

T R E N T
U N I V E R S I T Y



CALENDAR
1999 – 2000

SCIGLIANO

The Thirty-Sixth Academic Year
1999-2000

TRENT UNIVERSITY CALENDAR

Undergraduate and Graduate Programs



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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1999

WHAT'S NEW AT TRENT

Help for Trent student job-seekers

Students looking for a job can now access Campus WorkLink and the National Graduate Register, which provide students with on-line job searching services. Both of these services are available to all students, regardless of their year of study. Campus WorkLink allows students to view and apply to the jobs that have been posted at Trent. The National Graduate Register is an online résumé posting service that allows employers to look at your profile and also allows you to apply to employers online. For more information, contact campusworklink@trentu.ca.

Bursaries, awards and scholarships

Trent University is very pleased to announce that we will be offering over \$2,000,000 in scholarships and bursaries for the 1999–2000 academic year. Scholarships will be offered to new students presenting admissions averages of 80 % and greater. Approximately 400 new students will be offered \$1,000 entrance bursaries.

Award-winning faculty

Some of the latest awards for our faculty include a prestigious Fulbright Fellowship for Chris Huxley, a professor in both Sociology and the Comparative Development Studies Program. History professor Doug McCalla was the first Trent faculty member ever to receive a coveted Killam Research Fellowship, a national prize. In addition, English and Cultural Studies professor Richard Dellamora won a Guggenheim Foundation Fellowship. Philosophy professor John Burbidge was elected to the ranks of the Royal Society of Canada, making him the sixth Trent-affiliated fellow of the Royal Society, placing Trent at the top of the ranks of Canada's primarily undergraduate universities with Royal Society Fellowships. Environmental and Resource Studies professor Tom Hutchinson received a Royal Society of Canada medal for excellence and outstanding achievement.

Water Quality Centre

Trent has received its largest single equipment grant ever – valued at up to \$810,000 – from a federal science agency to help establish a Water Quality Centre. The Centre's research effort will train young researchers to be innovative and creative. Its sophisticated equipment will be housed in Trent's Environmental Sciences Building.

Provincial pilot program for students with learning disabilities

Trent in 1998-99 was in the first year of a pilot project to support and integrate students with learning disabilities. The new program consists of two stages of system-wide supports for students with learning disabilities. The first year involved programs aimed at incoming students. The subsequent phase will also target upper year students. Intended to help students make the transition from secondary school to post-secondary, but also from post-secondary to work, the program was to establish a support network of students, staff and faculty for students with learning disabilities. It will also provide opportunities for such students to contribute to the program as mentors and role models for future students with learning disabilities. There is no cost to the students participating.

Trent establishes Canada's first doctoral program in Native Studies

Trent will admit the first cohort of students to Canada's inaugural doctoral program in Native Studies in September 1999. Trent's will be just the second Native Studies Ph.D. program in all of North America. Trent introduced Canada's first Native Studies program in 1969. Starting in 1978, Trent was also the first Canadian University to offer an honours year in Native Studies.

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DIARY OF SIGNIFICANT DATES

Readers are advised that changes may occur to the dates contained in the University Diary. Students will be notified if significant changes occur, and alterations in dates will be published in the Supplement to the Calendar in August. Where a deadline falls on a weekend, the following Monday will apply.

Summer Session 1999 *(For Summer Session Deadline Dates See Chart pg. 7)*

May

- 14 Friday Final date for receipt of grades for incompletes and Letter of Permission courses for those planning to convocate in the Spring
- 18 Tuesday Meeting of the Senate
- 24 Monday Statutory Holiday: "Victoria Day"

June

- 1 Tuesday Final date for payment of deposit against residence fees by returning students
- 4 Friday **Convocation**
- 15 Tuesday Final date to request Summer Session Letters of Permission
Final date for receipt of applications and supporting documentation for full-time admission to Trent University
- 30 Wednesday Final date for receipt of grades for incompletes from the Fall/Winter Session

July

- 1 Thursday Statutory Holiday: "Canada Day"
- 15 Thursday **Final date for appeals of full and b half courses**
Final date for receipt of appeals against academic penalties

August

- 2 Monday Statutory Holiday: "Civic Holiday"
- 15 Sunday 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
First instalment of fees is due for all students
Deadline for Official Registration for continuing students

Fall/Winter Session 1999-2000

Fall Term 1999

September

- 6 Monday Statutory Holiday: "Labour Day"
Arrival of new students
- 7 Tuesday Introductory Seminar Week begins
- 10 Friday Registration for new full-time students
Final date for new student registration, without late fee
**Final date for receipt of Application for Degree/
Diploma Assessment for Fall eligibility**
- 12 Sunday Arrival of returning students
- 13 Monday Classes begin
Beginning of formal course change period using Official Change Form
- 17 Friday **Final date for full-time re-admit and transfer students to register, without late fee**
Faculty Board Meeting
- 21 Tuesday Meeting of the Senate
- 27 Monday **Final date for rebate on college fees for transfers from full to part-time status from full- to part-time status**
Final date for Summer Session appeals
Final date for receipt of grades for incompletes and Letter of Permission courses from Summer Session
Final date for receipt of applications for "Returning Full-time, New and Returning JBC Student bursaries"
- 30 Thursday

October

- 1 Friday **Final date for registration with late fee**
Final date to change or add α half courses
Final date to change or add full courses without late fee
Final date for students to notify the Registrar's
Office of their wish to observe their cultural or religious holidays during
scheduled examination periods
- 11 Monday Statutory Holiday: "Thanksgiving Day"
- 15 Friday Faculty Board meeting
- 16 Saturday Annual University Open House
- 19 Tuesday Meeting of the Senate
- 23 Saturday Classes end
- 25 Monday Residential Reading and Laboratory Week begins

November

- 1 Monday Classes resume
Final date to change or add full courses, with late fee
- 12 Friday **Final date for withdrawal from α half courses without academic penalty**
Faculty Board meeting
- 16 Tuesday Meeting of the Senate
- 26 Friday Final date to request Letters of Permission for courses beginning January, 2000

December

- 7 Tuesday Meeting of the Senate
- 10 Friday Faculty Board meeting
- 11 Saturday Last day of classes
- 13 Monday Scheduled mid-term test and α half course final examination period begins
- 18 Saturday Mid-term test and α half course final examination period ends, 10:30 p.m.
- 19 Sunday Winter Vacation and Reading Period begins
College residences close
Final date for receipt of applications and supporting documentation from
new and re-admit part-time applicants for admission to the University for
 b half courses
- 25 Saturday Statutory Holiday: "Christmas Day"
- 26 Sunday Statutory Holiday: "Boxing Day"

Winter Term 2000**January**

- 1 Saturday Statutory Holiday: "New Year's Day"
- 9 Sunday College residences open
- 10 Monday Classes resume
- 14 Friday **Second instalment of fees is due**
- 21 Friday Faculty Board meeting
- 25 Tuesday Meeting of the Senate
- 28 Friday **Final date to change or add b half courses**
Final date to register in b half courses
- 29 Sunday **Final date for receipt of Application for Degree/Diploma Assessment for**
Spring Convocation
Final date for receipt of applications for all second term bursaries listed in
Calendar

February

- 11 Friday Faculty Board meeting
- 15 Tuesday Meeting of the Senate
Final date for withdrawal from full Fall/Winter Session courses without
academic penalty
- 19 Saturday Classes end
- 21 Monday Residential Reading and Laboratory Week begins
- 28 Monday Classes resume

March

- 10 Friday **Final date for withdrawal from *b* half courses without academic penalty**
Faculty Board meeting
- 13 Monday **Final date for appeals for *a* half courses**
Final date for application for transfer between colleges for students seeking residence
- 14 Tuesday Meeting of the Senate
- Mid-March Ontario Secondary School applicants begin receiving full-time offers of admission.
March Break programs for applicants.

