. O'Manique**, B.A. (Carleton), M.A., Ph.D. (York), *comparative political economy of developing countries, comparative public policy in developing countries, gender and globalization*. **C. Rice**, B.A. (Harvard), M.Ed. (OISE), Ph.D. (York), *the body, identity, and difference, women with disabilities; body image as an equity issue within educational settings*. **J. Sangster**, B.A. (Trent), M.A., Ph.D. (McMaster), *Canadian working-class and women's history, gender, labour and social policy, women and the criminal justice system*. **E. Stavro**, M.A., Ph.D. (Toronto), *Traditional and contemporary political theory, socialist and post modern political theory, democratic theory and feminist thought*.

Adjunct Faculty and Research Areas

R. Bringhurst, B.A. (Indiana), M.F.A. (British Columbia), *private scholar*. **M. Buddle**, B.A. (Guelph), M.A. (UNBC), Ph.D. (Victoria), *relationship between advertising and consumption, the history of gender, women and families in Canada*. **A. Falby**, B.A. (McGill), D.Phil. (Oxford), *history of popular science and Canadian religious and intellectual history*. **R. B. Gibson**, B.A., (York), M.A., Ph.D. (Toronto), *Professor of Environment and Resource Studies, University of Waterloo*. **J. Moss**, B.A. (Western Ontario), M. Phil. (Waterloo), Ph.D. (New Brunswick), *Professor of English, Ottawa*. **M. Shell**, B.A. (McGill/Stanford), M.A. (Cambridge), Ph.D. (Yale), *MacArthur Fellow and Irving Babbitt Professor of Comparative Literature and Professor of English and American Language and Literature at Harvard University*. **L. Simpson**, B.Sc. (Guelph), M.Sc (Mount Allison), Ph.D. (Manitoba), *Aboriginal perspectives on traditional ecological knowledge, Indigenous rights, resistance and colonization, Aboriginal perspectives on health and well-being*.

Regulations

The general regulations and requirements of Trent University for the M.A. degree apply to the Canadian Studies & Indigenous Studies program. Students are admitted to the program once a year for studies beginning the following September. Applicants must have achieved an average of at least an upper second-class standing (B+/77%) in the work of the last 10 full academic credits or the last two undergraduate years (full-time equivalent). Students are also expected to have taken undergraduate courses relating to Canada, or be willing to take such courses as their make-up, usually before admission. As well, students must have a clear interest in an interdisciplinary graduate experience. Masters candidates must choose one of the following two options:

1. Thesis-based M.A.:

- Four half courses (2.0 full credits) including CSID 5001H, "Intellectual Traditions in Canadian Studies," and CSID 5101H, "Graduate Seminar in Indigenous Thought," as well as two other half graduate credits from CSID offerings.
- A thesis on an approved topic. Theses will be supervised by a committee consisting of a primary supervisor, who must be a tenured or tenure-track faculty member of the Frost Centre, and two other supervisory committee members of the Frost Centre. Students are required to pass an oral defence of the thesis conducted by the committee and an external examiner.

2. Course-and Research-Based M.A.

- Six half courses (3.0 full credits) including CSID 5001H, "Intellectual Traditions in Canadian Studies," CSID 5101H, "Graduate Seminar in Indigenous Thought," as well as four other half credits, to be taken from graduate CSID offerings. Students may apply to substitute a half or full graduate credit offered by another Trent graduate program in lieu of a CSID course.
- A major research paper, to be examined by a supervisor and one other Frost faculty member, preferably from a different academic unit or program from the supervisor. Policies relating to the research essay are laid out in the *Graduate Student Handbook*.

Completion of two thesis/Major Research Paper workshops, scheduled in December and April of each term, is required, for students in both streams of the program.

All students must attain at least a second class standing in their work. Additional requirements appropriate to the candidates field may be specified by the supervisory committee. The expected time of completion of the degree is two years for thesis option and 12-16 months for course option.

FINANCIAL SUPPORT

Graduate Assistantships

Trent has a variety of means of supporting M.A. students, including the provision of teaching assistantships, research assistantships, scholarships and bursaries. Students who are awarded teaching assistantships will normally be eligible to hold them for four terms, spanning two consecutive undergraduate academic years. For this payment it is expected that students will give 10 hours per week of teaching service to the University.

External Funding

Applicants are encouraged to seek external scholarships where available.

Further Information

For more information consult the web page of the Frost Centre (www.trentu.ca/frostcentre), e-mail the program at frostcentre@trentu.ca or consult the Director.

COURSES AVAILABLE TO GRADUATE STUDENTS: Canadian Studies & Indigenous Studies (CSID)

Note: The program is not always able to offer all its courses in each academic year. In the event that a listed course is unavailable, a Special Topic course under the guidance of an individual faculty member may be substituted.

CSID 5001H – Intellectual traditions in Canadian studies

This required course will introduce students to key thinkers, disciplinary traditions, and interdisciplinary debates that have informed the development, and are shaping the future of the field of Canadian Studies.

CSID 5002H – Research methods

This course will cover two related themes: an overview of the theory and practice of selected qualitative research methodologies; and the ethical considerations of research. Interviews, participant observation, discourse analysis, community based research and archival research are some of the techniques to be covered.

CSID 5101H – Graduate seminar in indigenous thought

Indigenous scholars have become an important aspect of the intellectual landscape in Native Studies and a few other disciplines. Over the last few decades, indigenous scholarly writing has emerged in a number of fields: politics, social theory, philosophy, history. This required course examines this emerging literature.

CSID – HIST 5102H/INDG 605H – The study of the Aboriginal Peoples in Canada: history and politics

This course examines the history of inter-cultural relations between Aboriginal peoples and the larger society, focussing on topics such as early contact during the fur trade, the development of colonial policy, treaties, the reserve system, Aboriginal de-colonization movements, modern political dialogue for constitutional renewal and land claims and self-government.

CSID 5103H – The study of the Aboriginal Peoples in Canada: society and culture

This course examines a wide range of social and contemporary issues as they affect Aboriginal peoples in Canada including: contemporary revitalization of traditional Aboriginal culture, models of Aboriginal community development, development of Aboriginal institutions in the areas of education, health and social services, economic development, law, urbanization and cross-cultural relations.

CSID 5201H – Intersections: Canadian literature, film and Identities

In this course, we will examine contemporary Canadian literature and film that challenges and develops intersectional thinking. Cultural artifacts can raise and hold in tension a range of conflicting positions, making cultural analysis an especially effective mode for understanding the intersections that are key to Canadian identities and cultures.

CSID – HIST 5202H – Approaches to the study of culture in Canada

This course surveys some of the major scholarly approaches that have been used to investigate and comprehend Canadian culture. Readings deal mainly with late nineteenth and twentieth-century subjects. Topics include high culture, popular culture, media, intellectual traditions, civic culture, visual culture and cultural transgressions.

CSID – HIST 5301H – Policy, economy, and society: themes in the state and political economy of Canada

This course looks at the complex web of relationships linking the economy, business, politics, the state, civil society and public policy in Canada. Topics include the Canadian state, approaches to

Canadian political economy, and the political economy of particular issues, such as federalism, North American economic integration, and cultural protectionism.

CSID 5302H – Law and moral regulation in neo-liberal times

A critical examination of theoretical debates between materialist socio-legal scholars and Foucauldian inspired post-structuralist accounts of the relationship between law and social regulation in Canada. Topics include the role of the state; power; inequality; and social transformation in relation to the poverty, Aboriginal peoples, criminalization of poverty, morality, and violence.

CSID – ENGL 5303H -- Topics in public and texts: The making of Early Canadian books

This course focuses on several books which together represent the beginnings of Canadian Literature and English-Canadian identity. Emphases include publishing practices in the 19th century, popular narrative strategies, representation of the colony, its citizens, and the land, and ways in which the figure of the native is introduced into “white” narratives. Excludes CSNS 5990H (2007-08 and 2008-09).

CSID 5401H – Canadian environmental and resource policy

Environmental policy can be defined as actions and intentions of governments, institutions and organizations to protect the environment and/or conserve natural resources. We survey how Canadian environmental policies are developed, implemented and improved upon by examining them from a variety of perspectives (e.g., scientific, economic, political, legal, indigenous, moral, etc.).

CSID 5501H – Critical perspectives on citizenship

Current discourses regarding citizenship studies have focused on the “securitization” of citizenship. This course will provide an introduction to these debates by examining issues such as border security, mobility, surveillance technology, changes to immigration, asylum and detention laws and the complexities of sovereignty debates in a Canadian context.

CSID 5701H – Canadian feminism: issues, theory and challenges

[This course explores intersections of gender, class, “race”, sexuality and nation in the historical and contemporary construction of Canadian feminism, engaging with issues of inclusion and exclusion; theories of identity and difference; and materialist, postmodern, and postcolonial feminisms. The challenges and possibilities for resistance in current neo-liberal contexts are emphasized.

CSID 5990/5990H – Reading course

A written justification, course outline and approval of the Graduate Program Director are required to take the course.

Ph.D. Program in Canadian Studies

Telephone: (705) 748-1011 ext. 1750

E-mail: frostcentre@trentu.ca

Fax: (705) 748-1801

Web: www.trentu.ca/frostcentre

The doctoral program is offered jointly by the School of Canadian Studies at Carleton University and the Frost Centre for Canadian Studies & Indigenous Studies at Trent University.

The Ph.D. program offers five fields of study: Culture, Literature and the Arts; Environment and Heritage; Policy, Economy and Society; Identities; and Women’s Studies. The program of courses and thesis guidance, drawing upon the faculty of the two academic units and universities, will encompass course requirements, comprehensive examinations and a thesis.

The Ph.D. program in Canadian Studies normally will be undertaken on a full-time basis. However, in cases of exceptional merit, the Frost Centre will accept a few candidates for the degree on a part-time basis.

Graduate Program Director

J. E. Struthers, M.A. (Carleton), Ph.D. (Toronto)

Faculty and Research Areas

See the calendar entry on the M.A. Program in Canadian Studies & Indigenous Studies (p. 349)

Admission Requirements

The normal requirement for admission into the Ph.D. program is a Master’s degree (or equivalent), with at least high Honours standing, in Canadian Studies or a cognate discipline. Applicants should note, however, that meeting the admission requirement does not guarantee admission to the program. Applicants wishing to be considered for admission to the Ph.D. program must submit completed applications by February 1.

Program Requirements

Doctoral candidates must successfully complete 10 credits. Candidates with deficiencies in certain areas may be admitted to the Ph.D. program, but normally will be required to complete additional work. The specific requirements are as follows:

- credit for successful completion of the mandatory core seminar, CAST 6000
- 1.0 credit for successful completion of two courses or tutorials (or the equivalent) drawn from the graduate list below. A GPA of 9.0 (B+) or better must be obtained in these courses for students to be allowed to proceed to the comprehensive examinations.
- 1.0 credit for successful completion of two 0.5 credit written comprehensive examinations. Students will be examined in two fields.
- satisfactory demonstration of an understanding of a language other than English. Although French is the preferred second language, students may be permitted to substitute an Aboriginal language indigenous to Canada or another language if it is demonstrably relevant to their research interests.
- a public defence, in English, of a written thesis proposal. Following the completion of their comprehensives, students will be expected to defend a proposal of the research and analysis they plan to undertake in completing their Ph.D. thesis. The thesis proposal defence should normally occur within three months after completion of a student's comprehensive examinations. The thesis committee will be composed of three faculty members, always including one from each university.
- a 7.0-credit thesis, which must be successfully defended in English at an oral examination.

Language Requirement

All doctoral students will be required to pass the Ph.D. program's language test. The language test entails the translation into English of a French text (or text in another approved language such as an Aboriginal language indigenous to Canada or another language if it is demonstrably relevant to their research interests). The language test is two hours in length, and students are permitted to use a dictionary. Grades for the language test are "Pass" or "Fail."

Students who have taken a language test as a requirement for their M.A. cannot use it to meet the Ph.D. language requirement. In order to establish equal treatment to all students, all doctoral candidates will be required to pass the Ph.D. language test.

CANADIAN STUDIES COURSES AT TRENT UNIVERSITY BY PROGRAM FIELD

Not all of the following courses are offered in a given year. For an up-to-date statement of offerings, please refer to the Registration Instructions and Class Schedule booklet published in the Summer.

CAST 6000 – Ph.D. core seminar: Interdisciplinarity in Canadian Studies: Concepts, theories and methods

This course will examine the complex theoretical and methodological issues associated with the discourse on an interdisciplinary study of Canada. It will be offered at Carleton and Trent through a combination of joint sessions at both universities and regular electronic communication. This course is mandatory for all Ph.D. students.

CAST 6101H – Intersections: Canadian literature, film, and identities

In this course, we will examine contemporary Canadian literature and film that challenges and develops intersectional thinking. Cultural artifacts can raise and hold in tension a range of conflicting positions, making cultural analysis an especially effective mode for understanding the intersections that are key to Canadian identities and cultures.

CAST 6102H – Approaches to the study of culture in Canada

This course surveys some of the major scholarly approaches that have been used to investigate and comprehend Canadian culture. Readings deal mainly with late nineteenth and twentieth-century subjects. Topics include high culture, popular culture, media, intellectual traditions, civic culture, visual culture and cultural transgressions.

CAST 6103H – Topics in publics and texts: Advanced studies in 19th century Canada: The making of early Canadian books (Cross listed with ENGL 5303H)

This course focuses on several books which together represent the beginnings of Canadian Literature and English-Canadian identity. Emphases include publishing practices in the 19th century, popular narrative strategies, representation of the colony, its citizens, and the land, and ways in which the figure of the native is introduced into 'white' narratives. Excludes CSNS 5990H (2007-08 and 2008-09).

CAST 6201H – Canadian environmental and resource policy

Environmental policy can be defined as the actions and intentions of governments, institutions, and organizations to protect the environment and/or conserve natural resources. We will survey how Canadian environmental policies are developed, implemented and improved upon by examining them from a variety of perspectives (e.g., scientific, economic, political, legal, indigenous, moral, etc.).

CAST 6301H – Policy, economy, and society: themes in the state and political economy of Canada

This course looks at the complex web of relationships linking the economy, business, politics, the state, civil society and public policy in Canada. Topics include the Canadian state, approaches to Canadian political economy, and the political economy of particular issues, such as federalism, North American economic integration, and cultural protectionism.

CAST 6302H – Law and moral regulation in neo-liberal times

A critical examination of theoretical debates between materialist socio-legal scholars and Foucauldian inspired post-structuralist accounts of the relationship between law and social regulation in Canada. Topics include the role of the state; power; inequality; and social transformation in relation to the poverty, Aboriginal peoples, criminalization of poverty, morality, and violence.

CAST 6401H – Critical perspectives on citizenship

Current discourses regarding citizenship studies have focused on the “securitization” of citizenship. This course will provide an introduction to these debates by examining issues such as border security, mobility, surveillance technology, changes to immigration, asylum and detention laws and the complexities of sovereignty debates in a Canadian context.

CAST 6501H – Canadian feminism: issues, theory and challenges

This course explores intersections of gender, class, “race”, sexuality and nation in the historical and contemporary construction of Canadian feminism, engaging with issues of inclusion and exclusion; theories of identity and difference; and materialist, postmodern, and postcolonial feminisms. The challenges and possibilities for resistance in current neo-liberal contexts are emphasized.

CAST 6606H – Ph.D. tutorial

Reading and research tutorials. A program of research and written work in an area not covered by an existing graduate seminar.

CAST 607H – Ph.D. comprehensive examination

Available only to Ph.D. students. Students will receive a grade of *Satisfactory*, *Unsatisfactory* or *Pass with Distinction*.

CAST 608H – Ph.D. comprehensive examination

Available only to Ph.D. Students. Students will receive a grade of *Satisfactory*, *Unsatisfactory* or *Pass with Distinction*

CAST 609 – Ph.D. thesis

To meet program requirements Trent students must take at least one of the half-credit courses from the Canadian Studies courses listed above. Students can also choose from approved graduate courses at the School of Canadian Studies at Carleton University. Students should consult with the Graduate Studies Administrator for the complete listing of acceptable graduate courses available at Carleton University in any given year. All graduate courses must be approved by the Director of the Frost Centre at Trent University.

Academic Standing

All Ph.D. candidates must obtain at least B+ standing or better (GPA 9.0) in courses counted towards the degree.

Comprehensive examinations (which will be graded on a “Satisfactory,” “Unsatisfactory” or “Pass with Distinction” basis) are exempted from this required standing.

Comprehensive Examinations

Normally, full-time students should complete their comprehensive examinations within 24 months of their initial registration in the Ph.D. program. Part-time Ph.D. students should finish their comprehensive examinations within 36 months of completing course work. Both full-time and part-time students should normally complete their comprehensive examinations before defending their thesis proposal.

The fields of study for the Ph.D. comprehensive examinations are to be chosen from the following list:

- **Culture, Literature and the Arts**

A general knowledge of theories of culture in general, Canadian theoretical discourses on cultural practices, and on the interplay among theory, art, and literature, and their social contexts.

- **Environment and Heritage**

A general knowledge of locality, landscape, environment and region in Canada.

- **Policy, Economy and Society**

A general knowledge of the complex web of relationships linking economy, civil society and public policy in Canada and their interaction within social, political and cultural life.

- **Identities**

A general knowledge of the character and experience of individual, collective and communal identities in Canada.

- **Women's Studies**

A general knowledge of women's experiences of the major dynamics of social, political, economic and cultural development at all levels of Canadian life.

Thesis Proposal

All students must defend publicly a thesis proposal after completing their comprehensive examinations. Full-time students must complete this requirement within 27 months of registration in the program.