April

- 6 Thursday **Final date for full-time and part-time continuing students to early register without late fee**
Application deadline to transfer from part-time to full-time studies
- 7 Friday Faculty Board meeting
- 8 Saturday Classes end
- 11 Tuesday Meeting of the Senate
- 13 Thursday Examinations begin for *b* half and full courses
- 21 Friday Statutory Holiday: "Good Friday"
- 29 Saturday Examinations end for *b* half and full courses, 10:30 p.m.
Final date for non-resident students to apply for residence
Final date for application for transfer between colleges for students not seeking residence

Summer Session 2000*(For Summer Session Deadline Dates See Chart)***May**

- 12* Friday Final date for receipt of grades for incompletes and Letter of Permission courses for those planning to convocate in the Spring
*(3 weeks before convocation)
- 22 Monday Statutory Holiday: "Victoria Day"
- 30 Tuesday Final date for payment of deposit against residence fees by returning students

June

- 2 Friday **Convocation**
- 13 Tuesday Final date to request Summer Session Letters of Permission
Final date for receipt of applications and supporting documentation for full-time admission to Trent University
- 28 Wednesday Final date for receipt of grades for incompletes from the Fall/Winter Session

July

- 1 Saturday Statutory Holiday: "Canada Day"
- 15 Saturday **Final date for appeals of full and *b* half courses**
Final date for receipt of appeals against academic penalties

August

- 7 Monday Statutory Holiday: "Civic Holiday"
- 15 Sunday 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
First instalment of fees is due for all students
Deadline for Official Registration for continuing students

Summer Session Dates 1999

	8 week term	12 week term	6 week term
Final date for receipt of applications for admission or re-admission with supporting documentation	April 15	April 15	June 15
Final date for all students to register without late fee	April 19	April 19	June 21
Classes begin	May 3	May 3	July 5
Final date for all students to register with late fee. Final date to add courses	May 10	May 10	July 5
Final date for withdrawal	May 26	June 9	July 23
Classes end	June 28	July 27	August 16
Examination period begins*	June 30	July 29	August 18

* Students are advised to consult the course description for the exact date of their final examination

Summer Session Dates 2000

	8 week term	12 week term	6 week term
Final date for receipt of applications for admission or re-admission with supporting documentation	April 15	April 15	June 15
Final date for all students to register without late fee	April 17	April 17	June 19
Classes begin	May 1	May 1	July 4
Final date for all students to register with late fee. Final date to add courses	May 8	May 8	July 3
Final date for withdrawal	May 26	June 9	July 23
Classes end	June 26	July 26	August 15
Examination period begins*	June 28	July 31	August 16

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

Note: 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.

MESSAGE FROM THE PRESIDENT



Bonnie M. Patterson

What a wonderful time to be a member of an academic community! This is the time period that will span the next millennium, bringing a wealth of new and exciting ideas. The 1999-2000 Calendar is Trent's most important academic publication, showcasing the variety of interesting subjects and program offerings available at this time for every student.

The Calendar is also the University's most authoritative resource to help you make decisions about what courses and fields of concentration to pursue, what undergraduate majors, minors and joint programs are available. The Diary of Significant Dates is an important reference for you throughout the entire academic year. Here you'll also find other important information on student and alumni services, financial support, regulations, the governance structure of the university, and our evolution.

This year we will celebrate the 35th year of Trent's founding and we are delighted to share this important milestone with you. Throughout our history, Trent has earned a positive reputation as a small university focusing on the development of the individual. Our strong undergraduate liberal arts and sciences curriculum is delivered through emphasizing interactive faculty-student contact and small group learning. We have also developed nationally-recognized strengths in research and teaching at the graduate level in selected interdisciplinary fields.

One of our greatest strengths, frequently championed by alumni, is Trent's ability to produce articulate, versatile and sophisticated graduates. In combination with a Trent degree, these are career resources that can make a difference in the information-intensive working world of today.

In this Calendar, you will note the range of program linkages that we have with neighbouring institutions, including Queen's University (in Teacher Education and Graduate Studies), Sir Sandford Fleming College (in Geographical Information Systems, Museum Management, Nursing, Police Administration and Child and Family Studies), York University and Durham College (the University Centre at Durham, known as UCD). Trent now offers five full majors at UCD in English Literature, Environmental and Resource Studies, History, Psychology and Sociology.

Whatever you study here, or through our partnerships, I know that you will enjoy a quality education and benefit from the many student resources that Trent continues to explore and enhance.

Best wishes to all for a successful academic year, be it your first university experience or graduate studies.

Bonnie M. Patterson

ABOUT TRENT

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5,000 FT&PT.
Students.

Trent University is located in Peterborough, Ontario, an hour and a half northeast of Toronto and about three hours from Ottawa. The University's Symons Campus sits on a 580-hectare property, much of it preserved as nature area, along both banks of the Otonabee River at the northern edge of the city. Two of Trent's residential colleges are located in the heart of the city, maintaining the traditionally strong ties between the University and the Peterborough community.

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 Prime Minister 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, and the Symons Campus is now home to three residential colleges, the main library, two science buildings, a child care facility and central administrative offices, along with recreational facilities which include an athletic complex, playing fields, tennis courts and rowing facilities. The University's first two colleges remain in their original downtown locations, linked to the Symons Campus by the city bus system. In addition to the five residential colleges, part-time study is offered through the Julian Blackburn College for continuing education.

Now in its thirty-sixth teaching year, the University has 3,700 undergraduates in the full-time program, and 1,200 part-time students.

In addition, there are 148 Master's degree candidates in the five fields in which graduate studies are offered and 12 Ph.D. candidates in Watershed Ecosystems. Trent is also host to seven graduate students from Queen's University who are studying and conducting research at the University under the Trent-Queen's Co-operative Agreement.

Trent's Residential Colleges

Trent's residential colleges are central not only to the organizational structure of the University, but to the academic and social experience of Trent students. The colleges provide much more than housing for students who wish to live on-campus. 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 intellectual and social 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 remain centres of learning and focal points of social and cultural activity.

Interactive Learning

Trent University stresses the importance and the value of a liberal undergraduate 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. Three-quarters of classes at Trent have fewer than 25 students.

By design one of the smallest universities in Ontario, Trent has no ambition to compete in size, but rather in excellence.

STATEMENT OF GOALS

1. To create a teaching, learning, research and living environment fundamentally committed to the promotion of free inquiry and expression.
2. 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.
3. 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.
4. To sustain and enhance opportunities for research and scholarly activity of the highest standard.
5. To recognize and take advantage of our relatively small size, flexibility and experience to foster continually opportunities for creative interaction between academic departments and programs, teaching and research, colleges and academic activities and among our faculty, staff and students.
6. 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.
7. 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

1. Recruit and retain students from within and beyond Canada who will benefit from Trent's programs and who will contribute to university life.
2. 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.
3. Develop new opportunities for small group teaching and individualized learning.
4. 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.
5. Employ and retain excellent faculty who contribute actively to the advancement of learning through teaching, research, service and professional development.
6. Employ and retain excellent academic and administrative support staff and ensure adequate opportunities for their professional development.
7. Create and sustain an environment (intellectual, physical, fiscal and social) that advances learning through quality teaching and research while encouraging respect, tolerance and sensitivity.

IMPORTANT NOTICES

The Calendar on the Web

Two versions of the 1999-2000 Academic Calendar appear on Trent's Website:

A static version reflects the 1999-2000 Calendar as it appears in this publication. This version will be updated once only, in the Summer, to reflect the Calendar revisions as they appear in the *Supplement to the 1999-2000 Academic Calendar*.

A dynamic version of the Calendar is updated regularly to reflect ongoing changes to policy, regulations, course offerings and other Calendar items. This version includes a *Record of Revisions*, which lists all changes and updates to the Calendar since its March 1999 publication.

Both on-line versions of the 1999-2000 Academic Calendar can be found at www.trentu.ca/calendar.

The contents of this Calendar are not necessarily final and complete. Changes may occur in a number of areas including:

1. new faculty appointments or departures;
2. courses, including withdrawal of courses listed as being offered;
3. policies and procedures related to applications, admissions, and registration for new and returning students;
4. regulations;
5. fee structure;
6. the Diary of significant dates.

The University reserves the right to make and implement changes subsequent to the publication of this Calendar, as it deems appropriate.

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 are appropriate and sufficient to the program requirements. Students are bound by the regulations and policies of the University.

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.

Notes

- 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.

Trent University recognizes its responsibility to those of its students, faculty and staff with special needs. 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 working towards becoming a smoke-free institution. Smoking is prohibited in most public areas including classrooms, but it is permitted in certain designated areas and in student study-bedrooms.
- The Trent University Calendar is produced for the Office of the Dean of Arts and Science by the Registrar's Office.
- Tours or visits to the University can be arranged by contacting the Registrar's Office, Trent University, Peterborough, Ontario K9J 7B8. (705) 748-1332.
<http://www.trentu.ca>

INTERNATIONAL EDUCATIONAL OPPORTUNITIES

Trent University has a long history of enthusiastically promoting international studies for its students and successfully encouraging international students to study at Trent.

Trent International Study and Exchange Program (TISEP)

Trent maintains a number of formal exchange agreements with universities in the United Kingdom, the United States, Australia, Latin America, Africa and Asia. The Trent International Program offers study abroad opportunities for students in all disciplines at universities throughout the world. Study Abroad Programs are offered through Trent's departments of Administrative Studies (France), Comparative Development Studies (Ecuador, Ghana), Cultural Studies (England), Environmental and Resource Studies (England), Modern Languages and Literature (France, Germany, Mexico), Native Studies (Thailand), Political Studies (Germany) and Physics (England).

International Entrance Scholarships

An International Entrance Scholarship program has been initiated so that excellent scholars from around the world who do not have the necessary financial resources can study at Trent. This initiative enhances the international character of the University by creating a more intellectually challenging and culturally exciting environment for all members of the Trent community. Awards are based on academic excellence, international and community service, for full tuition and residence scholarships and financial need. 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 complete list of International scholarships.

Bursaries – International Study Awards

Bursary funds are made available through a variety of International Study Awards designed to encourage and support the broadening of students' 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 complete list of International bursaries.

Trent International Program (TIP)

Telephone (705) 748-1314

E-mail: tip@trentu.ca

Fax: (705) 748-1626

Web: www.trentu.ca/tip

Director: David Morrison (705) 748-1280

International Programs and Services Manager: Cynthia Bennett Awe (705) 748-1300

International Student Recruiter and Admissions Officer: Jessica Tudos (705) 748-1696

Co-ordinator Trent-ESL: Heather Avery (705) 748-1737

INSTRUCT Project Manager: Linda Slavin (705) 748-1023

Program Assistant: Deborah Gelderland (705) 748-1314

Secretary: Elena Koudiakova (705) 748-1967

Trent International Students' Association: (705) 748-1314

The Trent International Program (TIP) offers an exciting opportunity for students from many countries to live and study together in a global community. Students in the program, many of whom are interested in pursuing 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 is open to all Trent students, and has drawn participants from more than 110 countries and 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 the same course offerings available to all Trent students. TIP students gather together regularly to explore international issues through a World Affairs Colloquium, and the program organizes a broad range of social, educational and cross-cultural events. Students wishing to become involved with TIP should follow the regular application procedure for entry

into the University, and write a letter to the Director of the Trent International Program indicating an interest in the Program.

Several departments and programs offer courses in global and international studies. Students may combine courses from three or more disciplines in a Special Emphasis in International Studies. (See *International Studies* in the *Programs of Study* section of the Calendar.)

Trent-ESL: English for University

The Academic Skills Centre, in cooperation with the Trent International Program, offers Trent-ESL, an English for University program designed for students who meet all requirements for admission to Trent except that of English-language proficiency. Students who score between 500 and 550 on the TOEFL test (or equivalent) and are otherwise eligible for study at Trent are admitted to the program, which provides intensive English language instruction coupled with the opportunity to enrol in a credit course. Once the student has completed the English for University program successfully, he or she can continue in a degree program at Trent. For further information or to obtain an application form for English for University, contact the Trent International Program office or visit our website.

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 immigration and employment matters, finances, scholarships, health insurance, language proficiency, consumer services, academic challenges and residential life.

Study-abroad opportunities

TIP students are encouraged to spend one year of their undergraduate program studying in another country. The Trent International Study and Exchange Program (TISEP) offers exchange and study-abroad opportunities in several countries, including England, Scotland, Wales, Spain, France, Israel, South Africa, Malaysia, Korea, Japan, Australia, the United States and Mexico. The year abroad is normally the third year of the student's four-year program. Students may participate in a TIP exchange or co-ordinate, with TIP's assistance, their own study-abroad arrangements.

Pre-planning for the year abroad should begin as early as the course selection process during the student's first year. The formal process begins in the Fall term of the student's second year, when students attend TISEP Information Sessions and the Work Study Abroad Fair, and fill out application forms, which are available at the TIP Office. The deadline for submitting applications is January 15. Applications are reviewed and approved by the TISEP Advisory Committee, and then forwarded for consideration by host universities. Students are notified by mid-April of their acceptance to TISEP. Placement 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.

INSTRUCT: Inter-American Networking for Studies and Training in (Natural) Resource Usage for Community Transformation

Trent University is the lead institution in INSTRUCT, a multi-year partnership of university, college, community and non-governmental organizations. INSTRUCT is funded by the Canadian International Development Agency (CIDA) and by the Program's partners in Canada and abroad. Committed to promoting integrated ecosystem approaches to the rehabilitation and management of watersheds, the Program is engaged in research, education and training, and community development in Ecuador and Mexico. For more information on undergraduate scholarships, seminars and graduate research opportunities, contact the TIP office, or visit the INSTRUCT Website at www.trentu.ca/admin/tip/instruct.