Financial Support

- Full-time students accepted into the Ph.D. program will be offered teaching assistantships, normally for a maximum of eight terms spanning four consecutive undergraduate academic years. In return for the stipend involved, the students are required to work for up to 10 hours per week, generally assisting with some aspects of the undergraduate teaching program. The stipend is fully taxable and deductions are made through the Human Resources department.
- Successful applicants to the Canadian Studies Ph.D. program will automatically be considered for a number of Ph.D. scholarships and bursaries. Scholarships will be awarded to students with high academic standing.
- Students are encouraged to apply for scholarships, particularly the Ontario Graduate Scholarship (OGS), and the Social Science and Humanities Research Council Doctoral Fellowships (SSHRC).

Ph.D. Program in Cultural Studies

Telephone: (705) 748-1809.

E-mail: culturalstudies-phd@trentu.ca

Fax: (705) 748-1829

Web: www.trentu.ca/culturalstudiesphd

The Ph.D. program in Cultural Studies offers a distinctive combination of care for theoretical traditions, engagement with the arts, and ecumenical approaches to thinking through the articulations of modernity and postmodernity and the complexities of contemporary culture. This program extends the innovative approach to cultural studies for which Trent has been known since it established the first Cultural Studies B.A. degree in North America.

The Cultural Studies Ph.D. offers an intensive and integrated 4-year course of study aimed at students who have already, at the Masters' level, acquired a firm grounding in cultural theory and the intellectual foundations needed for doctoral study in cultural studies, and who have already demonstrated the excellence in writing and research needed for substantial thesis work. Students are asked in the Year One Symposium to undertake an integrated process of reading, writing, and discussion of their ideas culminating in examinations; to begin writing the dissertation in the second year of the program; and to initiate the dissemination of their work, also from as early as the second year of the program, in conferences and scholarly journals.

Areas of emphasis within the program are: culture and the arts, culture and technology, culture and theory. These signify specific strengths of the Ph.D. faculty, even though in many cases their interests cut across such areas. Students are not expected to confine their inquiry to one of these areas exclusively.

For further information about the Cultural Studies Ph.D. Program at Trent University, please visit our website at www.trentu.ca/culturalstudiesphd.

Graduate Program Director

E.D. Ermarth, B.A. (Carleton College, Minnesota), M.A. (California-Berkeley), Ph.D. (Chicago)

Faculty and Research Interests

Z. Baross, B.A. (UBC), M.A. (London), Ph.D. (Amsterdam), *ethics of testimony and witnessing, question of community/hostility/hospitality, relation between political and the philosophical, lure of the Image*. **J. Bordo** M.A., M.Phil., Ph.D. (Yale), *condition of modernity, with reference to visual art, architecture, landscape and monumental sites, cultural transmission, the (post)modern sublime*. **V. de Zwaan**, B.A. (Trent), M.A. (McGill), Ph.D. (Toronto), *narrative and genre theory; experimental fiction; history of the novel; literary theory; comparative literature; hypertext and new media fiction*. **R. Dellamora**, M.A. (Cambridge), Ph.D. (Yale), *Victorian studies, aestheticism and decadence, literature/visual arts/opera in relation to gender and sexuality, cultural construction of masculinities, critical theory (Foucault, Barthes and Derrida)*. **E. D. Ermarth**, B.A. (Carleton College, Minnesota), M.A. (California-Berkeley), Ph.D. (Chicago), *interdisciplinary cultural history and theory, modernity and postmodernity, time construction, feminist practice*. **J. Fekete**, M.A. (McGill), Ph.D. (Cambridge), *literary and cultural theory, especially modern and post-modern, science fiction, utopia, the technological imaginary, moral panic, biopolitics*. **V. Hollinger**, M.Ed. (Newcastle), M.A., Ph.D. (Concordia), *queer and feminist speculative fiction, feminist theory, performance theory, post-modern theatre*. **I. Junyk**, B.A. (Western), M.A. (Queens), Ph.D. (Chicago), *Modernism and the avant-garde; migration, diaspora, cosmopolitanism; trauma, memory, memorialization; the city; literary and visual studies; Central and Eastern Europe (particularly Ukraine), Hapsburg Empire and post-Soviet transition*. **S. H. W. Kane**, B.A. (Carleton), M.A., Ph.D. (Toronto), *oral literature and poetics, mythology and modernity, medieval and Renaissance thought*. **A. O'Connor**, B.A. (Trinity College, Dublin), M.A., Ph.D. (York), *subcultures, anarchism and the "anti-globalization" movement, sociology of culture, mass media, intellectual fields, Latin American studies*. **I. McLachlan** (Emeritus), M.A. (Oxford), *contemporary theatre and performance, commerce and cultural transmission in Southeast Asia*. **D. Panagia** (Canada Research Chair), B.A. (Manitoba), M.Litt. (Oxford), M.A., Ph.D. (Johns Hopkins), *post-structuralism, aesthetics, political thought, literary theory, historiography and rhetoric*. **J. Penney**, B.A., M.A. (Alberta), Ph.D. (Duke), *Freud and Lacan, comparative literature and cinema, queer theory, postcolonial theory, Marxism*. **D. F. Theall** (University Professor Emeritus), B.A. (Yale), M.A., Ph.D. (Toronto), *cultural/communication/ literary theory, technology and culture, media studies, James Joyce, Marshall McLuhan*. **D. Torgerson**, B.A. (California-Berkeley), M.E.S. (York), M.A., Ph.D. (Toronto), *critical theory, political action, public spheres, policy discourse, green political thought, cultural politics*. **A. L. Wernick**, M.A. (Cambridge), M.A., Ph.D. (Toronto), *modern and post-modern social and cultural theory, religion, and culture and economy*.

REGULATIONS

The general regulations and requirements of Trent University for the Ph.D. degree apply to the Cultural Studies Ph.D. program.

Admission Requirements

Admission is competitive for a limited number of places. Consideration of applications begins February 1 for admission the following Fall. To be considered, applicants should have an M.A. (preferably thesis) degree with a minimum A- (80%) in the last two years of full-time study, demonstrated aptitude for theoretical inquiry, as well as excellent writing skills, and an area of intellectual and research interest consonant with the emphasis and aims of the program. An original and innovative dissertation proposal is also required. In order for a particular candidate to be admitted, at least three qualified faculty members must be available for supervisory and/or advisory duties.

In the first year of study, students participate in the Year One Symposium consisting of work that helps to prepare them for the Comprehensive Examination in cultural theory in late April or early May.

The dissertation is expected to take the form of three connected original intellectual projects completed in years two to four, each approximately 15000 words, considered publishable by the student's committee which comprises three of the program's core faculty, listed above. The expected time of completion of the degree is four years.

Program Requirements

Completion of each phase of the program as listed below are required of each student.

CUST 6000

This Year One Symposium consists of various integrated activities including a weekly seminar in four phases, each by a different faculty member, lecture seminars, reading groups, conversations with advisory faculty. Its goal is to prepare students for the Comprehensive Examinations at the end of the year based on the particular List of texts provided for that year from the master list (see website, Year One); it also helps them to integrate their thesis project into the developing field; and it helps them to develop the Special Field Bibliography to be examined in Year Three.

The Comprehensive examination will be held in late April or early May of Year One and will be set by the examination committee which will include the Director and two other members including at least one of the teaching staff. The examiners will be determined by the Director and approved by the Program. The examinations will test the student's breadth and depth of familiarity with the canon represented by the reading list and will have three components.

- a. A 50 page essay, prepared over two weeks of some 30-50 pages
- b. A 3-6 hour on-the-spot essay type examination
- c. An oral examination of the essays produced in a. and b. above

Passing the course with a mark of 80% or higher satisfies the Comprehensive requirement for the Ph.D. degree; a mark of 80% or higher is required for the student to move on to the accelerated dissertation writing and seminar schedule of Years Two through Four. A second chance may be offered to students who fail on the first attempt to reach that level, but not later than Year Two. Students who fail at Year Two will exit the Ph.D. program.

Year One instructors participate in the evaluation process and determination of the final mark is the responsibility of the Director. Student progress during Year One is monitored in written appraisals by instructors at the end of each taught phase. These are submitted to the Director who determines the mark for participation.

Years Two through Four

The dissertation will be a single coherent project consisting of three chapters each approximately 15,000 words, one completed and circulated each year. Each one should be considered publishable by the student's committee, which comprises three of the program's core faculty. During their second year all students participate in an ongoing dissertation seminar with faculty participation for workshopping the developing ideas of the thesis. Students are encouraged to present their ideas from Year Two in national and international conferences and in refereed journals.

In Year Three students will be examined on their Special Field Bibliography. Students will normally write the Special Field Examination by April of Year Three. There will be a written and an oral component. In Year Four there will be an oral dissertation defence.

Supervision

A provisional Supervisor is assigned to each student in the first year, and finalized by October of the second year. The supervisor will take primary responsibility for seeing the student through the degree, but may not necessarily work closely with the student on each project. Individual faculty may serve on one or several of a student's committees. With help from the Supervisor and the Director, the student will select a primary and a secondary advisor, one of whom may be the Supervisor, for each of the three dissertation projects.

Language Requirement

All doctoral students will be required to pass a language test involving translation into English of a French text or, with permission of the Program, another language if it is more relevant to their project. Two hours will be involved for sitting the test and dictionaries are allowed. Grades on the test are pass/fail.

Financial Support

Graduate students in the Ph.D. Program are provided with a minimum level of financial support which includes a combination of a Graduate Teaching Assistantship (GTA), Research Fellowship, and/or a Dean's Ph.D. Scholarship. The support provided to students is adjusted annually as a result of collective bargaining for the graduate teaching assistantship (GTA) portion of the support, and periodically by the Graduate Studies Committee for overall levels of support. Funding will be guaranteed to all full time students for four years conditional on successful progress through the Program.

M.A. Program in English Literature (Public Texts)

Telephone: (705) 748-1011, ext. 7733
 Fax: (705) 748-1823

E-mail: publictexts@trentu.ca
 Web: www.trentu.ca/englishma

The constantly evolving material forms of texts and their modes of circulation shape publics into being, and are shaped by them in turn. In the M.A. in English Literature at Trent University, we investigate the history of the Public Text, map its present and imagine its futures. Our students will develop new ways of looking at the production of texts, their circulation, and the relationship between texts and their publics, exploring issues which are emerging as central to literary research in the twenty-first century.

A key element of this program is the combination of theory and practice. Thus in the Public Texts Colloquium, students will be brought together with faculty, visiting scholars and experts (e.g. archivists, librarians, printers, publishers, editors, booksellers, book designers) for an intensive exploration of relevant historical, theoretical and practical issues. In the same spirit, students will be able to customize their studies by choosing one of three different paths to the degree: some may wish to embark on a concentrated study of some aspect of the subject by writing a thesis; others may wish to combine additional courses with a major research paper; and still others may elect to combine their academic studies with the practical experience of an internship. This flexibility assures that, in addition to being prepared for further studies at the Ph.D. level in English literature and in allied areas such as Print Culture or the History of the Book, our graduates will develop professional skills applicable to fields such as publishing, editing, communications, journalism, information science, or archival work.

Graduate Program Director

Z. H. Pollock, B.A. (Manitoba), Ph.D. (London)

Faculty and Research Areas

English

S. J. Bailey, B.A. (Queen's), M.A., Ph.D. (Toronto), *19th century literature, especially poetry; travel writing and literature of the environment; critical theory; gender studies*. **R. Bode**, B.A., M.A., Ph.D. (Toronto), *19th and early 20th century British and American; novel; drama; young adult fiction; ecocriticism; 19th century American women writers; George Eliot; Wharton; Conrad; Shakespeare*. **S. W. Brown**, B.A., M.A. (Windsor), B.A., Ph.D. (Queen's), F.S.A. (Scot.), *history of the book; 17th and 18th century British literature; Scottish literature; children's literature; journalism; satire; Shakespeare; Pope*. **S. Chivers**, B.A. (Calgary), Ph.D. (McGill), *Canadian literature; film; disability studies; contemporary writing by women*. **L. W. Conolly**, B.A. (Wales), M.A. (McMaster), Ph.D. (Wales), F.R.S.C., *English-Canadian drama; Canadian theatre history; censorship; 18th, 19th and 20th century British theatre and drama, especially Shaw*. **R. J. Dellamora**, A.B. (Dartmouth College), B.A. (Cambridge), M.Phil., Ph.D. (Yale), *period formation in relation to celebrity, publicity, and the textual creation of minority public cultures in England, 1880-1945*. **M. C. Eddy**, B.A., M.A. (Western Ontario), Ph.D. (Toronto), *Modern and contemporary American fiction; African-American fiction; 19th century American women poets; black literary and critical theory; theories of subjectivity and the body; Faulkner; Morrison*. **M. Epp**, B.A., M.A. (Western), Ph.D. (Toronto), *19th and 20th century American literature; the relationship between print culture and performance; literary theory; literary humour; international modernism*. **J. Findon**, B.A. (British Columbia), M.A., Ph.D. (Toronto), *Middle English literature; Middle Irish and Middle Welsh literature; women in medieval literature; myth and folklore; children's literature; creative writing*. **H. M. Hodges**, B.A. (Queen's), M.A., Ph.D. (Toronto), *postcolonial literatures of Africa, South Asia and the West Indies; contemporary British cultures and literatures; oral literatures of Africa and the West Indies*. **G.A. Johnston**, B.A. (Toronto), M.A. (Harvard), *Modern poetry; Canadian and American poetry; native authors and peoples in literature*. **S. L. Keefer**, B.A., M.A., Ph.D. (Toronto), *Old and Middle English language and literature; pre-Conquest liturgical history and influence; editing Old English verse within its manuscript context; computing in medieval disciplines*. **L. MacLeod**, B.A. (Windsor), M.A. (McMaster), Ph.D. (Memorial), *modern and postmodern British literature; empire and culture in the British 20th century; masculinities; narrative and narratology*. **K. McGuire**, B.A. (Queen's), M.A., Ph.D. (Western), *Restoration and 18th century British literature; literary theory; cultural history; 19th century Canadian poetry; the novel and print culture*. **N. McLeod**, B.A., M.A. (Saskatchewan), Ph.D. (Regina), *Cree culture and history; oral history; Indigenous narratives and literature; Indigenous art, philosophy; religion and political history*. **S. Mitchell**, B.A., M.A. (Alberta), Ph.D. (London), *Romantic literature (especially Blake); Canadian and American fiction; creative writing; biography; film studies*. **J. E. Neufeld**, B.A. (Toronto), M.A., Ph.D. (Chicago), *performance, especially music and ballet; Renaissance and Restoration drama; theatre history; Canadian literature*. **M. A. Peterman**,

A.B. (Princeton), M.A., Ph.D. (Toronto), F.R.S.C., *19th and 20th century Canadian and American literature; regionalism; popular culture; biography and autobiography; Moodie; Trill; Irish-Canadian writing; Ontario writing; Urquhart, Davies, Findley, Atwood*. **Z. H. Pollock**, B.A. (Manitoba), Ph.D. (London), *Renaissance literature; Canadian literature; computers and the humanities, especially editing for the Web and hypertext*. **E. A. Popham**, B.A., M.A. (Manitoba), Ph.D. (Queen's), *Renaissance literature; Elizabethan political pageantry; Canadian literature; computers and the humanities; textual editing*. **M. Steffler**, B.A. (Victoria), M.A., Ph.D. (McMaster), *19th and 20th century Canadian literature, especially prose; women's life-writing; children's literature; postcolonial theory, textual editing*

Ancient History and Classics

I. C. Storey, B.A. (Univ. Trin Coll), M.A., Ph.D. (Toronto), *the production and staging of ancient dramatic texts; the comic and tragic canons; the transformation of ancient myths and texts in later ages and different cultures*.

Canadian Studies

M. Lacombe, M.A., Ph.D. (York), *19th century Canadian literary magazines; comparative Canadian literatures and the question of translation; indigenous women writers and the publishing industry*.

Computing & Information Systems

K. Gregory, Ph.D. (Toronto), *XML mark-up language; effect of target audience on writers for print and digital media*.

Cultural Studies

R.J. Dellamora (see English Literature). **V. Hollinger**, M.A. (Concordia), M.Ed. (Newcastle-upon-Tyne), Ph.D. (Concordia), *audience formation and interpellation, contemporary revisions of earlier theatre forms and texts, performance theory in a variety of contexts such as theatre, anthropology, linguistics, gender theory and aesthetics*.

History

F. Dunaway, B.A. (N. Carolina), Ph.D. (Rutgers), *visual culture (including photography, film and mass media); the production, circulation, and reception of texts related to social movements, especially modern environmentalism*. **T. Stapleton**, B.A. (Memorial), M.A., Ph.D. (Dalhousie), *orality and public memorialization in relation to cultural identity in South Africa*.

Indigenous Studies

N. McLeod (see English Literature).

Modern Languages and Literatures

R. S. Hagman, B.A., Ph.D. (Columbia), *Old Occitan Troubadour song literature; Dante's De Vulgari Eloquentia; the adoption of European vernacular languages as means of public discourse*.

Philosophy

J. W. Burbidge, M.A. (Yale), B.D., Ph.D. (Toronto), *the development of the book as artefact; the impact of printing on Western culture; printing, text illustration, practical bookbinding*.

University Library

M. Scigliano, B.A. (Toronto), M.L.S. (Dalhousie), M.A. (Concordia), *textual resources in electronic format, aspects of censorship, as they pertain to libraries*.

Honorary Professor

T. McGee, B.A. (Notre Dame), M.A. (Connecticut), Ph.D. (Pittsburgh), Professor Emeritus (Toronto), *music, text and rhetoric in early modern music; effect of musical notation on the development of music*.