Trent International Students' Association (TISA)

The Trent International Students' Association is a student-run organization involving both Canadian and international students. TISA works closely with TIP to foster a campus environment that encourages and supports cultural diversity. Membership is open to all Trent students who wish to internationalize their experience at Trent.

TISA members have a rare opportunity to obtain valuable leadership skills while experiencing and participating in a cross-cultural environment. Students organize a wide variety of activities, including festivals, lectures, debates, films and guest speakers, 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 ties with TIP. These include Asian Dialogue at Trent (ADAT), Trent African and Caribbean Students' Union (TACSU), Comparative Development Students' Association, Muslim Students' Association, World University Service of Canada (WUSC), Canadian Crossroads International, Ontario Public Interest Research Group (OPIRG) and the Kawartha World Issues Centre (KWIC), a local global educational NGO.

COMMUNITY-BASED EDUCATION PROGRAM

Telephone: (705) 743-0238

E-mail: tccbe@trentu.ca

Fax: (705) 743-3318

Trent Centre for Community-Based Education
267 Stewart Street, Peterborough, Ontario K9J 3M8

The Community-Based Education Program is a new approach to cooperative education. Students are placed with community organizations in the Peterborough area to assist them with research and related planning and development projects. The program exists in order to:

- provide students with real-world experience in their field of study, enhancing their future employment prospects,
- assist community organizations and ultimately the community in research and related work that otherwise might not be undertaken, and
- increase the level of cooperation and partnership between Trent University and the broader Peterborough community.

The Community-Based Education Program is a collaborative initiative of the Canadian Heritage and Development Studies Program of Trent University, The Peterborough Social Planning Council and the Community Opportunity and Innovation Network. It is administered at the Trent Centre for Community-Based Education (TCCBE) by a Management Committee that consists of representatives of these groups and the community at large.

Arrangements for community research projects. Community organizations interested in having research projects undertaken through the Community-Based Education Program are invited annually to submit proposals in a specific format by August 1. The TCCBE then sends copies of each proposal to the faculty and academic departments/programs whose expertise is relevant to the proposal. They, in turn, seek students who would be interested in undertaking the research for academic credit. This could be done as an assignment within a regular course, as a separate course, or as a thesis. The separate course options are numbers 387, 388a/b/c, 487, 488a/b/c, under individual departments and programs. Students and/or faculty who wish to negotiate placements independently with community organizations are encouraged to initiate their negotiations through the TCCBE. One of the purposes of the TCCBE is to avoid confusion in community organizations as a result of independent inquiries about collaboration from a variety of University members.

The community organizations participating in the Program provide placement supervision, facilities, services and materials. The University provides academic supervision, grading and the same research resources that are available for other University courses. In addition to arranging the call for research proposals and overseeing placements, the TCCBE maintains a modest resource centre on community-based initiatives, stores copies of reports from past projects, facilitates communication among placed students, and organizes the evaluation of the project experiences by all parties.

Community research placements may initiate at the beginning of any of the fall, winter or summer terms and normally extend over one or two terms. In special cases, such as theses, the placements could be longer. Given the timing of the submission of research proposals, students should check the placement opportunities in their departments/programs or at the TCCBE at the beginning of the fall term.

Prerequisites. Students undertaking placements must have credit for at least 10 full-course equivalent university courses, with at least a 75% overall average. Screening for relevant skills or knowledge may be undertaken in some cases.

PART-TIME STUDY OPPORTUNITIES AND STUDIES AT UNIVERSITY CENTRE AT DURHAM

Part-time studies at Trent are fully integrated with full-time studies, and part-time students may enrol in any course offered through the Trent Calendar, day or evening, on- or off-campus, provided they have the prerequisite. Criteria for scholarship eligibility are the same for part-time students as for full-time students, and bursaries for part-time students are available.

Services listed under *Student services and facilities*, such as the Academic Skills Centre, the Student Health Service, the Career and Counselling Centre, etc., are fully available to part-time students, as is participation in student government and as members of University committees.

Applicants for part-time studies apply directly to Trent. The application form is available from the Julian Blackburn College Office or the Registrar's Office, both in Blackburn Hall on the Symons Campus, or the Trent Information Office UCD in Oshawa, or can be found in the part-time studies session brochure. For application procedures and admission requirements, see the *Admission and residence* section of this Calendar. For further information, call Julian Blackburn College at (705) 748-1229, or e-mail jbc@trentu.ca.

It is the mandate of Julian Blackburn College, Trent's only non-residential College, to ensure that ample resources and services are available to part-time students and those studying in Oshawa.

Julian Blackburn College (JBC)

Telephone: (705) 748-1229

E-mail: jbc@trentu.ca

Fax: (705) 748-1655

Web: www.trentu.ca/jbc

Oshawa: (905) 721-3003 or (905) 723-9747

Associate Dean and Principal: Elizabeth Popham, Ph.D.

Academic Counsellor: Jacqueline Tinson, M.A.

Administrative Assistant: Tui Menzies, M.A.

Administrative Secretary: Christine Diaz

UCD Information Office Co-ordinators: Joan Milovick, B.A.; Sandra Gunn

Julian Blackburn College, a non-residential facility, coordinates the academic programs to accommodate the part-time learner. JBC also manages the delivery of courses for part-time and full-time students at UCD in Oshawa, and coordinates the degree and certificate programs offered jointly with Sir Sandford Fleming College. (See *Joint Programs with Sir Sandford Fleming College*.)

Academic advising

Academic advising services are offered through the College's main office in Peterborough, as well through its office in Oshawa. Appointments to discuss individual programs can be made by calling the College Office in Peterborough or Oshawa.

Application for admission

Students applying for part-time studies should complete and return an application form, available at the Julian Blackburn College Office, the Registrar's Office and the UCD Information Office located in Durham College, Oshawa. To request that a form be sent to you by mail, contact Julian Blackburn College at (705) 748-1229 in Peterborough, (905) 723-9747 in Oshawa, or by e-mail at jbc@trentu.ca, or write to:

Julian Blackburn College
Blackburn Hall, Trent University
1600 West Bank Drive
Peterborough, Ontario K9J 7B8

For details about registration procedures, see the *Registration and Fees* section of this Calendar.

Students affiliated with Julian Blackburn College are eligible for scholarships, bursaries and prizes. For information about Julian Blackburn College prizes, see the *Financial Assistance and Awards* Section of this Calendar.

Trent in Oshawa

Julian Blackburn College maintains a permanent office in Oshawa at UCD, serving neighbouring communities including Newcastle, Bowmanville, Whitby, Ajax and Pickering. Fall/Winter and Summer session courses, offered each year by Trent in Oshawa, lead to general B.A. or B.Sc. degrees in Anthropology, Cultural Studies, Economics, English Literature, Environmental and Resource Studies, History, Politics, Psychology and Sociology. Oshawa students who wish to pursue a General or Honours B.A. or B.Sc. degree in other Trent disciplines can supplement their Oshawa courses with courses taught on the main Trent campus in Peterborough. All Trent courses in Oshawa are taught at UCD Durham College and are outlined in the Part-time Studies Spring, Summer and Fall/Winter Session Brochures.

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 in the Part-time Studies Fall/Winter Session Brochure, which is published annually in June.

Summer Session

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. Summer session courses are offered in both Peterborough and Oshawa, and details are available in the Part-time Studies Summer Session Brochure, which is published annually in February. The University also offers field schools in archaeology and field courses in Biology and Geography. Details of these courses are available from the departments concerned.

Julian Blackburn College Student Association

Students affiliated with Julian Blackburn College are represented on Senate and a number of other University committees by the Julian Blackburn College Student's Association. For further information, contact the Association at (705) 748-1380.

ADMISSIONS AND RESIDENCE

Telephone: (705) 748-1215

E-mail: liaison@trentu.ca

Fax: (705) 748-1629

Web: www.trentu.ca/admissions

Office of the Registrar: Blackburn Hall, 1600 West Bank Drive, Peterborough, Ontario K9J 7B8

Degree and Diploma Programs

Trent University offers the following degree programs:

- Bachelor of Administrative Studies (Honours)
- Bachelor of Arts (Honours)
- Bachelor of Science (Honours)
- Bachelor of Arts (General)
- Bachelor of Science (General)

Trent University offers the following diploma programs:

- Canadian Studies Diploma
- Native Management and Economic Development Diploma
- Native Studies Diploma

Admission and re-admission

Trent University welcomes applications from Canadian and international students.

Confirmation of an admission offer is required before students may register in courses.

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 same application procedures, requirements and deadlines apply to applicants for study in Peterborough, Oshawa and other locations.

Application deadlines

Please note that these deadlines also apply to the receipt of all transcripts and other documentation needed to process applications for admission. Early application is always encouraged.

- Full-time admission for September entry: June 15
- Admission to the concurrent education program: February 24
- Part-time admission for September entry: August 15
- Admission for January entry: December 15
- Admission for Summer session May entry: April 15
- Admission for Summer session July entry: June 15

Application

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. The appropriate form is available at secondary schools and universities throughout Ontario (including Trent), or may be obtained by contacting the Centre directly:

Ontario Universities' Application Centre
PO Box 1328
Guelph, Ontario
N1H 7P4

Telephone: (519) 823-1940

Facsimile: (519) 823-5232

Web: <http://ouacinfo.ouac.on.ca>

For entry in September 1999, the Ontario Universities' Application Centre fees are:

- \$85 for applications originating in Canada.
- \$95 for applications originating from outside Canada.

Application for part-time studies

Students applying for part-time studies should complete and return an application form supplied by Trent University. These forms are available at the Registrar's Office and the Trent Information Office located in Durham College, Oshawa. To receive an application form by mail contact the Registrar's Office or Julian Blackburn College:

Registrar's Office	Julian Blackburn College
Blackburn Hall	Blackburn Hall
Trent University	Trent University
1600 West Bank Drive	1600 West Bank Drive
Peterborough, Ontario	Peterborough, Ontario
K9J 7B8	K9J 7B8
Telephone: (705) 748-1215	Telephone: (705) 748-1229
Fax: (705) 748-1629	Fax: (705) 748-1655
E-mail: liaison@trentu.ca	E-mail: jbc@trentu.ca

The 1999 application fee for part-time studies is \$35 and is payable directly to Trent University.

See the *Part-time study opportunities* section of this Calendar for further information.

Application to diploma programs

Trent University offers diploma programs in Canadian Studies, Native Management and Economic Development, and Native Studies. Further information regarding application procedures, requirements and deadlines is included in the academic programs section of this Calendar.

Applications are made through the Ontario Universities Applications Centre. The forms may be obtained from the Office of the Registrar.

Application to joint programs with Sir Sandford Fleming College

Trent University participates in several joint programs with Sir Sandford Fleming College. Degree programs are currently offered in Geographical Information Systems, Museum Studies and Nursing. Certificate programs are available in Police Administration and in Child and Family Studies.

Application must be made to both Sir Sandford Fleming College and Trent University. Further information regarding application procedures, requirements and deadlines is included in the Academic Programs section of this Calendar.

Application processing and offers of admission

Ontario secondary school applicants who will complete their OSSD requirements in June and commence university studies in September will have their grades provided to Trent by the Application Centre. By agreement of all Ontario universities, applicants normally will be notified of their admission status beginning March 10 for September 1999 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. All applicants will be sent a supplementary application for admission to the University. The University or the applicant 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 Language 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, AP, SAT).

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.

English language 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 550/215 (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 (but see gradual admission below).
- IELTS (International English Language Testing Services). The minimum acceptable score is 6.5 (but see gradual admission below).
- Applicants who have results from recognized Canadian university English language testing services may submit their results for consideration.

Applicants who consider English to be their primary language may request an exemption from writing the aforementioned English language tests. Requests, accompanied by supporting evidence, must be in writing and should be made early to the Director of Admissions.

Applicants with TOEFL (or equivalent) scores of 500 to 550 are invited to apply for **gradual admission** through the English as a Second Language Program offered by the Academic Skills Centre. Inquiries can be made through the Academic Skills Centre (e-mail: acdskills@trentu.ca) or the Trent International Program (e-mail: tip@trentu.ca).

Admission requirements

The admission requirements have been approved by University Senate. Authority for interpretation of the regulations rests with the Senate Committee on Admissions and Scholarships. The University Senate has the right to accept or reject any applicant.

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.

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.

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.

Applicants who do not meet the published requirements for admission, but who are able to provide evidence that they stand a good chance of success at university, are encouraged to provide this information using the Supplementary Application for Admission.

Ontario secondary school

Although the length of time to complete the OSSD will not in itself be a determining factor in the admission decision, applicants who have spent more than five years in secondary school may be required to present a higher level of achievement. Advanced Placement (AP), International Baccalaureate (IB) courses, and senior level courses from other Canadian secondary school jurisdictions will be considered in combination with OAC courses for purposes of meeting the requirements of specific subject areas and in determining admission averages.

Applicants from an Ontario secondary school are required to successfully complete the OSSD (or OSSHGD) including:

- OAC English (OAC 1 is highly recommended) and a minimum of five additional OAC courses, representing at least four different subject areas at the OAC level.
- a minimum overall average required on six Ontario Academic Credits is 60% based on the six best OAC courses. 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.

SPECIFIC PROGRAM REQUIREMENTS

For more detailed program descriptions, consult the appropriate academic department section of the Calendar.

Administrative Studies

Ontario Grade 12 Advanced Mathematics (or equivalent) is required for admission to the Bachelor of Administrative Studies degree program. Enrolment is limited and the University will select the most qualified candidates for admission.

Biology

OAC Biology (or equivalent), or permission of the course coordinator is required to enrol in *Biology 101*. Refer to the Biology section of the Calendar for further information.

Chemistry

OAC Chemistry (or equivalent) is required to enrol in *Chemistry 100*; OAC Calculus and OAC Physics are strongly recommended.

Concurrent Education

Applicants for the Concurrent Education Program will be selected for admission by the Trent-Queen's Education Program. Admission is competitive and in addition to meeting the general admission requirements, a *Personal Experience Profile* will be requested and used as part of this admission evaluation process. See *Education* in the Academic Programs section of this Calendar for further details.

Environmental and Resource Studies

OAC Chemistry, OAC Calculus, and OAC Biology (or equivalents) are recommended for the B.Sc. major option. A student who has taken Grade 12 Environmental Science in Ontario (or equivalent elsewhere) may opt to write a test during Introductory Seminar Week, for which a grade of 60% will result in exemption from *Environmental Science 100*, but will not alter the minimum number of ERS courses required for the major.