REGULATIONS

The general regulations and requirements of Trent University for the M.A. degree apply to this graduate program. Students are normally admitted into the program once a year for studies beginning in the following September. The normal requirement for admission is an average of at least B+ (77%, GPA 3.3) overall and A- (80%, GPA 3.7) in English courses.

The Graduate Programs Selection Committee will begin the selection process in the weeks following the application submission date of February 8, 2008. Applications received after this date will be accepted and considered for funding until all available positions/spaces are filled.

Candidates must maintain at least a second class standing (B-/70 percent) in their work. There is no language requirement, although additional requirements appropriate to the candidate's field, including requirements with regard to language, may be specified by the supervisory committee.

Students who intend to pursue doctoral work will be strongly encouraged to develop a reading ability in at least one language in addition to English.

Program Options

Students have three options for completing the M.A. program:

1. Thesis

- ENGL 5000 – Public Texts (1.0 credit)
- ENGL 5001H – Colloquium (Pass/Fail)
- ENGL 5003H – Research and Professional Development Seminar (Pass/Fail)
- 2 elective courses (total of 1.0 credit)
- ENGL 5400D – Thesis (2.0 credits)

2. Major Research Paper

- ENGL 5000 – Public Texts (1.0 credit)
- ENGL 5001H – Colloquium (Pass/Fail)
- ENGL 5003H – Research and Professional Development Seminar (Pass/Fail)
- 4 elective courses (total of 2.0 credits)
- ENGL 5500 – Major Research Paper (1.0 credit)

3. Internship

- ENGL 5000 – Public Texts (1.0 credit)
- ENGL 5001H – Colloquium (Pass/Fail)
- ENGL 5003H – Research and Professional Development Seminar (Pass/Fail)
- 4 elective courses (total of 2.0 credits)
- ENGL 5600 – Internship (1.0 credit)

For each option, a proposal is to be submitted, approved, and ready for public presentation at the Research and Professional Development Seminar in March.

Completion Time

Full-Time Studies. For full-time students the minimum for program completion time is one year (12 months). The maximum is three full years (as per University policy). It is possible to complete the Thesis option in one year although it may take 18 months to 2 years. In any case, full-time students must complete the Thesis within three years.

Part-Time Studies. Students may pursue their M.A. degree on a part-time basis. The minimum time for completion for part-time students is 2 years and the maximum time is 5 years.

FINANCIAL SUPPORT

Graduate Teaching Assistantships and Research Fellowships are available for all full-time students admitted to the program; Research Assistantships may also be available. While the program will normally be completed in a calendar year (12 months) of full-time study, students who are completing the Thesis option will be eligible for support for two consecutive academic years provided they are making acceptable progress on their research.

In addition to bursaries and scholarships available from Trent University, students contemplating application to the program are urged to apply for an Ontario Graduate Scholarship and/or a SSHRC/CGS Scholarship and to additional external (non-university) funding agencies. Application materials for the OGS and SSHRC/CGS are available online and from the Office of Graduate Studies at Trent University.

FURTHER INFORMATION

For more information consult the M.A. program webpage (www.trentu.ca/englishma) or consult the Program Director at publictexts@trentu.ca. For further information on funding, see www.trentu.ca/graduatestudies/financialsupport.php.

COURSES

All courses will be offered by members of the graduate faculty of the Department of English Literature, but other graduate faculty associated with the program (noted above) may participate in the teaching of some of the courses and may serve on Thesis committees.

Required Courses

ENGL 5000 – Public Texts

Explores the material and social production of texts and their circulation in relationship to publics. Material production includes technological and social practices. The circulation of texts includes print and other modes of circulation. Publics includes historically defined communities of readers, communities conceived in terms of identity and imagined readerships.

ENGL 5001H – Colloquium

The Colloquium will bring together all students in the program with faculty, visiting scholars and experts (e.g., archivists, librarians, printers, publishers, editors, booksellers, book designers) for an intensive exploration of relevant historical, theoretical and practical issues. The Colloquium will be offered throughout the year, fortnightly, alternating with the Research and Professional Development Seminar.

ENGL 5003H – Research and Professional Development Seminar

Topics include research methods and resources; the nature and requirements of a research project; the presentation of the results of research in public forums; career development, academic and non-academic. At the end of the year, students will publicly present a proposal for their Thesis or Major Research Paper or Internship. The Seminar will be offered throughout the year, fortnightly, alternating with the Colloquium. This course is mandatory for all students.

Elective Courses

These courses focus on three general areas in the field of Public Texts. As a rule two topics in each of the three areas will be offered each year:

- ENGL 5100-series – Topics in the material and social production of texts
- ENGL 5200-series – Topics in the circulation of texts
- ENGL 5300-series – Topics in publics and texts

In addition, students may take up to 0.5 credit in one of the following.

- ENGL 5901H, a reading course in an area specifically related to a student's area of interest, assuming faculty availability
- a course offered by another graduate program at Trent University, to be determined on a case-by-case basis

ENGL 5101H – Topics in the material and social production of texts (1)

Topic for 2008-09: William Blake's composite art. William Blake was both a painter and engraver and a poet. This course will examine how Blake produced his illuminated texts and explore the relationship between text and design. Attention will also be given to that various aesthetic debates (in poetry and the visual arts) in which Blake engaged.

ENGL – CSNS 5103H – Topics in the material and social production of texts (2)

Topic for 2008-09: The making of early Canadian books. This course focuses on books representing the beginnings of Canadian literature and English-Canadian identity. Emphases include publishing practices, popular narrative strategies, representation of the colony, its citizens and the land, and ways in which the figure of the native is introduced into "white" narratives.

ENGL 5201H – Topics in the circulation of texts (1)

Topic for 2008-09: Textual transmission: *The Beggar's Opera*, *The Threepenny Opera*, *Cabaret*, and *Sweeney Todd*. The course explores revival as reinterpretation in examples of English musical theatre: *The Beggar's Opera*, *Cabaret*, and *Sweeney Todd*. *The Threepenny Opera* will be considered as a "revival" of Gay's signature piece. We will examine how changes in social/political values allow classic texts to speak more fully to later generations.

ENGL 5203H – Topics in the circulation of texts (2)

Topic for 2008-09: Viral concerns: Contagion and public texts, 1708-2008. This course examines print and virtual culture as media of textual contagion from the early modern period to the present. While exploring anxieties surrounding the circulation and movement of the novel, periodical, and internet texts across national borders, it will draw upon theories relating to globalization, translation, affect, and disease.

ENGL 5301H – Topics in publics and texts (1)

Topic for 2008-09: Fiction as Non-Fiction, Non-Fiction as Fiction: “Authenticity” and “Reality” in Modern and Contemporary Narratives. Reading fiction generally demands that readers acknowledge that characters and events are pretend, not real. This course explores the problematic distinction between fictional and non-fictional modes of reading and writing, asking if the categories of “pretend” and “real” are viable and/or necessary. Is there such a thing as “semi-fictional” literary production/reception?

ENGL 5303H – Topics in publics and texts (2)

Topic for 2008-09: Medieval texts: From oral tradition to public performance. This course focuses on medieval texts produced from the 12th to 15th centuries. It explores the transition in Ireland from traditional oral tales to written manuscript texts; the earliest manuscripts containing Chaucer’s poetry in England; and some of the play manuscripts containing late medieval dramatic texts intended for public performance. Prerequisite: at least one course in Middle English literature.

THESIS, MAJOR RESEARCH PAPER AND INTERNSHIP**ENGL 5400D – Thesis**

Approximately 100 pages, modeled on a short scholarly monograph with multiple chapters. It is supervised by a member of the English graduate faculty, assessed by an external examiner, and defended before a committee consisting of the external examiner, the Thesis Supervisor, and at least two other faculty members. It will receive a grade of *Satisfactory*, *Unsatisfactory* or *Pass with Distinction*.

ENGL 5500 – Major research paper

Approximately 50 pages, modeled on a scholarly journal article. It is supervised by a member of the English graduate faculty and assessed by the supervisor and a second reader. A grade will be assigned based on the assessment of both readers.

ENGL 5600 – Internship

Student interns will work with institutions involved in the production of public texts, or will assist graduate faculty in public text-related projects, or will aid community groups in developing texts for publication. The Internship will be supervised by a member of the English graduate faculty and by a placement supervisor. The placement supervisor will submit a report at the end of the internship to the faculty supervisor and, assuming the report is satisfactory, the faculty supervisor will assign a grade based on a research essay placing the Internship in the context of the student’s research.

M.A. Program in History

Telephone: 748-1011, ext. 6270

E-mail: history_ma@trentu.ca

Fax: 748-1018

Web: www.trentu.ca/historyma

The History M.A. program at Trent offers students research opportunities in six fields of study covering a wide-range of geographic, temporal, and theoretical interests: *Colonialism and Conflict*, *Regional and Trans-National History*, *Social and Cultural History*, *Iberian-American History*, *Canadian History*, and *European History*. This intellectual breadth, Trent’s commitment to small group teaching and fostering close mentoring relationships between faculty and graduate students, ensure a high-quality graduate student experience.

The Program affords students the personal attention and flexibility they need to achieve their academic goals and gives them an opportunity to pursue the full range of the historian’s craft. Graduates of the M.A. program will be well prepared to pursue either doctoral studies in history or professional careers that build on historical expertise.

The program combines course work and an intensive research project. Students can choose between two program streams. The “Course-Based” Stream will require students to take the required full-credit Core Course and four half-credit courses, and write a Major Research Paper. In the “Thesis-Based” Stream the students will take the Core Course and two half-credit courses, and write a longer Research Thesis. The Core Course on theory, historiography, and methodology will provide students with a thorough grounding in historical issues, methods, theories, and debates. This course will also enable graduate students to interact on a weekly basis, fostering collegiality and intellectual exchange.

Graduate Program Director

I. Elbi, B.A. (Charles), M.A. (Charles and Toronto), Ph.D. (Toronto)

Faculty and Research Areas

History

D. Anastakis, B.A. (Western), M.A., Ph.D. (York), *20th century Canadian and US economic, business and political history, post-World II trade, government and politics*. **O. Andriewsky**, B.A. (Brown), M.A., Ph.D. (Harvard), *Russia as empire, national identity and imperial discourse*. **Damien-Claude Bélanger**, B.A., M.A. (Montréal), Ph.D. (McGill), *Canadian-American relations, Canadian intellectual history, with focus on Quebec*. **A. Bialuschewski**, Ph.D. (Kiel), *pirates and piracy, early modern Atlantic history*. **M. Boulby**, B.A. (Queen's), M.A. (London), Ph.D. (Toronto), *modern Middle East, Palestinian women, Palestinians in Israel*. **A. Cazorla-Sánchez**, Ph.D. (Granada), *modern Spanish and trans-national history, fascism and dictatorships*. **C. Dummitt**, B.A. (Trent), M.A. (Dalhousie), Ph.D. (Simon Fraser), *modern Canadian, gender, social and cultural history, masculinity*. **F. Dunaway**, B.A. (N. Carolina), Ph.D. (Rutgers), *modern United States, cultural, environmental, and political history, visual culture*. **I. Elbl**, B.A., M.A. (Charles), M.A., Ph.D. (Toronto), *late medieval Portugal and overseas expansion, late medieval emotions, values, attitudes*. **H. Elton**, B.A. (Sheffield), Ph.D. (Oxford), *Late Antiquity, Roman and Byzantine Empires*. **F. Harris-Stoertz**, B.A. (Calgary), M.A., Ph.D. (California), *medieval social history, in particular high medieval adolescence, pregnancy and childbirth*. **J. Hurl-Eamon**, B.A. (Western), M.A. (Queen's), Ph.D. (York), *early modern social history, with focus on England, in particular gender, plebeian family, crime and criminal justice*. **C. Kay**, B.A. (Toronto), M. Phil. (Oxford), M.A., Ph.D. (Yale), *Imperial Germany, social and cultural, with a focus on bourgeois children and parenting*. **J. S. Milloy**, B.A. (St Patrick's), M.A. (Carleton), D.Phil. (Oxford), *comparative colonial history, pre-Confederation Canada, aboriginal history*. **J. Miron**, B.A. (McGill), M.A., Ph.D. (York), *cultural and social history, 19th and 20th century Canada, women, sexuality, medicine and crime*. **V. Nguyen-Marshall**, B.A. (Dalhousie), M.A., Ph.D. (British Columbia), *colonial Vietnam, in particular poor relief, public sphere and civil society, gender and cultural identities in colonial societies*. **C. Nielson**, B.A. (Calgary), M.A., Ph.D. (Queen's), *Canadian women and gender, colonial North American societies, antebellum America*. **B. Palmer**, M.A., Ph.D. (SUNY-Binghamton), *Canada, working class and labour history, social movements, history and theory*. **J. Sangster**, B.A. (Trent), M.A., Ph.D. (McMaster), *North American women, women and wage labour after World War II, working class, aboriginal women*. **D. M. K. Sheinin**, B.Sc. (Toronto), M.A., Ph.D. (Connecticut), *Latin American history (particularly Argentina and Bolivia), USA, with emphasis on foreign relations*. **K. Siena**, B.A. (SUNY), M.A. (Rochester), Ph.D. (Toronto), *early modern British history, with special interest in medicine, sex and disease, urban poverty and social welfare*. **T. J. Stapleton**, B.A. (Memorial), M.A., Ph.D. (Dalhousie), *Southern Africa and Zimbabwe, resistance to colonial conquest, ethnic identity, war and society, oral tradition as historical evidence*. **J. E. Struthers**, M.A. (Carleton), Ph.D. (Toronto), *modern Canada, particularly social welfare, aging and care giving, labor history, multiculturalism*. **G. Taylor**, B.A., Ph.D. (Pennsylvania), *modern business and American history*. **K. Walden**, M.A., Ph.D. (Queen's), *modern Canada, social, cultural and intellectual history, special interest in the development of consumer culture, historical meaning of symbols, myths, and rituals*. **R. A. Wright**, B.A. (Trent), M.A., Ph.D. (Queen's), *modern Canadian intellectual, cultural and political history, Cuban-Canadian relations*.

Anthropology

John Topic, B.A., M.A., Ph.D. (Harvard), *Andean archaeology and ethnohistory; Complex societies, warfare, and urbanism; Spatial models, regional analysis, and field methods*.

Cultural Studies

R. Dellamora, A.B. (Dartmouth College), B.A. (Cambridge), M.Phil., Ph.D. (Yale), *Victorian England, literature, gender, sexuality, especially the cultural construction of masculinities; critical theory*. **I. Junyk**, B.A. (Western), M.A. (Queen's), Ph.D. (Chicago), *memory and history, modernism and the avant-garde; classicism and myth, in particular classicism in interwar Paris*. **D. Panagia**, Ph.D. (Johns Hopkins), *history of political theory, modern and post-structuralist theories of value*.

Environmental Studies

S. Bocking, B.Sc., M.A., Ph.D. (Toronto), *History of the environmental sciences, in Canada, Great Britain, and the United States; Great Lakes fisheries research; roles of expertise in public policy; environmental history; environment and development issues*.

Geography

A. Brunger, B.Sc. Hons. (Southampton), M.Sc. (Calgary), Ph.D. (Western), *historical geography, particularly comparative settlement of British immigrant groups in South Africa and Ontario*.

REGULATIONS

The general regulations and requirements of Trent University for the M.A. degree apply to this graduate program.

Students are normally admitted into the Program once a year for studies beginning in the following September. The History Graduate Program Committee will begin the selection process immediately following the application submission date of February 1, 2008. Applications received after this date will be accepted and considered for funding until all available positions/spaces are filled.

Entrance requirements

Applicants to the M.A. program normally will be expected to have completed a B.A. Single or Joint Major Honours Degree in History, with a minimum 80% (GPA 3.67 on the 4 point scale) average in the last ten undergraduate credits. Additional considerations:

- Availability of the appropriate faculty as instructors, supervisors and committee members.
- Appropriateness of the applicant's previous education and training.
- Feasibility of the applicant's proposed course of study and project.
- Availability of appropriate academic resources (library, interlibrary, online, archival, oral, etc).
- Command of appropriate language/s by the applicant.

Program Structure and Options

Both full-time and part-time M.A. students may choose between two program streams:

Stream One (Course-Based). Students must complete the Core Course, four additional half-credit courses, and a Major Research Paper. The Major Research Paper will be modeled on a scholarly journal article and assessed by an external examiner. It will be approximately 60 pages long, excluding notes and bibliography.

Stream Two (Thesis-Based). Students must complete the Core Course, two additional half-credit courses, and a Research Thesis. The Thesis will be modeled on a short scholarly monograph with multiple chapters and will be assessed by an external examiner. The candidate will defend the Thesis before a committee of at least 3 faculty members including the external. The Thesis will be approximately 120 pages in length, excluding notes and bibliography.

Both the Major Research Paper and Thesis are expected to have an appropriate theoretical framework, discuss relevant historiography and make use of primary sources. A supervisor will be appointed for both the Major Research Paper and Thesis. Students will select research topics for the Major Research Paper and Thesis in consultation with their supervisor.

Course Selection

All students must complete the Core Course (HIST 5100: Theory, Historiography, Methodology).

Elective courses should be chosen from within the students' declared "fields of study" (See below). Full courses will be taught over the normal academic year (September to April). Half-courses will be taught over one semester (September to December or January to April).

Completion Time

Full-Time Studies. The minimum for program completion is one year (12 months). The maximum is three full years (as per University policy). While it is possible to complete both streams within one year, stream two (Thesis) may take 18 months to 2 years.

Part-Time Studies. Students may pursue their M.A. degree on a part-time basis. The minimum time for completion for part-time students in both streams will be 2 years and the maximum time is 5 years.

Financial Support:

Graduate Teaching Assistantships and Research Fellowships are available for all full-time students admitted to the Program. While the program will normally be completed in a calendar year, students in the Thesis stream (Stream Two) will be eligible for two consecutive years provided they are making acceptable progress on their research.

In addition to bursaries and scholarship available from Trent University, students contemplating application to the Program are urged to apply for an Ontario Graduate Scholarship and/or SSHRC/CGS Scholarship, as well as to additional external (non-university) funding agencies. Application materials for the OGS and SSHRC/CGS are available on-line and from the Office of Graduate Studies at Trent University.

Further Information

For more information consult the M.A. Program webpage (www.trentu.ca/historyma) or consult the Program Director (history_ma@trentu.ca). For further information on funding and financial support issues contact Trent Graduate Studies Office, see www.trentu.ca/graduatestudies/financialsupport.php.

COURSES AVAILABLE TO HISTORY M.A. STUDENTS**CORE COURSE****HIST 5100 – Theory, Historiography, Methodology**

An introduction to historical concepts, the role of theory in historical research, the relationship between history and other scholarly disciplines, developments in historiography, research methods, and ways of practicing history. The course is compulsory for all History M.A. students.

ELECTIVE COURSES

Course-based Program. Students are required to take four half-credit courses, in addition to the Core Course. See above.

Thesis-based Program. Students are required to take two half-credit courses.

Elective courses should be chosen from within fields of study students have identified in their application (see below). Note each elective course corresponds to two or more fields of study.

Field of Study	Course
1. Canadian History	CSID – HIST 5102H/INDG 605H HIST 5105H HIST 5106H CSID – HIST 5202H CSID – HIST 5301H
2. Colonialism and Conflict	CSID – HIST 5102H/INDG 605H HIST 5104H HIST 5109H
3. European History	HIST 5101H HIST 5107H HIST 5108H HIST 5110H
4. Iberian-American History	HIST 5103H HIST 5106H HIST 5107H
5. Social and Cultural History	HIST 5105H CSID – HIST 5202H CSID – HIST 5301H HIST 5107H HIST 5108H HIST 5110H CSID – HIST 5301H
6. Regional and Trans-National History	HIST 5101H HIST 5103H HIST 5104H HIST 5105H HIST 5106H HIST 5109H

Not all courses are available every year.

HIST 5101H – Political violence and memory in twentieth-century Europe

From the platform of a trans-national historical analysis, the course explores political violence in modern Europe, as well as the evolving memories of it both in the public and private spheres, contrasting dictatorships and democracies. Fields: European History; Regional and Trans-National History.

HIST 5102H – CSID 5102H/INDG 605H – The study of Aboriginal peoples in Canada: history and politics

This course examines the history of inter-cultural relations between Aboriginal peoples and the larger society, focussing . The course focuses on topics such as early contact, the fur trade, the development of colonial policy, treaties, the reserve system, Aboriginal de-colonization movements, modern political dialogue for constitutional renewal and land claims and self-government. Fields: Canadian History, Colonialism and Conflict.

HIST 5103H – The international history of United States-Latin American relations after 1900

The history of US-Latin American relations with special emphasis on historical methods, varied analytical approaches, historiographical change, and ideologies in history. Fields: Iberian-American History; Regional and Trans-National History.

HIST 5104H – Responding to colonialism: nationalist movements in South-East Asia

This course examines anti-colonial and nationalist responses to colonialism in Southeast Asia (mainly Indochina, Indonesia, Malaya, the Philippines). In each of these colonies there were many competing nationalist visions and thus the process of articulating and constructing an anti-colonial movement involved negotiation and often violence among the colonized themselves. Fields: Colonialism and Conflict, Regional and Trans-National History.

HIST 5105H – Women in colonial North America

A survey of the rich historiography of gender and family relations in Colonial North American History, including family structure and demographic change; inheritance, migration and proper household economies; labour and production; witchcraft; slave society; native culture; interracial sex; marriage and children; masculinity and femininity; religion; politics; and the law. Fields: Canadian History, Social and Cultural History, Regional and Trans-National History.

HIST 5106H – Cuba and North America

The course examines the evolution of Canadian and American relations with Cuba since the nineteenth century, with a particular emphasis on the Castro era, 1959–2006. Fields: Canadian History; Iberian-American History, Regional and Trans-National History.

HIST 5107H – Values, emotions, and identities in the late medieval Iberia and other parts of Europe

The course explores societal values and beliefs that characterized the late medieval Iberian world (Spain and Portugal), in comparison with other parts of Europe and surrounding regions, and the emotions that both generated and were generated by these values, beliefs, and attitudes. Fields: Iberian-American History; European History, Social and Cultural History.

HIST 5108H – The Third Reich: German politics, culture and society under Hitler

An examination of the historiography on the Third Reich, including on Hitler's charismatic leadership of Nazi Germany; political structure of the Nazi state; the complicity of ordinary Germans; the Final Solution; the SS; the lives of Jewish Germans, 1933-45; women and youth under Nazism; propaganda and culture in the *Hitlerzeit*. Fields: European History; Social and Cultural History

HIST 5109H – Settler society in Southern Rhodesia (Zimbabwe) 1890-1980

The course examines the development of settler colonialism in Southern Rhodesia, characterized by the creation of a racially hierarchical and exploitive society dominated by a small white minority that enjoyed one of the highest standards of living in the world. Field: Colonialism and Conflict, Regional and Trans-National History

HIST 5110H – The Soviet experiment: the Stalin era, 1928-1953

An examination of the rapidly changing historiography of Soviet history between 1928 and 1953, with a focus on the Stalinist experiment and several major episodes of the Stalinist Era: the Great Industrialization Drive, Collectivization, Famine, the Cultural Revolution, Terror and War. Fields: European History, Social and Cultural History.

HIST 5111H – Women in the Middle Ages

The course explores constructions of sex and gender as well as the lives, experiences, and expectations of medieval women--queens, prostitutes, nuns, doctors, craftworkers, noblewomen,

saints, merchants, warriors, and peasants – between 300 and 1550. Readings will focus on Catholic Europe, with some attention to Muslims, Jews and heretics.

HIST 5112H – Quebec: Politics and Ideology since 1867

This bilingual course explores the political and intellectual history of Quebec. Topics include the province's place within Canada, the relationship between Church and State, and the evolution of French Canadian nationalism. Students are expected to read and review a series of English- and French-language books and to write a historiographical essay.

HIST – CSID 5202H – Approaches to the study of culture in Canada

The course investigates some of the major approaches that have been used to investigate and comprehend Canadian culture. Topics include “high” culture, popular culture, media, intellectual traditions, visual culture and cultural transgressions. Fields: Canadian History; Social and Cultural History.

HIST – CSID 5301H – Policy, economy and society: themes in the state and political economy of Canada

This course will look at the complex web of relationships linking the economy, business, politics, the state, civil society and public policy in Canada and their interaction with social, political, and cultural life. Fields: Canadian History, Social and Cultural History.

HIST 5901H – Reading course

A course designed to provide opportunities for intensive study by an individual student in a particular field of the program. Approval of the relevant instructor and the department's graduate committee is required.

Ph.D. Program in Indigenous Studies

Telephone: (705) 748-1011 ext. 7443

E-mail: indigenoustudiesphd@trentu.ca

Fax: (705) 748-1416

Web: www.trentu.ca/indigenoustudiesphd

The Ph.D. program in Indigenous Studies is the first program of its kind in Canada and only the second in North America. It is interdisciplinary in nature and based on the integration of Indigenous and Western academic knowledge.

The program seeks to ensure that physical, mental, emotional and spiritual dimensions of Indigenous knowledge, as reflected in traditional and contemporary world views and expressed in practice, are articulated, discussed, documented, recognized and experienced.

In order to achieve this vision, the Indigenous Studies Ph.D. program offers an educational opportunity at an advanced level of study within a respectful environment. Students will be engaged in learning experiences that are centred in Indigenous cultures in content and process and reflect the interaction between traditional and contemporary Indigenous knowledge within the academic context. It is an interdisciplinary program developed and sustained in partnership with the Indigenous community which seeks to advance learning through creative interaction of teaching, research and experience of the highest quality.

The program is a culturally based interdisciplinary program which assumes an emic, or insider's, viewpoint rooted in Indigenous spirituality, principles and cultural values. It recognizes that Indigenous knowledge is as valid as the academic knowledge of Western-trained academics. It seeks to blend this knowledge as expressed by Indigenous Elders and Traditional People, with Western academic perspectives. To this end the program brings together Indigenous and non-Indigenous students to study at an advanced level the historical, cultural and contemporary situation of the Indigenous People. Indigenous Elders and traditionally knowledgeable people are central to the program.

The program aims:

- to advance Indigenous Studies as an interdisciplinary field of study through the rebuilding and recognition of Indigenous knowledge and the creation of knowledge which reflects Indigenous experience.
- to make available to students, at an advanced level, education in Indigenous Studies that will enable graduates to employ a range of skills in the context of Indigenous communities, as well as in Indigenous and non-Indigenous organizations.
- to explore research methodologies appropriate to the creation of knowledge reflective of Indigenous experiences.
- to prepare students for careers in teaching, research, administration, business and government.

Graduate Program Director

L. Davis, B.A. (Queen's), M.A. (Sussex), M.A. (Alberta), Ph.D. (Toronto)

Director of Studies

D. Williams, (Anishnaabe), B.A. (Trent)

Indigenous Studies Ph.D. Program Graduate Council

The Ph.D. program is overseen by the Indigenous Studies Ph.D. Program Graduate Council which is composed of members of the Indigenous community, faculty, students and staff from Trent, and faculty from other universities.

Faculty and Research Areas*Indigenous Studies*

M. J. Castellano Emeritus (Mohawk), OC, O.Ont., B.A. (Queen's), M.S.W. (Toronto); LLD (Carleton, Queen's, St. Thomas), *Indigenous organizations, RCAP, Indigenous traditions of knowledge, Indigenous education, research ethics*. **L. Davis**, B.A. (Queens), M.A. (Sussex), M.A. (Alberta), Ph.D. (Toronto), *Indigenous community development, alliance-building, globalization, Indigenous education, international studies*. **M. S. Dockstator** (Oneida), B.Sc. (Waterloo), L.L.B., D. Jur (York), *Indigenous self-government, Traditional Knowledge, law, constitutional development*. **C. Furgal**, B.Sc. (Western Ontario), M.Sc. (Waterloo), Ph.D. (Waterloo), *Indigenous health, environmental health, planning and resource development, risk management and communication, Arctic Indigenous issues*. **D. Longboat**, (Roronhioke:wen) (Mohawk), M.Es. (York), Hon. B.A. (Trent), Ph.D. (York) *Native Studies, environmental issues, Haudenosaunee traditional teachings*. **E. Manitowabi** Emeritus (Anishnaabe Kwe) Mide. III, *Nishnaabemowin (Ojibway) language and culture, Indigenous women's studies, film and theatre, traditional knowledge*. **D. N. McCaskill**, B.A. (Winnipeg), M.A. (Carleton), Ph.D. (York), *Indigenous education, urbanization, justice and corrections, community development, self-government, international development*. **N. McLeod** (Cree) B.A., M.A. (Saskatchewan), M.A. (Saskatchewan), Ph.D. (Regina), *Cree culture and history, oral history, Indigenous art, literature, political history, philosophy and religion, the history of Indigenous people of western Canada*. **D. Newhouse** (Onondaga), B.Sc., M.B.A. (Western Ontario), *development of modern Indigenous societies, governance, economies*. **S. I. Williams** (Emeritus) (Anishnaabe Kwe), B.A. (Trent), NLIP Dip (Lakehead), M.A. (York), *Nishnaabemowin (Ojibway) language and culture, Indigenous residential schools, Indigenous women's studies, traditional knowledge, Indigenous identity development*.

Canadian Studies

M. Lacombe, B.A. (McGill), M.A., Ph.D. (York), *women's writing, postcolonial literature in Canada, diversity and Quebec/Francophone writing and culture*. **J. E. Struthers**, M.A. (Carleton), Ph.D. (Toronto), *social welfare, freedom of information, unemployment, long-term care, pension and old age security in Ontario*. **J. H. Wadland**, M.A. (Waterloo), Ph.D. (York), *Place/space/ landscape, Aboriginal rights and treaties, environmental and social justice, social ecology, social constructions of nature, visual culture*.

Cultural Studies

J. Bordo, B.A. (McGill), M.A. (Alberta), Ph.D. (Yale), *landscape, contemporary art, picturing, modern technology, Aboriginal land claims*.

Economics

S. Choudhry, M.A. (Chittagong, Bangladesh), M.A. (McGill), Ph.D. (Manitoba), *RCAP, DIAND, First Nations Consultants, economics and economic development*.

Education

D. P. Berrill, B.A. (Northwestern), M.A. (Toronto), Ph.D. (East Anglia), *School of Education*

History

B. W. Hodgins (Emeritus), B.A. (Western Ontario), M.A. (Queen's), Ph.D. (Duke), *Northern studies, Temagami land claims, environmental issues, transportation, natural resources*. **S. D. Standen**, (Emeritus) B.A. (British Columbia), M.A. (Oregon), Ph.D. (Toronto), *Aboriginal history in Ontario, socio-economic impact of colonialization in French colonies, consequences of conquest*.

Politics

D. R. Morrison, (Emeritus), M.A. (Saskatchewan), D.Phil. (Sussex), *bilateral aid, evaluating development assistance, CIDA and Canadian development assistance*.

Sociology

G. Balfour, B.Sc., M.A. (Ottawa), Ph.D. (Manitoba), *criminalization of Native Peoples, violence against Native women, feminist criminology and socio-legal theory.*

Adjunct Faculty and Research Areas

F. D. Abele, B.A. (Calgary), M.A., Ph.D. (York), *public administration, public policy, the political economy of Indigenous Peoples and peace issues.* **S. Brascoupé** (Algonkian/Mohawk), M.A. (New York State), *history, Native economic development, education, business.* **H. Feit**, B.A. (Queen's), M.A., Ph.D. (McGill), *Anthropology, renewable resources, land claims, environment and hunter-gatherer issues.* **L. Fitznor**, B.A. (Manitoba), MEd (Manitoba), Ph.D. (OISE/Toronto) *Education.* **B. Loucks**, (Anishnaabe), (B.A. (Western), M.Ed. (Toronto), *Public Administration, cultural research, curriculum development, language policy.* **D. McNab**, B.A. (Waterloo), M.A. (McMaster), Ph.D. (Lancaster). **K. Richard**, B.S.W., M.S.W. (Manitoba), *inter-cultural practices, child and family services.* **J. Sheridan**, B.S. (Waterloo), M.A. (California), Ed.M. (Harvard), Ph.D. (Alberta), *Environmental Sustainability and Indigenous Peoples.* **F. Wein**, B.A. (Queen's), M.A., Ph.D. (Cornell), *social work, Mikmaq cultural, educational and social issues.* **P. Williams** (Haudenosaunee), B.A. LL.B. (Western), LL.M. (York), *legal advisor, repatriation of cultural materials and ancestral remains, research, negotiation.*

Regulations

The general regulations and requirements of Trent University for graduate degrees apply to the Ph.D. program in Indigenous Studies. Students are admitted to the program once a year in September. To be eligible for admission, the applicant must possess a Master's degree or equivalent, with at least an upper second-class standing (B+, 77%). Ideally, applicants will possess a Master's degree in the field of Indigenous Studies. However, given the limited number of Master's programs available in Indigenous Studies, highly-qualified students from other disciplinary-based graduate programs will be considered for admission. In some cases, students without a background in Indigenous Studies will be required to enroll in a qualifying year program in Indigenous Studies to ensure an adequate academic background in Indigenous Studies.

The Ph.D. program is a full-time program and does not currently have a part-time option. Students will be invited to indicate their area(s) of research interest in their application. The Ph.D. program has 2 fields: Social & Cultural Contemporary Issues in Indigenous Studies or Indigenous Studies History & Politics. The Ph.D. program has a two-year residency requirement during which students will enroll in 3.5 courses in the first year and three courses in the second year. All students will take INDG 600, 601, 603H, 620H, 700, 701 and 720H. In second term of the first year, students will take INDG 605H or INDG 610H. In second year, students will take either INDG 705H, 710H or 715H. Upon successful completion of the courses, students will write two comprehensive examinations: a Core Indigenous Studies Examination and an examination in their field of specialization, History and Politics or Social and Cultural Issues or, in lieu of the specialized comprehensive exam, carry out a Bimaadziwin/Atonhetersi:io option (see INDG 715H). This will be followed by the research, writing and defence of their Ph.D. dissertation (see INDG 800). The maximum time for completion of the Ph.D. degree is five years. Dissertations will be supervised by a Dissertation Supervisor selected from the Core Faculty and a Supervisory Committee. Students must maintain a B+ average in all courses. Students will be required to demonstrate proficiency in a language other than English, preferably an Indigenous language. Proficiency in an Indigenous language may be demonstrated by either: passing an examination in an Indigenous language administered by the Indigenous Studies department, or by presenting a transcript with a grade of B or better in an Indigenous language course taken at an accredited university. Proficiency in a foreign language may be demonstrated by means of presenting a transcript showing a grade of B or better in a course in a foreign language taken at an accredited university.

Financial Support

Successful applicants to the Indigenous Studies Ph.D. program will automatically be considered for a limited number of Indigenous Studies Ph.D. scholarships when available and the Quaker Oats Company of Canada Limited Graduate Scholarship in Indigenous Studies. Scholarships will be awarded to students with high academic standing. The majority of students accepted will be offered teaching assistantships, normally for a maximum of eight terms spanning four consecutive undergraduate academic years. In return for the stipend involved, the students are required to work for up to 10 hours per week, generally assisting with some aspect of the undergraduate teaching program. The stipend is fully taxable and deductions are made through the Human Resources department. Students are encouraged to apply for scholarships, particularly the Ontario Graduate

Scholarship (OGS and the Social Science and Humanities Research Council Doctoral Fellowships (SSHRC)).