Mathematics

OAC Calculus (or equivalent) with a minimum grade of 60% is required to major in Mathematics. OAC Algebra (or equivalent) is strongly recommended.

Physics

OAC Calculus or OAC Algebra (or equivalents) is required to enrol in *Physics 100*. OAC Calculus and OAC Physics are strongly recommended.

Concurrent Trent/OAC course registration

OAC students in their final year of secondary school who have high marks may apply to complete course work at Trent concurrent with their completion of OAC 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 Director of Admissions in advance and should apply directly to the University, using the Application for Admission to Part-Time Studies.

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) 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 (equivalent to two years of full-time study) may be granted. This will be based on the overall academic performance and background as determined by the appropriate academic department(s) at Trent.

Canadian secondary schools (outside Ontario) and CEGEP

Alberta

- Applicants from an Alberta secondary school must successfully complete the requirements for secondary school graduation, including *English 30* and at least three additional level 30 or 31 courses. Four different subject areas at the level 30 or 31 must be represented.
- A minimum overall average of 60% on five academic 30 or 31 credits is required. 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.

British Columbia

- Applicants from a British Columbia secondary school must successfully complete the requirements for secondary school graduation, including *English 12* and at least three additional academic grade 12 courses. At least four different subject areas at the grade 12 level must be represented.
- A minimum overall average of 60% on five academic grade 12 credits is required. 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.

Manitoba

- Applicants from a Manitoba secondary school must successfully complete the requirements for secondary school graduation, including *English 40G* or *40S* and at least four additional level 40 courses, three of which must be at the 40S level. At least four different subject areas at the 40 level must be represented.
- A minimum overall average of 60% on five 40 level courses based is required. 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.

New Brunswick

- Applicants from a New Brunswick secondary school must successfully complete the requirements for secondary school graduation, including *English 120* or *121* or *122* or *Français 121* or *122* and at least five additional academic (college preparatory) courses. At least four different subject areas at the college preparatory level must be represented.
- A minimum overall average of 60% on the best six academic (college preparatory) credits is required. 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.

Newfoundland

- Applicants from a Newfoundland secondary school are required to complete successfully the requirements for secondary school graduation, including successful completion of *Language 3101* and either *English 3201* or *English 3202*. A total of 10 credits must be presented representing at least four different subject areas.
- A minimum overall average of 60 % on the best 10 academic credits is required. 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.

Northwest Territories

- Applicants from a Northwest Territories secondary school are required to complete successfully the requirements for secondary school graduation, including successful completion of *English 30* and at least three additional level 30 or 31 courses. Four different subject areas at the level 30 or 31 must be represented.
- A minimum overall average of 60 % on five academic 30 or 31 credits is required. 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.

Nova Scotia

- Applicants from a Nova Scotia secondary school are required to complete successfully the requirements for secondary school graduation, including successful completion of *English 441* or *541* and at least four additional courses numbered 441 or 541. Four different subject areas must be represented amongst those courses numbered 441 or 541.
- A minimum overall average of 60 % on five academic 441 or 541 courses is required. 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.

Prince Edward Island

- Applicants from a Prince Edward Island secondary school are required to complete successfully the requirements for secondary school graduation, including successful completion of *English 621* or *611* and at least four additional academic 600 level courses. Four different subject areas at the 600 level must be represented.
- A minimum overall average of 60 % on five academic 600 level courses is required. 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.

Quebec applicants from CEGEP

- Applicants from CEGEP are required to present at least 12 academic courses representing at least four different academic disciplines.
- 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.

Advanced Standing will normally be granted as follows:

14 academic courses	= 1 Trent credits
16 academic courses	= 2 Trent credits
19 academic courses	= 3 Trent credits
21 academic courses	= 4 Trent credits
24 academic courses	= 5 Trent credits

Quebec Grade 12

- Applicants from a Quebec grade 12 (college preparatory) program must present *English 12* or *Français 12* and at least three additional university preparatory Grade 12 courses representing four different subject areas at the college preparatory Grade 12 level.
- A minimum overall average of 60% on four academic grade 12 courses is required. 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.

Saskatchewan

- Applicants from a Saskatchewan secondary school are required to complete successfully the requirements for secondary school graduation, including successful completion of *English A30* and *B30* and at least three additional level 30 courses. Four different subject areas at the level 30 must be represented.
- A minimum overall average of 60% on five academic 30 level courses is required. 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.

Yukon

- Applicants from a Yukon secondary school are required to complete successfully the requirements for secondary school graduation, including successful completion of *English 12* and at least three additional academic grade 12 courses. At least four different subject areas at the grade 12 level must be represented.
- A minimum overall average of 60% on five academic grade 12 credits is required. 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.

Advanced Placement (AP) program

Advanced standing or transfer credit will be granted to students who complete certain Advanced Placement Programs with examination grades of 3 or better. Courses considered for transfer credit and the grades required are listed at the end of the *Admissions* section of this Calendar. As some courses are under review, the most current equivalency table can be found at www.trentu.ca/calendar/admissions.html.

International Baccalaureate (IB) program

All applicants who have completed the International Baccalaureate Diploma may be admitted subject to an acceptable overall score. Advanced standing and transfer credit will be granted for higher level subjects passed with a grade of 4 or higher. The maximum credit that will be awarded from an IB Diploma is 5 credits (one full year of study). A list of the courses which will receive transfer credit and the grades required is available from the Office of the Registrar.

Admission from another university

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). 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 (two years of study) may be granted based on overall academic background and on the recommendations of the appropriate departments at Trent University. In exceptional circumstances, students with high academic standing at another university and applying for entrance to the fourth quarter of an Honours degree, may be granted a maximum of 45 credits.

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.

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 65 % average (2.5 gpa). 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 (two years of study) may be granted based on overall academic background and on the recommendations of the appropriate departments at Trent University.

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). The equivalent of 10 credits may be transferred toward a second degree.

Applicants who are 21 years or older (i.e. mature applicants)

Applicants who are 21 years of age at the time classes commence and not eligible for admission consideration under the other published admission requirements may apply as mature applicants. Applicants are required to provide a letter and resume outlining academic qualifications, experience, reasons for wanting to study at Trent and any further evidence in support of their likely academic success at university. 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. In exceptional cases, mature candidates may be considered for admission to the full-time program.

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 provide a letter outlining academic qualifications, experience, and evidence in support of their likely success at university. 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 the Director of Admissions in advance of making application.

Special students and letters of permission

Applicants who wish to enrol 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 (normally using an Application for Admission to Part-Time Studies) and are expected to meet the same admission requirements as degree students. Those applying on a Letter of Permission must also submit an approved Letter of Permission from their home institution. Special Students are not evaluated for transfer credit.

Applicants from outside Canada (international students)

Trent University welcomes qualified students from outside Canada. Trent University's International Program offers exciting opportunities for students from many countries to live and study together in an international community. Further information can be obtained by contacting the International Program Office at (705) 748-1314, or referring to the *International educational opportunities* section of this Calendar.

Admission information can be obtained by writing to the Office of the Registrar.

United States secondary school

- Applicants from an accredited U.S. secondary school are required to successfully complete the requirements for secondary school graduation in an academic program. At least four different subject areas at the matriculation level must be represented.
- A minimum overall average of B (normally 70 % or better) in a recognized academic grade 12 program is required. Applicants will also normally be asked to provide SAT or ACT scores for consideration. Advanced academic courses (e.g., International Baccalaureate, Advanced Placement) will be taken into consideration.

General Certificate of Education

- Applicants presenting the General Certificate of Education (or equivalent) will be required to present a minimum of passes in at least five subjects, two at the advanced level with grades of C or better or passing grades in four subjects, three at the advanced level with grades of C or better. Please note that two advanced supplementary courses may be substituted for one advanced level course.
- Advanced level courses with grades of C or better will be considered for transfer credit.

Other countries

For information regarding admission requirements for students from other countries, contact the Office of the Registrar.

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 equivalent, 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 fulfil 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.

Applicants for re-admission

Students who have studied at Trent but have not completed a course at Trent during the previous 12-month period must apply for re-admission. The deadlines for submitting an Application for Re-admission are the same as those for admission.

The minimum requirements for re-admission to full-time studies include a current academic status of 'eligible to proceed' and a cumulative average of 65 % or higher over three or more completed credits. Applicants who do not meet these requirements will be considered for re-admission to part-time studies. Applicants whose previous academic standing is *probation* may be limited to one course.

Applicants who have completed fewer than three full courses will be considered for re-admission to full-time studies on an individual basis based upon the same criteria used for new applicants to Trent University.

Applicants for re-admission, who have previously been rusticated or debarred, are required to provide a letter with their application indicating the grounds on which re-admission is requested. In some instances, the Committee on Admissions and Scholarships may require the applicant to be present for an interview.

Students who have graduated with a General (three-year) degree and wish to pursue an Honours degree must apply for re-admission to the University. Enrolment limits may determine the number of available spaces. Students who are re-admitted and meet the requirements for continuation in an Honours program will be eligible to enter the fourth quarter to pursue a single- or joint-major program provided at least one of the majors for

their Honours program is either the same as the single-major or one of the joint-majors from the General degree.

Students who have graduated with a General (three-year) degree and are readmitted to pursue a General or Honours degree in a single- or joint-major which does not incorporate the single, or at least one of the joint-majors from the previous degree, will be deemed to be pursuing a second undergraduate degree and should refer to 'Second Degree' in the Admissions section of the Calendar.

Possession of the minimum requirements does not guarantee re-admission. The 1999 fee for *application for re-admission* is \$25 and is payable directly to Trent University.

Application for a second Trent degree

Students who hold a Trent degree wishing to pursue a second B.A. or B.Sc. must formally apply for re-admission to the second degree program.

The minimum requirements for admission to a second Trent 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.

Normally, the equivalent of 10 credits (two years) may be transferred for credit towards a second Trent degree.

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 public 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 protected and used in compliance with Trent University's *Policy on Privacy Protection and Freedom of Information*.

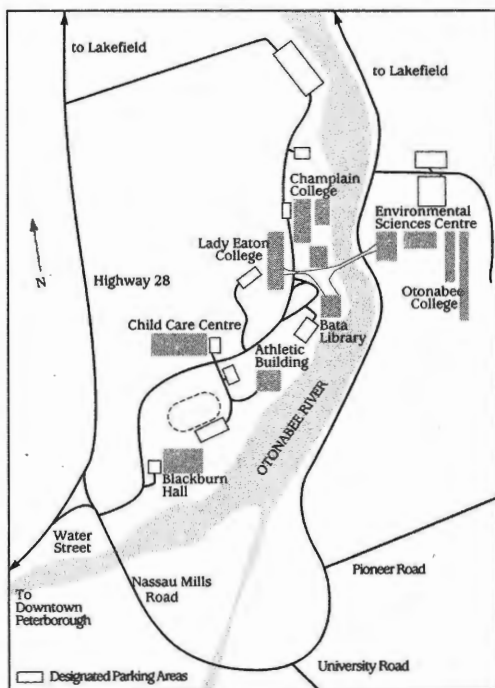
Retention of documents

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.

The University's right to deny admission

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.

Symons Campus



Advanced Placement Courses

AP Course Name	Minimum Grade	Trent Equivalency	Credit Value
Art History*	3	general credit (year 1)	1.0
Art Studio (Drawing)		under review	
Art Studio (General)		under review	
Biology	3	general credit (year 1)	1.0
	4	<i>Biology 101</i>	1.0
Calculus AB	3	general credit (year 1)	1.0
Calculus BC	3	<i>Mathematics 110</i>	1.0
Chemistry	3	general credit (year 1)	1.0
	4	<i>Chemistry 100</i>	1.0
Comparative Gov. & Politics	3	Political Studies Year 1 unassigned	0.5
Computer Science A	3	general credit (year 1)	0.5
	4	<i>Computer Science 102b</i>	0.5
Computer Science AB	3	general credit (year 1)	1.0
	4	<i>Computer Science 102b & 202a</i>	1.0
Macroeconomics	3	general credit (year 1)	0.5
	4	<i>Economics 102a</i>	0.5
Microeconomics	3	general credit (year 1)	0.5
	4	<i>Economics 101a</i>	0.5
English Language*	3	general credit (year 1)	1.0
English Literature*	3	general credit (year 1)	1.0
French Language	3	individual assessment	1.0
French Literature	3	individual assessment	1.0
German	3	<i>German 105</i>	1.0
History - American*	3	general credit (year 1)	1.0
History - Europe	3	general credit (year 1)	1.0
	5	<i>History 120</i>	1.0
Latin	3	<i>Latin 100</i>	1.0
Music Literature	3	general credit (year 1)	1.0
Music Theory	3	under review	
Physics B*	3	general credit (year 1)	1.0
Physics C - Electricity*	3	general credit (year 1)	0.5
Physics C - Mechanics*	3	general credit (year 1)	0.5
Psychology	3	general credit (year 1)	0.5
Spanish Language	3	individual assessment	1.0
Spanish Literature	3	individual assessment	1.0
U.S. Government	3	Political Studies year 1 unassigned	0.5

Notes and provisos

1. * indicates that the course is presently under review for possible assigned course equivalency.
2. "individual assessment" – students will receive appropriate courses equivalency following a placement interview with the department Chair.
3. 1.0 credit equals one full-year course. 0.5 credits equal one term (semester) course.

Visit Trent's Website for updates of AP course equivalencies: www.trentu.ca.

RESIDENCE

A key aspect of Trent's organizational structure is the residential college system, and full-time students are normally affiliated with one of the five residential colleges, whether or not they choose to live in residence. Much more than just residences, the Colleges are also centres of academic and social activity, housing professors' offices, small lecture halls and seminar rooms. The Colleges sponsor visits by scholars, writers and public figures, and organize lecture series, seminars, concerts, films, dances and pub nights. Each College has its own student government.

New students who apply for full-time study at Trent are sent a *College and Residence Application* form, which they are asked to complete and return to the Registrar's Office as soon as possible. The form allows students to request affiliation with the College of their choice, and offers choices as to the type of residence room the students would prefer (e.g. single, double, non-smoking, etc.). Although they cannot be guaranteed, students' requests are met wherever possible. Prompt submission of both the residence application and the residence deposit of \$300 is a factor in determining college affiliation and residence assignment.