Further Information

For more information please check our website at www.trentu.ca/indigenoustuddiesphd or telephone the Indigenous Studies Ph.D. Program at (705) 748-1011 ext. 7443.

FIRST YEAR COURSES

Not all courses are offered every year.

INDG 600 – Indigenous knowledge

The course examines theories of Indigenous Studies from interdisciplinary and experiential perspectives focussing on the nature of Indigenous thought as expressed through oral tradition, written texts and other sources. Indigenous Elders and Traditional people will participate extensively in the course. Required of all students.

INDG 601 – Indigenous Studies theory and research methods

The course presents students with theoretical, methodological and ethical issues related to conducting research in Indigenous communities. Indigenous and Western approaches to the construction of knowledge are examined, with a view to developing distinctive Indigenous theories, approaches and methods. Required of all students.

INDG 603H – Indigenous thought

Indigenous scholars have become an important aspect of the intellectual landscape in Indigenous Studies and a few other disciplines. Over the last few decades, Indigenous scholarly writing has emerged in a number of fields: politics, social theory, philosophy, history to name a few. This course examines this emerging literature. Required of all students.

INDG 605H/CSID – HIST 5102H – Indigenous Studies: The Study of Aboriginal Peoples in Canada: History and Politics

This second term course examines the history of inter-cultural relations between Indigenous Peoples and the larger society. Topics may include early contact, the fur trade, the development of colonial policy, treaties, the reserve system, Indigenous decolonialization movements, modern political dialogue for constitutional renewal and issues of land claims and self-government. Required of students in the history and politics specialization.

INDG 610H – Social and cultural issues in Indigenous Studies

This second term course examines a wide range of social and contemporary issues that affect Indigenous peoples in Canada including revitalization of traditional Indigenous culture, models of Indigenous community development, development of Indigenous institutions in the areas of education, health and social services, economic development, law, urbanization and cross-cultural relations. Required of students in the social and cultural specialization.

INDG 620H – Independent study and research

Required of all students. This course is normally a reading course conducted under the supervision of a faculty member. The course is a self-developed, broad-based review of issues and literature from fields which may be collateral to the student's dissertation, and may not necessarily be covered by existing courses. Required of all students.

INDG 625 – Language course requirement

INDG 625 is intended for students who have not met the language requirement before admission to the Indigenous Studies Ph.D. program and who need to enrol in a language course that is offered at Trent at the undergraduate level.

SECOND YEAR COURSES**INDG 700 – Practicum field placement**

Students work with an Indigenous community or organization, with a focus on community or organizational needs. The practicum may be full-time (5 weeks) or part-time and is normally carried out in the summer following the first year or in the first term of the second year of study. Required of all students.

INDG 701 – Dissertation research course

This course is designed to support students in developing an appropriate plan to carry out research for their dissertation. Students work through the various stages of proposal development. This course meets fortnightly. Required of all students.

Dissertation Proposal Examination

Once students have developed their dissertation proposal and it has been approved by their supervisor and supervisory committee, it must be examined by the Dissertation Proposal Examination Committee. The Committee will determine whether the student has a viable research proposal and the potential for completion of the degree.

INDG 705H – Reading course in Indigenous Studies: History and politics for comprehensive examination**INDG 710H – Reading course in social and cultural issues for comprehensive examination****INDG 715H – Bimaadiziwin/Atonhetseri:io**

This experiential option requires students to participate in a significant Indigenous cultural experience such as apprenticing with an Elder for a substantial period of time. The course will entail students being supervised and examined by a Council of Elders. Students may be required to audit an undergraduate course in the Indigenous Studies department concurrently with the Bimaadiziwin/Atonhetseri:io option (e.g. INDG 211 – Indigenous identity development; INDG 220 – Iroquois culture; or INDG 310 – Culture and community).

INDG 720H – Reading course

This course is intended to assist students in preparing for the Core Comprehensive Examination. Students use the IS Ph.D. Core Comprehensive Exam Bibliography as a minimum basis for preparation. Students will work independently to prepare for the examination, but group sessions may also be held to facilitate preparation. Required of all students.

THIRD YEAR COURSE**INDG 800 – Dissertation**

The maximum time for completion of the Ph.D. degree is five years. Students are required to conduct original research and complete a Ph.D. dissertation that is judged to be a mature and original contribution to knowledge. A Ph.D. student must successfully defend her/his dissertation in an oral examination before a Dissertation Examining committee. The maximum time for completion of the Ph.D. degree is five years.

Thesis Supervision

Theses will be supervised by a Dissertation Supervisor selected from the Core Faculty and a Supervisory Committee.

M.Sc. Materials Science Program

Telephone: (705) 748-1011, ext. 7467

Fax: (705) 748-1625

E-mail: materialsscience@trentu.ca

Web: www.trentu.ca/materialscience

This graduate program will be offered jointly by UOIT and Trent University and lead to the degree of Master of Science (M.Sc.) in Materials Science. Materials Science is a broad multi-disciplinary area of science; its goal is the understanding and prediction of the properties of matter. Such understanding allows the design of materials with particular properties. This requires the development of experimental and theoretical predictive tools applicable to size scales ranging from the molecular to the macroscopic levels. The field lies at the intersection of physics and chemistry, and includes many sub-fields, including nanotechnology, electronic materials, surface science, biomaterials, and materials characterization. The program provides both a broad and integrated overview of materials science and the opportunity for in-depth study of a particular problem emphasizing either theory or experiment, under the guidance of a thesis advisor and a multi-disciplinary team of faculty from UOIT and Trent University. The program will be comprised of coursework and a thesis.

Graduate Program Director

A.J. Vreugdenhil, B.Sc. (Queen's), Ph.D. (McGill)

Faculty and Research Areas**Trent Faculty***Chemistry*

J. M. Parnis, B.Sc., Ph.D. (Toronto), *investigation of metal atom and metal cluster reactions with small hydrocarbons primarily using low temperature matrix isolation and mass spectrometry and FTIR spectroscopy*. **I. Svishchev**, M.Sc. (Moscow State), Ph.D. (USSR Academy of Sciences), *theoretical and experimental investigation of supercritical water and its many applications including*

SCW-oxidation technology. **A. J. Vreugdenhil**, B.Sc. (Queen's), Ph.D. (McGill), development and characterization of hybrid organic-inorganic materials for applications in sensors, coatings and interface modification.

Physics & Astronomy

W.A. Atkinson, M.Sc. (Alberta), Ph.D. (McMaster), computational and theoretical models of high temperature superconductors and strongly correlated electronic materials. **R. Shiell**, B. A. (Oxford), Ph.D. (Newcastle upon Tyne), *atomic, molecular and optical physics, the manipulation of quantum states using laser radiation*. **A. J. Slavin**, M.Sc. (Toronto), Ph.D. (Cambridge), metal surfaces: structure and chemical interactions. **Wortis, R.**, M.Sc., Ph.D. (Illinois), Condensed matter theory: superconductivity and strongly correlated electrons.

UOIT Faculty

Science

D. Bonetta, B.Sc., M.Sc., Ph.D. (Toronto), *biologically based materials derived from plant and bacterial sources*. Brad Easton (Assistant Professor, Chemistry): Structure–property relations of inorganic–organic hybrid materials developed for fuel cells and electrochemical systems. **F. Naumkin** M.Sc. (Moscow State Physics & Engineering Institute, Russia), Ph.D. (General Physics Institute, Russian Academy of Sciences). *computational Nanoscience; ab initio-based studies of nanometer-scale polyatomic systems, their structural, electronic and related properties*. **P. Berg**, Dipl.-Phys. (Muenster), Ph.D. (Bristol), *computational physics and computational chemistry related to PEM fuel cell processes; charge and water transport in ionomers*. **Anatoli Chkrebti**, M.Sc. (Kiev State University), Ph.D., (Institute of Semiconductor Physics, Kiev). *quantum physics of the solid state and its surfaces*. **F. Gaspari**, B.Sc. (Bologna), M.Sc., Ph.D., *materials and devices research and development program in the areas of thin film amorphous silicon and carbon, and emerging nano-crystalline materials*. **J. Perz**, B.Sc., M.Sc. (Toronto), Ph.D. (Cambridge), *conventional and high temperature superconductors. Spin properties of conduction electrons in metals*. **W. Smith**, B.Sc., M.Sc. (Toronto), M.Sc., Ph.D. (Waterloo), *computational science, involving molecular-level modelling and computer simulation of fluids for predicting thermodynamic properties*.

Engineering

Ghaus Rizvi, B.E. (Karachi), M.S. (San José), M.Sc., Ph.D. (Toronto). *reinforced wood composites with superior mechanical properties, development of extrusion processing, technology for manufacture of fine-celled plastic/wood*.

REGULATIONS

The general regulations and requirements of Trent University for the M.Sc. degree apply to this graduate program. Students are normally admitted into the program once a year for studies beginning in the following September. The normal requirement for admission is an average of at least B+ (77%, GPA 3.3). The Graduate Programs Selection Committee will begin the selection process in the weeks following the application submission date of February 8, 2008. Applications received after this date will be accepted and considered for funding until all available positions/spaces are filled.

The formal requirements for the M.Sc. degree in Materials Science are the following:

- Each student must complete the "core" courses MTSC 6010H and MTSC 6020H.
- Each student must attend and successfully complete the non-credit courses MTSC 6000H and 6100H in the first and second years of the program respectively.
- At least four one-term courses acceptable for graduate credit must be completed with at least a 70% final grade in each course. Normally, courses taken for credit are those designated as Graduate Courses within the program. One of the four courses may be a fourth-year undergraduate course, approved by the student's supervisor and the graduate coordinator.
- The student must meet with his/her supervisory committee within the first six months of registration, and subsequently at least once every six months. The committee consists of the student's supervisor and at least two other faculty members in the program; each supervisory committee must include at least one faculty member from each institution.
- An acceptable thesis on a research topic must be submitted. Detailed specifications of the format of the thesis are available from the Graduate Studies Office. Acceptance of the thesis requires the approval of an Examining Committee following an oral defence of the thesis. The Examining Committee normally consists of three faculty members: the supervisor, one other member of the supervisory committee, and one member who is not on the supervisory committee and is appointed by the Director to chair the Committee.

FINANCIAL SUPPORT

Minimum funding to full-time students is \$16,000 per calendar year. This funding will be made up of Graduate Teaching Assistantships, Research Fellowships and Research Assistantships. Students will be eligible for support for two consecutive academic years provided they are making acceptable progress on their research.

In addition to bursaries and scholarships available from Trent University, students contemplating application to the program are urged to apply for an Ontario Graduate Scholarship and/or a NSERC Scholarship as well as to additional external (non-university) funding agencies. Application materials for the OGS and NSERC are available online and from the Office of Graduate Studies at Trent University.

FURTHER INFORMATION

For more information consult the M.Sc. program webpage (www.trentu.ca/materialscience) or consult the Program Director at materialscience@trentu.ca. For further information on funding, see www.trentu.ca/graduatestudies/financialsupport.php.

COURSES AVAILABLE TO GRADUATE STUDENTS

Required Courses

MTSC 6000H (non-credit)
 MTSC 6100H (non-credit)
 MTSC 6010H
 MTSC 6020H
 MTSC 6050

Elective courses are available based on demand including:

MTSC 6110H
 MTSC 6120H
 MTSC 6130H
 MTSC 6140H
 MTSC 6240H
 MTSC 6250H
 MTSC 6260H
 MTSC 6270H

MTSC 6000H – Graduate seminar in science communication I

This course will assist students in developing essential communication skills. A series of oral and written exercises will each be followed by constructive review by both peers and faculty. Evaluation will focus on clarity, precision and the care with which the audience is guided to the presenter's objective. Non-credit.

MTSC 6010H – Physics and chemistry of materials

This course examines the fundamental principles and concepts used by physicists and chemists to describe materials. It covers scientific and practical interrelations between traditional disciplines emphasizing the structure, physical and chemical properties of all classes of materials. Prerequisite: Students should have completed at least one full-year of study in each of undergraduate physics, chemistry, and mathematics.

MTSC 6020H – Advanced topics in materials science

This course will present topics relevant to individual faculty in the program in a modular fashion with a focus on the atomic, molecular and crystalline structures and their electron properties. The course also highlights the processing and properties a broad class of materials in various applications. Prerequisite: MTSC 6010H

MTSC 6050 – M.Sc. Thesis

The graduate thesis is an original work and is the major component of the M.Sc. program. For more details see the program and graduate studies websites. Research will be directed by the student's supervisor. Students must prepare and defend a written thesis related to the research they have undertaken.

MTSC 6100H – Graduate seminar in science communication II

This course will further the students' communication skills. Students will present a 30 minute research talk on their research to all participants in the program. Speakers will receive peer and faculty reviews of their presentations. Non-credit

MTSC 6110H – Thermodynamics and statistical mechanics of materials

A comprehensive investigation of thermodynamics and statistical mechanics of materials. Including phase transitions, order-disorder phenomena, point defects in crystals, and the statistical thermodynamics of interfaces.

MTSC6120H – Theory of the solid state

This course develops the theoretical foundations of a variety of condensed matter systems from a mathematical perspective. Prerequisite or co-requisite: MTSC 6010H, 6110H.

MTSC 6130H – Surface science and catalysis

This course covers the fundamental science required to understand the atomic and electronic structure of surfaces and their chemical reactivity and the most common tools for surface characterization. Prerequisite: MTSC 6010H

MTSC 6140H – Experimental Techniques in materials characterization

A techniques oriented course covering high resolution experimental solid-state characterization including both theory and operational aspects of bulk, surface and molecular characterization.

MTSC 6240H – Biomaterials

An introduction to natural materials and their applications including properties of animal and plant originating materials as well as manipulation of naturally occurring materials to produce novel materials.

MTSC 6250H – Polymer science & engineering

The course introduces the fundamental characteristics of polymers, visco-elasticity and non-Newtonian fluid mechanics. It describes the effects of temperature, crystallinity and diffusivity on polymer processing and properties. Prerequisite: MTSC 6010H

MTSC 6260H – Topics in materials science I

This course will focus on topics that may vary depending on the interests of the students and the availability of faculty. Some suggested topics are Nanotechnology, Optical Applications, Electrochemistry and Mass Transport in Fuel Cells

MTSC 6270H – Topics in materials science II

This course will focus on topics that may vary depending on the interests of the students and the availability of faculty. Some suggested topics are Nanotechnology, Optical Applications, Electrochemistry and Mass Transport in Fuel Cells

Proposed progression through program**Year 1****Semester 1**

- MTSC 6000H and 6010H
- 1 elective
- Thesis Research

Semester 2

- MTSC 6020H
- 1 elective
- Thesis Research

Semester 3

- Thesis Research

Year 2**Semester 1**

- MTSC 6100H
- Thesis Research

Semester 2

- Thesis Research, Writing

Semester 3

- Thesis Research, Writing and Defence.

M.A. Program in Theory, Culture & Politics

Telephone: (705) 748-1011 ext. 1809

E-mail: theory@trentu.ca

Fax: (705) 748-1829

Web: www.trentu.ca/theorycentre

Interdisciplinary in spirit and theoretical in emphasis, this M.A. program focuses on contemporary issues in the humanities and social sciences from the perspectives of contemporary critical, cultural and political theory. The program responds to a situation in which the human sciences, without having resolved traditional problems concerning strategies for, and the status of, their various kinds of inquiry, have been overtaken by new problems in which once founding categories and assumptions have been radically challenged from a variety of philosophical and political directions so that a new intellectual agenda is beginning to emerge.

The aim of the program is to enable students to engage these issues in the context of intensive collegial discussion and substantive projects of research. In addition to background courses, student work centres on a core seminar (T5000) and on a Master's thesis. An annual speakers' series is organized in conjunction with the T5000 seminar. The degree program is intended both as a preparation for doctoral studies, and as a qualification in itself for those pursuing a non-academic career (e.g.) in teaching, media, law and government service.

Areas of emphasis within the program are: textuality, semiotics and discourse; nature, culture and technology; gender, body and psyche; science as knowledge and discourse; social and political theory.

The program is connected to the Centre for the Study of Theory, Culture & Politics, which encourages faculty and student research, publications, visiting speakers and conferences. Each year the Centre and the program adopt a loosely overarching theme for the main speakers' series and seminar. Past themes have included the practice of theory, media and discourse, time and historicity, science and culture, borders and boundaries, rethinking the political, and culture and the political. The current theme is Re-presentations. For further information about the Centre, the program and current activities, please visit our website at www.trentu.ca/theorycentre.

Graduate Program Director

To be named

Canada Research Chair

D. Panagia, B.A. (Manitoba), M.Litt. (Oxford), M.A., Ph.D. (Johns Hopkins)

Faculty and Research Areas

Cultural Studies

Z. Baross, B.A. (UBC), M.A. (London), Ph.D. (Amsterdam), *ethics of testimony and witnessing, question of community/hostility/hospitality, relation between political and the philosophical, lure of the Image*. **J. Bordo**, M.A., M.Phil., Ph.D. (Yale), *condition of modernity, with reference to visual art, architecture, landscape and monumental sites, cultural transmission, the (post)modern sublime*. **V. de Zwaan**, B.A. (Trent), M.A. (McGill), Ph.D. (Toronto), *narrative and genre theory; experimental fiction; history of the novel; literary theory; comparative literature; hypertext and new media fiction*. **R. Dellamora**, M.A. (Cambridge), Ph.D. (Yale), *Victorian studies, aestheticism and decadence, literature/visual arts/opera in relation to gender and sexuality, cultural construction of masculinities, critical theory (Foucault, Barthes and Derrida)*. **E. Deeds Ermarth**, B.A. (Carleton College), M.A. (California-Berkeley), Ph.D. (Chicago), *cultural theory and feminist practice, the shift from modernity to postmodernity and its implications for definitions of individuality and agency and for historical explanation*. **J. Fekete**, M.A. (McGill), Ph.D. (Cambridge), *literary and cultural theory, Anglo-American and European, esp. modern and post-modern, science fiction, the technological imaginary, moral panic, biopolitics*. **V. Hollinger**, M.Ed. (Newcastle), M.A., Ph.D. (Concordia), *queer and feminist speculative fiction, feminist theory, performance theory, post-modern theatre*. **I. Junyk**, B.A. (Western), M.A. (Queens), Ph.D. (Chicago), *modernism and the avant-garde, classicism and myth, opera/trauma/ memory and history, the contemporary novel*. **A. Meneley**, B.A. (McGill) Ph.D. (New York), *Middle East, Islam, religion and world views, ethnographic methods, histories of anthropological theory, and global circulations of food commodities*. **A. O'Connor**, B.A. (Trinity College, Dublin), M.A., Ph.D. (York), *subcultures, anarchism and the "anti-globalization" movement, sociology of culture, mass media, intellectual fields, Latin American studies*. **D. Panagia**, B.A. (Manitoba), M.Litt. (Oxford), M.A., Ph.D. (Johns Hopkins), *post-structuralism, aesthetics, political thought, literary theory, historiography and rhetoric*. **J. Penney**, B.A., M.A. (Alberta), Ph.D. (Duke), *psychoanalysis, queer theory, postcolonial theory, Lacan, Marx*. **D. F. Theall** (Emeritus), B.A. (Yale), M.A., Ph.D. (Toronto), *cultural/communication/ literary theory, technology and culture, media*

studies, James Joyce, Marshall McLuhan. D. Torgerson, B.A. (California-Berkeley), M.E.S. (York), M.A., Ph.D. (Toronto), critical theory, political action, public spheres, policy discourse, green political thought, cultural politics. A. L. Wernick, M.A. (Cambridge), M.A., Ph.D. (Toronto), modern and post-modern social and cultural theory, religion, and post-commodification and culture.

English Literature

R. Dellamora (see Cultural Studies). **C. Eddy**, M.A. (Western Ontario), Ph.D. (Toronto), *theories of the body and subjectivity; inscriptions of gender and race; French feminism. J. Fekete (see Cultural Studies). **D. F. Theall** (Emeritus) (see Cultural Studies).*

Environmental & Resource Science/Studies

D. Holdsworth, M.Sc. (McMaster), Ph.D. (Western Ontario), *environmental thought/ environmental ethics, science and energy policy, risk assessment/analysis, scientific practice and political culture, algebraic logic and the foundations of quantum theory, non-standard logic and category theory. D. Torgerson (see Cultural Studies).*

Philosophy

E. Angelova, M.A. (Sofia University, Bulgaria), M.A., Ph.D. (Toronto), *20th-century continental philosophy (Heidegger, Derrida, French feminist theory) and Kant; 20th-century continental philosophy, poststructuralist ethics. C. V. Boundas (Emeritus), M.A., Ph.D. (Purdue), *Deleuze's philosophy, theory of difference, postmodernism, post-structuralism, Desire, Minoritarian literature, Nomadism, Schizoanalysis. B. Hodgson, M.A. (Toronto), Ph.D. (Western Ontario), *philosophical foundations of the natural and human sciences, contemporary epistemology/ metaphysics. D. Morris, M.A., Ph.D. (Toronto), *the body, movement, perception, thinking, the unconscious, Merleau-Ponty, Hegel, Bergson. E. Stavro, M.A., Ph.D. (Toronto), *feminist theory, contemporary French philosophy, reproductive technology.*****

Politics

F. Baban, M.A. (Bogazici), Ph.D. (Carleton), *global and comparative politics, globalization theory and critical theories of international relations, focus on the Middle East and the European Union. N. Changfoot, B.A. (York), M.A. (Carleton), Ph.D. (York), *Canadian politics, political theory, women and politics, cultural citizenship, social movements, Hegel and feminist thought. D. Torgerson* (see Cultural Studies).*

Sociology

S. Katz, M.A. (McGill), Ph.D. (York), *sociology of the body, knowledge, Foucault, aging and the lifecourse. B. Marshall, M.A. (Guelph), Ph.D. (Alberta), *critical and feminist theories, social movements (esp. feminism).**

Women's Studies

C. Eddy (see English Literature). **B. Marshall** (see Sociology). **E. Stavro** (see Philosophy).

Regulations

The general regulations and requirements of Trent University for the M.A. degree apply to the Theory, Culture and Politics program.

The admission deadline is February 1 for Fall admission into the program. Admission is competitive for a limited number of places. To be considered, applicants should have an Honours degree with a minimum B+ (77%) in the last two years of full-time study, demonstrated aptitude for interdisciplinary study, and an appropriate area of intellectual and research interest. Course work, amounting to 2.5 full course equivalents, is required as follows:

- a) The Theory, Culture and Politics Seminar (T5000)
- b) Two core half-courses, to be selected from a list of available special topic courses within the program's areas of emphasis
- c) One other half course, an elective (which may be a regular course offering or a reading course), specifically related to the student's area of thesis interest.

Students are also required to write a Master's thesis of 25,000 to 30,000 words. The thesis will be supervised by a committee consisting of at least two faculty associated with the program, one of whom will serve as overall thesis supervisor. The supervisory committee is selected in consultation with the Program Director. A provisional committee will be selected during the first term and finalized by the end of the second term. Students are required to write and present a thesis proposal as part of the second term requirements for T5000.

Students must attain at least a B- (70%) standing in the course work and, after approval by the supervisory committee, pass an oral examination in defence of the thesis.

There is no special language requirement, though additional requirements appropriate to the candidate's field, including with regard to language, may be specified by the supervisory committee.

The expected time of completion of the degree is two years.

Financial Support

Graduate Teaching Assistantships and Research Fellowships are available for full-time students admitted to the program. These awards are made at the point of admission, normally for two years. In addition to bursaries and scholarships available from Trent (information from the Student Aid Office), students in, or applying to, the program are strongly encouraged to seek external forms of support such as the Ontario Graduate Scholarship (OGS) or the Social Science and Humanities Research Council Scholarship (SSHRC).

COURSES AVAILABLE

TCPS 5000 – Seminar on theory, culture and politics

The seminar brings together all first-year students enrolled in the program for an intensive exploration of different contemporary theoretical perspectives bearing on culture and politics. The focus will be on problems of interpretation, language, cultural forms and political action in the context of a broadly defined theme which will vary from year to year.

Topics in theory, culture and politics (5500 series)

These half-year courses focus on particular topics and approaches within the program's areas of emphasis. Students must take two from among those offered in a given year. The courses available for 2008–2009 will be selected from the following list. Please see our website at www.trentu.ca/theorycentre for current information about course offerings.

TCPS 5501H – Hermeneutics and deconstruction

TCPS 5502H – Science theory

TCPS 5503H – Aesthetic theory

TCPS 5504H – Subjects of desire

TCPS 5505H – Political theory

TCPS 5506H – Cultural theory

TCPS 5507H – Performance theory

TCPS 5508H – Media theory

TCPS 5509H – Feminist theory

TCPS 5700 and 5700H – Special courses

TCPS 5900/5900H – Reading courses and Special Topics Courses

M.Sc. and Ph.D. Programs in Watershed Ecosystems

Telephone: (705) 748-1011 ext. 7360

E-mail: weg@trentu.ca

Fax: (705) 748-1026

Web: www.trentu.ca/weg

The Watershed Ecosystems Graduate Program is an interdisciplinary program leading to either a M.Sc. or a Ph.D. degree in the natural sciences. It encompasses the following disciplines: Biology, Environmental Chemistry, Environmental Sciences and Geography. The program serves as a broad umbrella for these disciplines, and aims to assist students in exploring aspects of ecosystem science in an integrated way. The program draws from a diverse faculty from universities, non-government organizations, and government scientists. Three Canada Research Chairs and three NSERC Industrial Chairs are associated with the program. Students do research primarily in an empirical tradition, both applied and basic. They are encouraged to concentrate on interdisciplinary topics and to utilize the range of expertise and resources of the faculty members involved in the program. Trent University has an international reputation as a research university with particular emphasis in the environmental sciences. Graduate students in the Watershed Ecosystems program are an essential component of Trent's research tradition. The program also relies heavily on interaction with other institutions, for seminar speakers, external examiners, and collaborative research opportunities.

The program offers instruction in three main areas of emphasis:

1. Ecological processes and Ecosystem Function
2. Physical and Chemical Environmental Processes
3. Toxicology and Fate of Contaminants

The aim of the program is to provide students with a background in the theory and practice of ecosystem science that will enable them to function at a high level in a variety of work environments.

Graduate Program Director

N. Emery, B.Sc. (Queen's), Ph.D. (Calgary)

Faculty and Research Areas

Biology

M. Berrill, B.Sc. (McGill), M.Sc. (Hawaii), Ph.D. (Princeton), *ecology and toxicology of amphibians*. **I. Brenner**, R.N., B.Sc. (Toronto), B.Phys.Ed. (Toronto), B.Sc.N. (Toronto), M.Sc. (Queen's), Ph.D. (Toronto), *exercise and environmental stress*. **C. Brunetti**, B.Sc., Ph.D. (McMaster), *molecular biology of human poxviruses*. **G. Burness**, B.Sc. (Memorial), M.Sc. (Brock), Ph.D. (British Columbia), *animal energetics, avian physiological ecology*. **N. Emery**, B.Sc. (Queen's), Ph.D. (Calgary), *physiological ecology of plants*. **J.R. Freeland**, B.Sc., (Saskatchewan), M.Sc., Ph.D. (Queen's), *Molecular ecology*. **R. Jones**, B.Sc. (Wales), M.Sc. (Kansas), Ph.D. (Wales), (Emeritus). **C. Kapron-Bras**, B.Sc. (Waterloo), M.Sc., Ph.D. (McGill), *cellular and molecular mechanisms of embryonic toxicity and teratogenicity*. **L. Kerr**, B.Sc., M.Sc., (Carleton), Ph.D. (British Columbia), *behavioural neuroscience, cellular mechanisms, cancer growth and chemotherapeutic efficiency*. **C.J. Kyle**, B.Sc. (Bishop's), M.Sc. (Guelph), Ph.D. (Alberta), *Conservation and population genetics, molecular ecology*. **D. C. Lasenby**, B.Sc. (Trent), Ph.D. (Toronto), *limnology, biological, physical and chemical aspects of lakes*. **D. Murray**, B.Sc. (McGill), M.Sc. (Alberta), Ph.D. (Wisconsin), *mammal and amphibian ecology, population dynamics, behavioural ecology, predation, parasitism* (Canada Research Chair in Terrestrial Ecosystem Science). **E. Nol**, B.Sc. (Michigan), M.Sc. (Guelph), Ph.D. (Toronto), *conservation ecology of birds*. **P. M. Powles**, B.A., (McGill), M.Sc. (Western Ontario), Ph.D. (McGill), (Emeritus). **B.J. Saville**, B.Sc. (Guelph), M.Sc., Ph.D. (Toronto), *Fungal genomics*. **J. A. Schaefer**, B.Sc. (McGill), M.Sc. (Manitoba), Ph.D. (Saskatchewan), *behaviour and population dynamics of terrestrial mammals*. **J. Sutcliffe**, B.Sc. (Waterloo), M.Sc., Ph.D. (Toronto), *ecology and sensory physiology of biting flies*. **B. N. White**, B.Sc. (Nottingham), Ph.D. (McMaster), *genetics, molecular biology, population genetics of small populations and endangered species, DNA forensic science* (Canada Research Chair in Conservation Genetics). **P. Wilson**, B.Sc., M.Sc., Ph.D. (McMaster), *evolutionary genetics DNA profiling*. **M. A. Xenopoulos**, B.Sc., M.Sc. (Québec), Ph.D. (Alberta), *global change and its effects on aquatic communities in lakes and rivers*. **J. Yee**, B.Sc. (Toronto), M.Sc. (Queen's), Ph.D. (British Columbia), *molecular and biochemical studies of Giardia lamblia*.

Chemistry

P. J. Dillon, B.Sc., M.Sc., Ph.D. (Toronto), *nutrient cycling, trace metals, acid precipitation studies* (NSERC Industrial Research Chair in Biogeochemistry). **D. A. Ellis**, B.Sc. (Glasgow), M.Sc. (Aberdeen), M.Sc. (Toronto), Ph.D. (Toronto), *Fluorine impacts on organic compounds and their effects on dissemination in the environment*. **C. Gueguen**, M.Sc. (Western Brittany), Ph.D. (Geneva), *dissolved organic matter and trace metals cycling in aquatic systems*. **H. Hintelmann**,

B.Sc., M.Sc., Ph.D. (Hamburg), *fate of metals in environment, bioavailability/ speciation of metals and organometals, stable isotope methods and hyphenated ICP-MS techniques (NSERC Industrial Research Jr. Chair in Environmental Modelling)*

Environmental & Resource Science/Studies

J. Aherne, B.A. (Trinity College, Dublin), M.Appl. Sc., Ph.D. (University College Dublin), *impacts and disturbance on aquatic and terrestrial ecosystems*. **P. J. Dillon**, B.Sc., M.Sc., Ph.D. (Toronto), *nutrient cycling, trace metals, acid precipitation studies (NSERC Industrial Research Chair in Biogeochemistry)*.

R. D. Evans, B.Sc. (Toronto), Ph.D. (McGill), *environmental biogeochemistry, trace metal cycling*.

M. Fox, B.A. (Pennsylvania), M.E.DES. (Calgary), Ph.D. (Queen's), *fish ecology, pond culture*.

C. Furgal, B.Sc. (Western Ontario), M.Sc., Ph.D. (Waterloo), *Indigenous environmental health issues, risk assessment & management*. **M. Havas**, B.Sc., Ph.D. (Toronto), *acid precipitation, toxicity of metals and acidification*. **B. E. Hickie**, B.Sc.Agr. (Guelph), M.Sc., Ph.D. (Waterloo), *environmental toxicology, pharmacokinetic modelling*. **H. Hintelmann**, B.Sc., M.Sc., Ph.D. (Hamburg), *fate of metals in environment, bioavailability/ speciation of metals and organometals, stable isotope methods and hyphenated ICP-MS techniques (NSERC Industrial Research Jr. Chair in Environmental Modelling)*.

T. Hutchinson, B.Sc. (Manchester), Ph.D. (Sheffield), F.R.S.C., (Emeritus) *forest decline, terrestrial impacts*. **D. Mackay**, B.Sc. (Glasgow), Ph.D. (Glasgow), (Emeritus NSERC Industrial Research Chair in Environmental Modelling). **D. Metcalfe**, B.Sc. (Manitoba), M.Sc. (New Brunswick), Ph.D. (McMaster), *aquatic organic contaminants*. **R. Ponce-Hernandez**, B.Eng. (Universidad, Chapingo), M.Sc. (Colegio de Postgraduados), D.Phil. (Oxford), *geographical information systems applied to suitability and impact assessments in agricultural and forest ecosystems*.

D. Wallschläger, M.Sc. (Bochum), Ph.D. (Bremen), *speciation of anion-forming trace meta(loid)s, particularly arsenic, selenium and chromium, in natural and industrial environments*. **S. Watmough**, B.Sc. (Liverpool Polytechnic), Ph.D. (Liverpool John Moores), *impacts of acid rain, climate change, nutrient depletion, forestry and metals on forest and lake ecosystems*. **T. H. Whillans**, B.A. (Guelph), M.Sc., Ph.D. (Toronto), *fisheries, wetland ecology, renewable resource management*.

Geography

J. M. Buttle, B.A. (Toronto), Ph.D. (Southampton), *hydrology, fluvial geomorphology*. **J. G. Cogley**, M.A. (Oxford), M.Sc., Ph.D. (McMaster), *hydrology, fluvial geomorphology*. **C. Eimers**, B.Sc. (Toronto), M.Sc. (Trent), Ph.D. (Waterloo), *soil processes water quality, hydrology, climate change*.

P. M. Lafleur, B.Sc. (Brandon), M.Sc. (Trent), Ph.D. (McMaster), *forest-atmosphere energy interactions, impacts of climatic change*. **J. Marsh**, B.A. (Reading), M.Sc. (Alberta), Ph.D. (Calgary), (Emeritus).

C. L. McKenna Neuman, B.Sc. (Queen's), M.Sc. (Guelph), Ph.D. (Queen's), *process geomorphology, mechanics of sediment transport, periglacial/ coastalaolian geomorphology*. **C. H. Taylor**, M.A. (Canterbury), Ph.D. (McGill), *hydrology, fluvial geomorphology*.

Adjunct Faculty and Research Areas

K. F. Abraham, B.A. (Toronto), M.Sc. (Iowa), Ph.D. (Queen's), *wetlands, waterfowl and wetland bird species (Ontario Ministry of Natural Resources)*. **N. Belzile**, B.Sc., M.Sc., Ph.D. (Quebec), *speciation and behaviour of toxic trace elements in aquatic systems*. **E. Bentzen**, B.Sc. (McGill), M.Sc., Ph.D. (Waterloo), *nutrient cycling and contaminant bioaccumulation in lakes, aquatic food web dynamics, (Trent)*. **J. Bowman**, B.Sc. (Queen's), M.Sc. (Laurentian), Ph.D. (New Brunswick), *spatial population ecology, landscape ecology, ecology of mammal and bird populations (Ontario Ministry of Natural Resources)*.

J. Casselman, B.SA (Toronto), M.Sc. (Guelph), Ph.D. (Toronto), *physiology and ecology of coolwater fish (Ontario Ministry of Natural Resources)*. **R. J. Cornett**, B.Sc. (Toronto), Ph.D. (McGill), *interactions of radioisotopes with ground water and lakes (Atomic Energy of Canada)*.

B. J. Cosby, B.S., Ph.D. (Virginia), *chemical and physical processes in aquatic environments*.

J. C. Davies, B.Sc. (Carleton), Ph.D. (Queen's), *caribou, moose habitat, wetland creation (Ontario Ministry of Natural Resources)*. **D. O. Evans**, B.Sc. (Victoria), M.Sc., Ph.D. (Toronto), *ecosystem health and productivity, fisheries management (Ontario Ministry of Natural Resources)*.

D. A. Galbraith, B.Sc., M.Sc. (Guelph), Ph.D. (Queen's), *population and conservation genetics, environmental sex determination (Royal Botanical Gardens)*. **J. Hamr**, B.Sc. (Beloit), M.Sc. (Guelph), Ph.D. (Innsbruck), *elk restoration in Ontario, population dynamics (Laurentian)*. **T. Harner**, B.Sc., M.Sc., Ph.D. (Toronto), *environmental partitioning and fate of persistent organic pollutants (POPs) (Environment Canada)*. **N. Jones**, B.Sc. Hon. (Guelph), Ph.D. (Alberta), *fish habitat and the productive capacity of aquatic ecosystems*. **D. R. S. Lean**, B.A.Sc. (Toronto), Ph.D. (Toronto), *phosphorus cycling, nutrient dynamics (NSERC Industrial Chair, Carleton)*. **N.P. Lester**, B.A., M.Sc. (Queen's), D. Phil. (Sussex), *Fish ecology and fisheries science; life history traits and population dynamics of fish; effects of fish harvesting on aquatic ecosystems*. **N. Mandrak**, B.Sc., M.Sc., Ph.D. (Toronto), *biogeography, biodiversity and conservation biology of freshwater fishes (Department of*

Fisheries & Oceans). **L. A. Molot**, B.Sc., M.Sc. (Toronto), Ph.D. (Alaska), *photochemical control of carbon dynamics in lakes, modelling nutrient and carbon movement through the boreal landscape* (York). **M. E. Obbard**, B.A. (Western), M.Sc. (Guelph), Ph.D. (Guelph), *black bear populations* (Ontario Ministry of Natural Resources). **B. Patterson**, B.Sc. (New Brunswick), M.Sc. (Acadia), Ph.D. (Saskatchewan), *dynamics of vertebrate predator-prey systems* (Ontario Ministry of Natural Resources). **B. Pond**, B.A. (York), M.A., Ph.D. (Queen's), *response of wildlife populations and ecosystems to anthropogenic disturbance, particularly private land development* (Ontario Ministry of Natural Resources). **M. D. Ridgway**, B.Sc. (Miami), M.Sc. (British Columbia), Ph.D. (Western Ontario), *aquatic ecosystem science* (Ontario Ministry of Natural Resources). **R. C. Rosatte**, B.Sc. (Guelph), M.A. (Norwich), Ph.D. (Walden), *rabies and rabies vectors in Ontario* (Ontario Ministry of Natural Resources). **K. Somers**, B.Sc. (Waterloo), M.Sc. (Toronto), Ph.D. (Western Ontario), *aquatic science, zoology, environmental monitoring and assessment* (Ontario Ministry of the Environment). **C. C. Wilson**, B.Sc. (Queen's), M.Sc. (Windsor), Ph.D. (Guelph), *evolutionary ecology and biogeography of freshwater organisms*, (Ontario Ministry of Natural Resources).

Research Associates and Research Areas

D. Burke, B.Sc. (Western Ontario), Ph.D. (Trent), *forest and avian conservation and ecology* (Ministry of Natural Resources). **W. Crins**, B.Sc. (Guelph), M.Sc., Ph.D. (Toronto), *ecological gap analysis, protected area system design* (Ontario Ministry of Natural Resources). **C. Kyle**, B.Sc. (Bishop's), M.Sc. (Guelph), Ph.D. (Alberta), *conservation and population genetics, molecular ecology*. **R. Metcalfe**, B.A., M.A. (Wilfrid Laurier), Ph.D. (Queen's), (Ontario Ministry of Natural Resources), *basin-scale runoff processes in cold regions, GIS and remote sensing applications in hydrology*. **S. Nadin-Davis**, B.A. (Cambridge, UK), M.Sc. (Dalhousie), Ph.D. (Ottawa), *molecular epidemiology* (Canadian Food Inspection Agency). **T. Pratt**, B.Sc. (Manitoba), M.Sc., Ph.D. (Trent), *fish ecology, fish-habitat association, sea lamprey control* (Fisheries and Oceans Canada). **J. Winter**, B.Sc. (Liverpool, U.K.), M.Sc. (Manchester, U.K.), Ph.D. (Waterloo), *human/aquatic system interactions, nutrient modeling, landscape analysis* (Ontario Ministry of Environment)

Note: Adjunct professors have full academic appointments in the Watershed Ecosystems Program and are able to act as principal and co-supervisors of graduate students, respectively.

Regulations

The general regulations and requirements for graduate degrees at Trent University apply to the Watershed Ecosystems program. Application for admission should be received by February 2 for consideration for scholarships, bursaries and teaching assistantships for Fall admission into the program. A small number of students are admitted in January. Applicants should hold an undergraduate Honours degree in Biology, Environmental Chemistry, Environmental Science or Geography. Students must have a supervisor before acceptance in the program. WEGP500H is compulsory for all first-year M.Sc. students. Students without training in advanced statistics are strongly recommended to take WEGP501H as well. Students are permitted to take a maximum of one reading course. Candidates for the M.Sc. degree will be required to complete the equivalent of two full courses and to submit a thesis on an approved topic that relates to the interests of a member of the faculty as outlined above. Prospective Ph.D. students will normally have a M.Sc. degree. Applicants who have achieved excellent standing at the Honours baccalaureate level, and who wish to proceed directly to Doctoral study will enroll initially, in a Master's degree. If the student achieves a superior academic record and shows particular aptitude for research, the Graduate Studies Committee, on the recommendation of the Watershed Ecosystems Program Executive, may authorize transfer to the Ph.D. program without requiring completion of the M.Sc. degree. Candidates for the Ph.D. degree will be required to complete 1.5 credits, in addition to the thesis. For both degrees, the thesis is expected to include the results of an original investigation. Ph.D. candidates must undertake an oral qualifying examination, normally within the first year of study. The examination will establish, to the satisfaction of the program, that the student has an effective grasp of her/his research area. Degree candidates (M.Sc. and Ph.D.) have the option of submitting their thesis either in the "traditional" or "manuscript" format. Candidates must pass an oral examination in defence of their thesis research. Candidates must attain at least a second class standing in all course work to remain registered in their program. The expected time for completion is two years for the M.Sc., four years for the Ph.D., and five years for those who transfer to the Ph.D. program before completion of the M.Sc.

Financial Support

Full financial support is provided (minimum of six terms or the equivalent of two years of study

for full-time M.Sc. students and nine terms or the equivalent of 3 years of study for full-time Ph.D. students), in the form of teaching assistantships, research assistantships and/or scholarships. Candidates are encouraged to apply for external scholarships on their own behalf. Information on scholarships is available from the Office of Graduate Studies.

Further Information

More detailed information about the program is contained online at www.trentu.ca/wegp. Inquiries should be addressed to the director of the program at (705) 748-1011 ext. 1360 or e-mail: wegp@trentu.ca

COURSES

Not all courses are available every year.

WEGP 500H – Science and its methods

This course, which is mandatory for all first year M.Sc. students, will challenge participants to examine their philosophy of science with particular reference to their own research. Students also present and defend their research proposals.

WEGP 501H – Research design and data analysis

The course will emphasize advanced statistical techniques for use in field and laboratory studies, including applications of linear and non-linear models, analysis of variance and multivariate statistics. This course is strongly recommended for students who have not taken an advanced undergraduate statistics course (e.g. analysis of variance, multivariate statistics). An introductory statistics course is required as a prerequisite. Excludes BIOL – ERSC 303H.

WEGP 505H – The hydrochemistry of forested catchments

This course examines the processes controlling chemical exports from catchments. The hydrologic and biogeochemical processes that influence the cycling of major elements (e.g. C, N, S) and minor elements (e.g. metals) will be discussed. The focus of assignments will be on sampling techniques and determining hydrochemical fluxes in forested catchments.

WEGP 506H – The geochemistry of natural waters

This course will examine the chemistry of freshwater systems. Chemical and physical processes that lead to changes in water quality will be discussed. The emphasis will be on the concentrations and distributions of contaminants. Excludes ERSC 406H.

WEGP 509H – Trends in ecology and evolution

This course examines new developments in ecology, behaviour and evolution, based upon the current journal literature. Students will take an active role in the presentation of course material. Students should have taken one course in animal behaviour and ecology. A familiarity with population genetics, ecology and basic evolutionary theory will be assumed.

WEGP 511H – Spatial modelling with GIS

This advanced level course will focus on quantitative modelling techniques used in conjunction with and/or within Geographical Information Systems (GIS) to model natural and anthropogenic spatial phenomena. This course is also open to graduates of the Trent-Fleming joint programs in GIS. Prerequisite: an introductory-level of GIS Applications Specialist Certificate (or equivalent) and basic knowledge of Statistics. Excludes GEOG 445.

WEGP 512H – Introduction to Environmental Models and Modelling

Independent of discipline, model development and application generally follows a consistent process (the 'modelling process') through conceptualisation, formulation, verification, calibration and simulation. The principal objective of this course is to examine some of the key principles and processes of model development and application. The goal is to offer students an introduction to modelling through exploration of the stages in the 'modelling processes'. The course will not focus on any one discipline in environmental modeling.

WEGP 513H – Topics in molecular ecology

This course will consist of an introduction to molecular tools and methods for studying individuals and populations, as well as some example applications. The balance of the course will entail discussion of seminal and current literature relating to issues in molecular ecology.

WEGP 514H – Fish ecology

The purpose of this course is to expose students to important literature and methods in the study of ecological processes in fish populations and communities as well as the current research interests and work of the participating faculty. Some topics which may be covered include processes shaping

riverine fish communities, scale and sampling issues in study design, habitat, fish community dynamics and conservation biology issues in Ontario. Excludes BIOL 314H.

WEGP 526H – Wetland restoration and creation

This is a seminar course that explores the global literature on wetland restoration and creation. The course will compare explicitly the technological and ecological experiences with different wetland types and situations, in order to determine opportunities and limitations. At least one field trip will be required. The course assumes a basic knowledge of wetland ecology and is designed for students who have taken a first course in wetland biology or who have equivalent experience.

WEGP 527H – Ecological applications of GIS and spatial analysis

This course focuses on the application of GIS and spatial analysis to research questions in the natural sciences, particularly in animal ecology. It addresses practical and theoretical issues that arise in using spatial data. Knowledge of multivariate statistics is a pre-requisite for the course. Enrollment is limited.

WEGP 528H – Technical scientific writing

Emphasis in this course is on technical science writing for peer-reviewed journals. In addition to writing strategies and writing styles, issues pertaining to authorship, journal selection, the review process, corresponding with editors are discussed. By the end of the year, students will submit a paper to a peer-reviewed journal. Recommended for graduate students in their final year of study. This is a half credit course that runs the entire academic year with fortnightly workshops. The course is offered alternate years.

WEGP 530H – Advanced aquatic geochemistry

The course is intended to engage students in discussions of current topics in aquatic geochemistry. The course material will be chosen to reflect the research interests of the participants. It is assumed that participants have had an introductory course in geochemistry or aquatic chemistry. Course material will focus largely on geochemical factors that affect the fate and toxicity of inorganic contaminants.

WEGP 531H – Molecular genetic techniques and analyses

The advanced infrastructure of the Natural Resources DNA Profiling & Forensic Centre (NRDPFC) provides a unique opportunity to study molecular genetic techniques in the context of the most recent advances in high-throughput genotyping through automated and robotic technology. The objective of this course is to cover: 1) The key principles of molecular genetic techniques through manual protocols as they relate to recently developed automated processes; and 2) Analyses of the DNA profiles and sequences generated from an automated dataflow.

WEGP 538H – Water in the subsurface environment

This course will examine the nature, occurrence and movement of water in soil and groundwater systems. Physical and chemical aspects of groundwater will be addressed, and the use of field techniques and mathematical models in the study of groundwater movement and contamination will be emphasized. Excludes GEOG 355H.

WEGP 539H – Spatial and temporal statistics for natural resources

This course examines both the theoretical underpinnings and the practical application of spatial and temporal statistical analysis methods and their integration into an analytical framework applicable to various spatial and temporal data sources for natural resource assessment and management. Practical data analysis exercises are part of the course.

WEGP 543H – Ecosystem acidification

This course will focus on the factors that cause ecosystem acidification, the chemical and biological effects, biogeochemical cycles that are altered by acid deposition, critical loads of sulphur and nitrogen, and recovery processes in lakes and catchments. Terrestrial and aquatic ecosystems are included. The focus will be on modelling, including both steady-state and dynamic models. Pre-requisite: fourth year geochemistry.

WEGP 544H – Experimental and observational approaches to ecology

This course will look at how ecologists answer questions. The emphasis will be on aquatic ecology, but will be helpful to those in other areas of ecology. The course will cover both experimental and observational approaches as well as looking at a range of methods from beakers, limnocoals, to whole lake studies and modelling. Guest speakers will present different approaches that they use in their research. Students will be asked to consider and discuss their own research.

WEGP 546H – Conservation Genetics

This course will cover a range of genetics topics relating to conservation biology. Students will be expected to lead and participate in discussions of published papers and write a review paper or analysis on a selected topic. Students need some background in population genetics and familiarity with molecular genetic marker systems.

WEGP 547H – Population Genetics

This course will cover a range of topics within population genetics: its applications, history, evolution and research applications. There will be discussions of seminal and current literature and their applications. Students will be expected to lead and participate in discussion of published papers, present seminars, and write a review paper on a selected topic.

WEGP 577H – Ecological physiology of animals

This course will expose students to current topics in animal physiology. May include: stress physiology, diving physiology, origins of endothermy, fasting in natural populations, high altitude physiology, and freeze tolerance. Students are assumed to have a familiarity with basic concepts of physiology and evolution.

WEGP 585H – Population viability analysis

Population viability analysis (PVA) constitutes a rigorous method for evaluating the current and future status of populations, as well as assessing the potential efficacy of management and conservation measures designed to promote long-term population persistence. This course will provide an overview of current PVA methods for both population census data as well as demographic data. Emphasis will be placed on the theory and application of developing population projection models.

WEGP 588H – Mass Spectrometry

The student will be introduced to the nature, thermochemistry, and dynamics of gaseous ions in magnetic and electric fields. The operating principles of modern dynamic and static mass spectrometers. Multiple sector (or tandem) mass spectrometers will be discussed together with combinations of mass spectrometers with other analytical techniques, that is, hyphenated techniques. Collision processes between gaseous ions and neutral species will be investigated. Important application areas of mass spectrometry in the environmental and/or biomedical fields will be explored in seminars.

WEGP 590/590H – Reading course

This course option is available for graduate students who wish to receive instruction in a more discipline-specific course. The exact format of the course is designed by the student in consultation with the supervisory committee. A written justification for the need for this course must be made to the program director and must be arranged before registration for the course. The reading course can be a literature review or a small research project. Under exceptional circumstances, and subject to program approval, a student may also register under the WEGP 590 or WEGP 590H course number to take a course from another academic institution for credit.

WEGP 595H – Senior undergraduate course

This course is offered to students wishing to take a 300- or 400-level undergraduate course at Trent for graduate credit. Students will normally undertake all the regular course requirements, as well as a supplementary graduate-level assignment (to be arranged with the course instructor). Students must obtain the prior written permission of the course instructor and the WEGP Director.

Trent/Queen's Program

Telephone: (705) 748-1011 ext. 7505

E-mail: graduate@trentu.ca

Fax: (705) 748-1625

Web: www.trentu.ca/tqgp

Under the terms of an agreement between Trent University and Queen's University at Kingston, faculty of Trent University may undertake the supervision and instruction, at Trent University, of graduate students enrolled for Master's or Ph.D. degrees at Queen's University. The Trent faculty members who participate in this arrangement must hold appointments as adjunct faculty to the graduate school at Queen's University.

Students who wish to enroll in the Trent/Queen's program and pursue graduate study at Trent University must apply using a two-stage process. At stage one, students complete a Trent University graduate studies application form (available online) and arrange for that and all supporting documentation to be forwarded to the Office of Graduate Studies at Trent University. Students who are recommended for admission by Trent proceed to stage two, at which time they are advised to complete an online Queen's University application form. All supporting documentation previously received at Trent is then forwarded to Queen's University.

Associate Director

J.M. Parnis, B.Sc., Ph.D. (Toronto)

Trent Faculty Currently Holding Adjunct Appointments at Queen's

Adjunct faculty are listed below under the collaborating departments:

Ancient History & Classics

I. C. Storey, M.A. (Toronto), M.Phil. (Oxford), Ph.D. (Toronto), *Greek drama (especially Euripides and Aristophanes)*.

Chemistry

H. Hintelmann, B.Sc., Ph.D. (Hamburg), *fate of metals in environment, particularly mercury, fractionation of non-traditional stable isotopes, hyphenated ICP/MS and MC-ICP/MS techniques*.

K. B. Oldham (Emeritus), D.Sc., Ph.D. (Manchester), F.R.I.C., F.C.I.C., *electrochemistry, modelling*.

J. M. Parnis, B.Sc., Ph.D. (Toronto), *transition metal atom and cluster reactivity with hydrocarbons and organic/inorganic molecules, matrix isolation spectroscopy of atom/molecule reactions and ion decomposition processes, metal nanoparticle chemistry and spectroscopy*. **S. P. Rafferty**, B.Sc. (Waterloo), Ph.D. (British Columbia), *protein chemistry, recombinant expression and characterization of metalloproteins*. **I. Svishchev**, M.Sc. (Moscow State), Ph.D. (USSR Academy of Sciences), *physical environmental chemistry and molecular dynamics simulations*. **A. Vreugdenhil**, B.Sc. (Queens), Ph.D. (McGill), *hybrid materials, sol-gel chemistry, triggered release of small molecules, encapsulation of laser ablated nanoparticles*.

Environmental & Resource Science/Studies

D. Wallschläger, M.Sc., Ph.D. (Germany), *speciation of anion forming trace metal(oid)s, particularly arsenic, selenium and chromium, in natural and industrial environments*.

Geography

J. M. Buttle, B.A. (Toronto), Ph.D. (Southampton), *water and solute transport in the unsaturated zone, hydrochemical fluxes in forest and wetland environments, hydrological effects of land use change, hydrological modelling*. **P. M. Lafleur**, B.Sc. (Brandon), M.Sc. (Trent), Ph.D. (McMaster), *energy and water balances, carbon cycling, climate change*.

Physics & Astronomy

W. A. Atkinson, M.Sc. (Alberta), Ph.D. (McMaster), *condensed matter theory*. **J. W. Jury**, M.Sc., Ph.D. (Toronto), *subatomic physics*. **D. R. Patton**, B.Math (Waterloo), Ph.D. (Victoria), *galaxy evolution, galaxy mergers*. **R.C. Shiell**, B.A. Physics (Oxford), Ph.D. (Newcastle upon Tyne), *atomic molecular and optical physics*. **A. J. Slavin**, M.Sc. (Toronto), Ph.D. (Cambridge), *nanoscience of solid surfaces*. **R. Wortis**, B.Sc. (Harvard), M.Sc., Ph.D. (Illinois at Urbana Champaign), *condensed matter theory*.

Psychology

C. T. Smith, B.Sc. (Manitoba), M.A., Ph.D. (Waterloo), *sleep states, sleep mentation and memory processes*.

Financial Support

All graduate students enrolled at Queen's University and resident at Trent are eligible for financial support from funds normally available at Queen's.

Financial support while at Trent is normally available to graduate students as compensation for

assistance in teaching and research. Details are arranged individually by the supervisor of each graduate student. For further information, please contact the Associate Director.

COURSES AVAILABLE TO GRADUATE STUDENTS: TRENT/QUEEN'S PROGRAMS

Not all courses are available every year.

Trent does not offer single-discipline graduate programs in Chemistry or Physics. However, approved graduate courses listed below may be available for credit in Trent's Applications of Modelling program, the Trent/Queen's Co-operative Program in Graduate Studies or through other special arrangements such as the Ontario Graduate Visiting Student Plan. If taken in the Modelling program, these courses would be given an AMOD 501H or AMOD 502H designation.

Ancient History & Classics

GREK 590: Special topic in Greek literature

LATN 590: Special topic in Latin literature

Chemistry

CHEM 500H: Advanced topics in physical chemistry

CHEM 501H: Electrochemistry

CHEM 502H: Chemical processes

CHEM 511H: Synthetic organic chemistry

CHEM 520H: Selected topics in inorganic chemistry

CHEM 530H: Plant metabolism

Physics

PHYS 500H: Quantum mechanics

PHYS 501H: Advanced quantum mechanics

PHYS 510H: Surface science

PHYS 520H: Nuclear physics

PHYS 530H: Statistical mechanics

PHYS 540H: Solid state physics

PHYS 550H: Electromagnetism

PHYS 551H: Electrodynamics

PHYS 590: Advanced topics

Office of Research

The Office of Research supports the university community in its mission to "advance learning through the creative interaction of teaching and research of the highest quality." Responsible for achievement of Trent's research goals and objectives, the Office of Research works in cooperation with other departments to implement the University's strategic research plan. The Office of Research is responsible for the coordination and promotion of research and scholarship within the University.

In particular, the Office of Research works with local, regional, national and international members of the research community to promote and steward: excellence in research; a diversity of research; an emphasis on interdisciplinary research; responsible for provision of resources to researchers; the involvement of students in research, and training of highly qualified personnel; open accountable research practices.

Mailing Address

Trent University, 1600 West Bank Drive, Peterborough, Ontario K9J 7B8

Office Location

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Telephone: (705) 748-1011 ext. 7050

E-mail: research@trentu.ca

Fax: (705) 748-1587

Web: www.trentu.ca/research

Associate Vice-President Research

To be named

Co-ordinator, Office of Research

C. J. Smith, B.A. (Trent), M.Ed. (Toronto)

Research Project Officer (Pre Award)

C. Rigby, B.Sc., M.B.A. (Dalhousie)

Administrative Assistant

K. Mauro

RESEARCH CENTRES

Trent University has a number of interdisciplinary Research Centres which represent clusters of faculty and graduate students with shared research interests. These Centres foster academic discussions, support visiting speakers' series and workshops, and conduct collaborative research. In some cases, they are heavily involved in graduate student training, from the selection of graduate students into programs to the delivery of graduate courses and evaluation of these. In other cases, they are not directly affiliated with particular graduate programs, although graduate students are involved in research within them. Overall, the Centres provide an exciting academic environment for graduate students and faculty at Trent. For further information on Research Centres check www.trentu.ca/research/centres.html

Canadian Environmental Modelling Centre

Contact: **D. Ellis**, *Chemistry*, E-mail: davidellis@trentu.ca

The mission of the Canadian Environmental Modelling Centre (CEMC) is to contribute to improved management of chemicals in our environment, by acquiring and analysing appropriate data and developing, validating and disseminating mass balance models which describe the fate of chemicals in the environment. The objective of the CEMC is to understand and predict quantitatively the pathways of contaminant transport and the resulting exposure. When we can establish a quantitative link between sources, exposure and risk of effects, we are in a strong position to control sources to acceptably low levels, avoiding the problems of unacceptable contamination from excessive sources on the one hand, and uneconomic, unnecessary regulations on the other. Emphasis at the CEMC is placed on training undergraduate and graduate students in environmental science, on co-operation with the other faculty at Trent, and on providing research services relevant to current Canadian and International needs. The CEMC is a part of the larger, multi-university Canadian Environmental Modelling Network (CEMN) and actively collaborates with other researchers both nationally and internationally.

Centre for Health Studies

Contact: **D. Kennett**, *Psychology*, E-mail: DKennett@trentu.ca

The objectives of the Centre for Health Studies are to provide a focus for the different types of research conducted at Trent on various aspects of health, to assist researchers in obtaining research funding, to foster greater communication among health researchers within and outside the university, to serve as a link between Trent and other health institutions, to foster better communication to the general public of basic health research and its real-world applications, and to facilitate the training of students (both graduate and undergraduate) for careers and research in health-related fields. The Centre sponsors regular research colloquia and an annual lecture (or series) open to faculty and students, as well to health-care workers and others in the Peterborough community; occasional conferences, on different health-related themes (e.g., promoting healthy aging; issues in Aboriginal health-care delivery; psychological wellness and academic success); and workshops that support the continuing educational needs of health-care professionals.

Centre for the Study of Theory, Culture & Politics

Contact: **Director of the Centre**, E-mail: theory@trentu.ca

The Centre for the Study of Theory, Culture & Politics encourages research and teaching guided by critical/theoretical orientations that have emerged from contemporary developments in the humanities and social sciences. These orientations test the limits of conventional disciplines and contribute to the study of the complex network of relations that links knowledge, culture and politics. The Centre is concerned with fostering substantive projects of research as well as fundamental reflection on conceptual and methodological issues. The Centre aims to integrate teaching and research, and to encourage the work of both emerging and established scholars. It promotes scholarly research and interchange through conferences, symposia, and speakers series as well as through specific research projects and publications. An M.A. program is an important activity of the Centre. The Centre is a member of the Consortium of Humanities Centers and Institutes. www.chcnetwork.org.

Frost Centre for Canadian Studies & Indigenous Studies

Contact: **J. Struthers**, *Canadian Studies*, E-mail: jstruthers@trentu.ca

Established in 1982, the Frost Centre is named in honour of Leslie Frost, the first Chancellor of Trent University. The Centre encourages interdisciplinary research in Canadian Studies & Indigenous Studies. It is administered by a Director, an Administrative Assistant and a Board composed of graduate students and faculty. The Board meets regularly to decide matters of policy and to monitor research initiatives. The Centre administers two graduate programs: the M.A. in Canadian Studies & Indigenous Studies (p. 349), and the Ph.D. in Canadian Studies jointly administered by the Frost Centre and the School of Canadian Studies at Carleton University (p. 354). The Frost Centre works closely with Trent's established departments in the Humanities and Social Sciences as well as its interdisciplinary programs.

James McLean Oliver Ecological Centre

Contact: **Chris Metcalfe**, *Environmental & Resource Science/Studies*, E-mail: cmcalfe@trentu.ca

The James McLean Oliver Ecological Centre, is located on Pigeon Lake, 45 minutes north of Trent's main campus. The 270-acre waterfront property serves as an Ecological Field Station and is being established as a national focus for long-term ecological and environmental research, in collaboration with other universities, government agencies, and local groups. A major focus is on climate change, on responses of ecosystems to pollutant stress and on aspects of biodiversity. The property contains a number of terrestrial and aquatic habitats with a rich diversity of flora and fauna. Accommodation is available on site for researchers and for undergraduate classes. The Centre is being developed carefully with areas set aside for long-term research over periods of five, 10, 25, and 50 years. This presents a unique research opportunity as researchers often have difficulties finding sites for even three- to five-year studies.

Trent Centre for Materials Research

Contact: **A. J. Vreugdenhil**, *Chemistry*, E-mail: avreugdenhil@trentu.ca

The Trent Centre for Materials Research fosters research at Trent leading to an improved understanding of the properties of materials of potential benefit to industry, and the training of highly qualified personnel in these areas. To do this, the Centre brings together Trent faculty with research interests in applied materials research, currently in the departments of Chemistry and Physics & Astronomy. Its goals are to improve communications and cross-fertilization of research among the faculty and their graduate students, develop research collaborations, and expose all of the participants to a broad spectrum of research, both experimental and theoretical, in the materials area. The Centre holds research seminars as part of, and in addition to, the weekly Physics/Chemistry seminar series. For more information, see www.trentu.ca/TIMR

Trent Centre for the Critical Study of Global Power & Politics

Contact: **A. Pickel**, *Politics*, Director, E-mail: apickel@trentu.ca

The Centre for the Critical Study of Global Power and Politics (CSGP) is the continuation of the Trent International Political Economy Centre (TIPEC) under a new name and with a new orientation. The Centre provides a focal point for faculty, students and external members, hosts speakers and events, holds workshops, and runs topical working groups. CSGP publishes scholarly papers, discussion papers, and political position papers on various dimensions of global power and politics. The Center considers itself critical above all in the sense of "questioning the pretensions of organized power" (Harold Innis). It strongly encourages student participation in its various activities.

Trent University Archaeological Research Centre

Contact: **J. Conolly**, *Anthropology*, E-mail: jconolly@trentu.ca

Housed in a restored 19th-century historic log cabin located on the east bank of the Symons campus, the Trent University Archaeological Research Centre (TUARC) is dedicated to the investigation and understanding of past cultures through studies of material culture and environmental data, analysis of field, laboratory, and archival evidence, and the education of students and interested community members by courses, publications and lectures. TUARC is a unique research centre which manages academic and research facilities for professional archaeologists, researchers, graduate students, and volunteers in the Peterborough region. It sponsors workshops and special courses on archaeology. Research facilities include specialized laboratories for Human osteology, Mesoamerican archaeology, Ontario archaeology, Paleo-DNA studies, South American archaeology, GIS & remote sensing, and Zooarchaeology. In addition, a Pre-Columbian Aboriginal Art Resource Room and library is maintained. TUARC assists with the publication of the findings of associated scholars, and organizes public lectures on recent archaeological discoveries and advances. TUARC also works closely with Trent's M.A. program in Anthropology providing a forum for graduate students and professional archeologists to meet and discuss current research in the discipline.

Worsfold Water Quality Centre

Contact: **P. Dillon**, *Chemistry/ Environmental Research Studies*, E-mail: pdillon@trentu.ca

The mission of the Trent University Water Quality Centre is to develop new analytical approaches to emerging issues in water protection and analysis. The Centre develops and refines techniques to the point where they can be used by end users, including industries, government agencies and analytical service providers. The Centre is not a routine analytical laboratory; rather it provides new tools to partners and clients to allow them to deal with emerging issues in a timely and cost-effective fashion. In order to accomplish this, the Centre seeks to form strategic partnerships with individuals and groups from many industrial, governmental and NGO sectors.

Watershed Science Centre

Contact: **C. Metcalfe**, *Environmental & Resource Science/Studies*, E-mail: cmetcalfe@trentu.ca

The Institute for Watershed Science is a partnership of Trent University, Fleming College, and the Ministry of Natural Resources and the Ontario Ministry of Environment. Its goal is to further the understanding of physical and ecological processes governing watershed function and to develop and transfer this knowledge, associated methods, and tools to support water management decision making. The Institute fosters multi-disciplinary collaboration using the significant research expertise in watershed ecosystem science of Trent University, extensive resource management and GIS (Geographical Information Systems) expertise of Sir Sandford Fleming College, and the applied research, management and policy expertise of the two provincial ministries. Complementing this partnership is collaboration with other government agencies, academic institutions, non-government organizations, and the private sector. The Institute is committed to the transfer of knowledge on watershed science to practitioners through publications, courses, workshops, and conferences.

Academic Calendar 2008–2009



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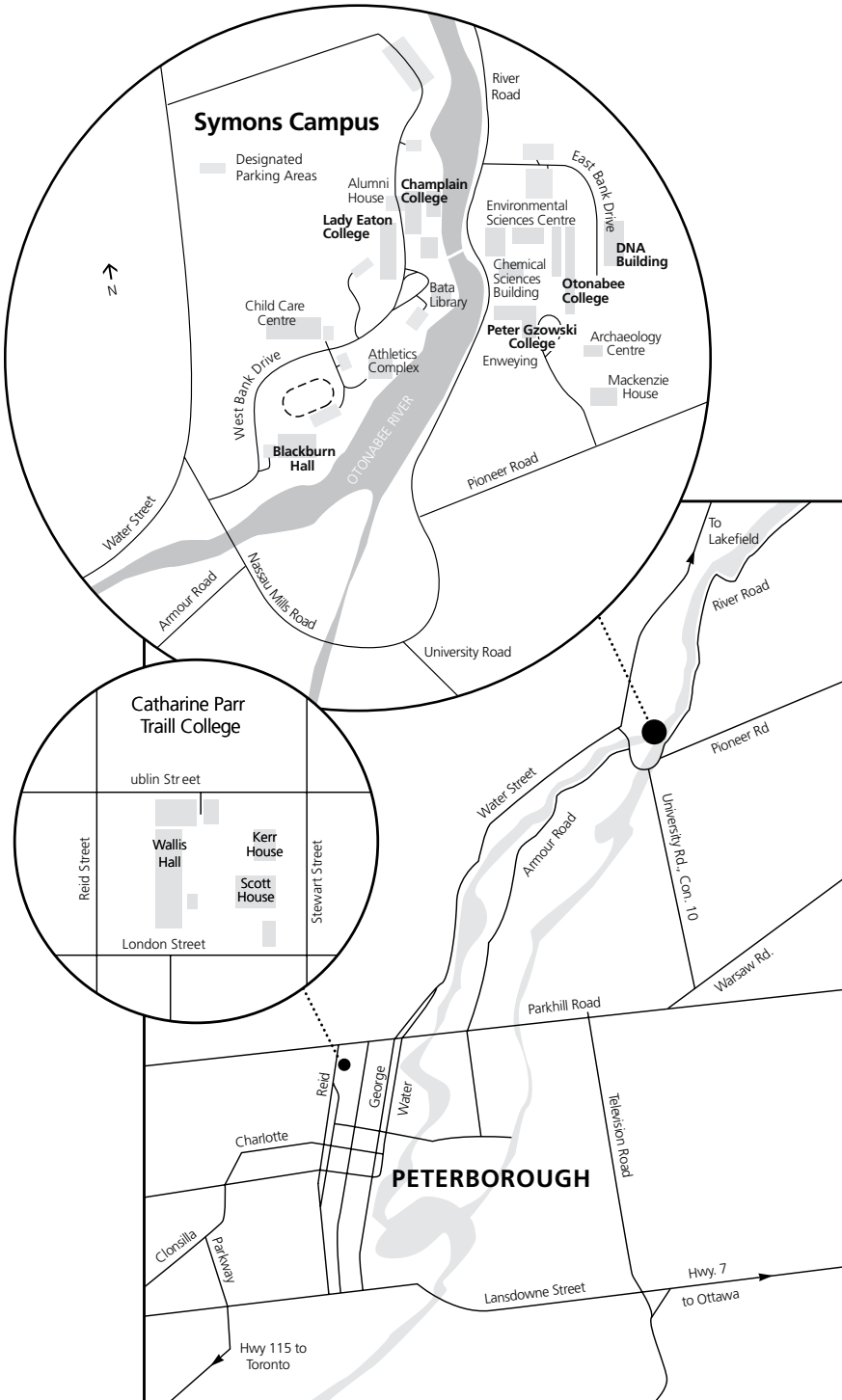
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