A dining hall offering nutritious and varied meal choices is within each College.

Each College has created prizes to honour academic excellence and contributions to the life of the College among its affiliated students. These prizes are listed, by College, in the *Awards* section of this Calendar.

General inquiries concerning cost, application, process, room assignment, etc., may be directed to the Registrar's Office, (705) 748-1215. For inquiries relating to residence in a particular College, please contact the College directly.

Catharine Parr Traill College

Telephone: (705) 748-1736

Fax: (705) 748-1721

E-mail: traill@trentu.ca

Web: www.trentu.ca/colleges/traill.html

Principal:

Heather Avery, M.A.

College Administrator:

Lynn Neufeld, B.Sc.

Senior Tutor:

To be named

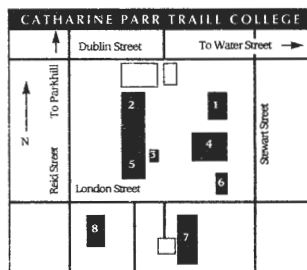
Senior Don:

Deb Gelderland, B.A.

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 also a self-contained and active community, beautifully situated on a drumlin overlooking central Peterborough.

For those who wish to be involved both with the University and the local community, Traill College is an attractive home. Regular and frequent bus service connects the college with the Symons Campus, while its central location gives easy access to the Peterborough Public Library, art galleries, movie theatres, live concerts, churches, restaurants and pubs.

The college consists of a number of old houses of architectural and historic significance, and one relatively modern building, Wallis Hall. These buildings together provide residence accommodation, including some bachelor apartments, for almost two hundred students, several apartments for faculty and staff who live in the college as residential dons, and a lodge for the College Principal. Teaching offices, seminar rooms, a lecture hall and the Academic Skills Centre are also housed in the various college buildings. Only Kerr House is devoted solely to academic space. It houses the college library, several study rooms including the Alan Wilson Reading Room for Canadian Studies, and a well-equipped microcomputer lab. The excellent facilities and quiet atmosphere make Kerr House a comfortable working



- | | |
|------------------|------------------|
| 1 Kerr House | 7 Bradburn House |
| 2 Wallis Hall | 8 Langton House |
| 3 Lecture Hall | 8 College Office |
| 4 Scott House | |
| 5 Crawford House | |
| 6 Stewart House | |

environment for many resident and non-resident students.

In addition to being the base for the academic departments of Ancient History and Classics, English, Canadian Studies and Philosophy, Traill has faculty members from most disciplines in the arts and sciences. It is thus an active centre for teaching and learning, not only for resident students, but also for Trent's large number of non-resident students, many of whom live in the neighbourhoods surrounding the College.

All Traill students are invited to participate in a variety of activities sponsored by the College, from science-fiction writing workshops to coffee house performances. The intellectual life of the college is supplemented as well by an active visitors program organized by students and faculty, which gives members of the college the opportunity to meet informally with writers, artists, professionals, politicians, musicians and scholars. Recent guests have included *Toronto Star* columnist Linwood Barclay, *Saturday Night* magazine contributing editor Mark Kingwell, and Canadian writers George Elliott Clarke and Aritha van Herk.

The college's proximity to downtown Peterborough has also permitted Traill students to be actively involved in community cultural organizations such as the Peterborough Symphony Orchestra and the Union Theatre, and in organizations working for social change, such as the Kawartha World Issues Centre and Amnesty International. Traill College is also the home of a very active Peer AIDS Education Program.

Active, responsible student involvement has always been a feature of the college's life. Traill students have assumed leadership roles in the University Senate and the Trent Central Student Association, and true to the college's character, have even campaigned in local politics. The College Cabinet plays an important part in organizing academic and social activities for residents and non-residents alike. Facilities at their disposal include the college dining room (which is also used for movies, dances or concerts), The Trend (the student-run snack bar and pub) and various common rooms and lounges.

Champlain College

Telephone: (705) 748-1237

Fax: (705) 748-1581

E-mail: champlain@trentu.ca

Web: www.trentu.ca/colleges/champlain.html

Master:

Stephen W. Brown, M.A., Ph.D., F.S.A. (SCOT.)

College Administrator:

Marian O'Brien

Distinguished Teaching Fellow:

Iswar C. Chakravartty, B.Sc., M.Sc., Ph.D.

Senior Tutor:

T. Phillips, M.A., Ph.D.

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 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 squash court, music practice room, the Ceilie (a licensed pub and games room run by students that operates daily and hosts regular evening special functions) and Junior Common Room, two private tv rooms and the Morton Reading Room.

To the north, beyond the Master's Lodge, the playing field is suitable for a pick-up game of soccer, football, hockey, softball or frisbee.

The academic life of the college includes Champlain's Society (for guest speakers), the Scholars' Dinners and special lecture series. 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 term and Bon Temps in the Winter term. In co-operation with the faculty College Council, the Cabinet also shares in decisions affecting the administration of the college. Members of Champlain College have enjoyed a long tradition of active participation in University activities: athletic, social and communal. Champlain College is home to the departments of Economics, Comparative Development Studies, Political Studies and the Trent International Program. The college also offers annually a series of College Courses, short intensive non-credit explorations of

cultural and intellectual topics. Past courses have included Mathematics and Poetry, Science and the Arts, the Aboriginal Arts in Canada, East Indian Culture and Heritage, Children's Literature, Celtic Studies, the Culture of the Child, Gandhi and Pacifism, Journalism, Film Direction and Global Nationalisms. Each year Champlain College hosts a program of artists and writers in residence as well as speakers on politics, the arts and journalism.

Lady Eaton College

Telephone: (705) 748-1322

E-mail: eaton@trentu.ca

Fax: (705) 748-1630

Web: www.trentu.ca/colleges/eaton.html

See map of Symons Campus, page 26.

Principal:

Kenneth Field, B.Mus.Ed., M.L.S.

College Administrator:

Judy Grasmück

Senior Tutor:

To be named

Senior Don:

Peter Northrop

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 Ormerie and one of the original sponsors of the University, the college provides facilities designed to encourage academic and social interchange 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, three apartments reserved for upper-year students and 12 double study-bedrooms. On the first floor of the residence wings are the Principal's Lodge and four apartments for faculty and staff of the University who live in the college as residential dons. There are also offices for many of the fellows of Lady Eaton College including the departmental offices of Women's Studies, Mathematics, and Modern Languages (French, Spanish, German), 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 T.V. room, the music practice room, the Junior Common Room, the student-run coffee shop (The Magpie), Crawpadies Pub, 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, and other special events. Extensive grass fields, ideal for a variety of pick-up sports, surround the college. The Athletic 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; Academic Teas; 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 and 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. The college has annually 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) 748-1342

Fax: (705) 748-1335

E-mail: otonabee@trentu.ca

Web: www.trentu.ca/colleges/otonabee.html

See map of Symons Campus, page 26.

Head of College:

Ivana Eibl, M.A., Ph.D.

College Administrator:

Pat Gage

Senior Tutor:

Elwood Jones, M.A., Ph.D.

Senior Don:

to be named

The college's buildings range along a cedar ridge overlooking the river from which the college derives its name. To the east, an uninterrupted vista of rolling rural landscapes; to the west, the Faryon pedestrian bridge, providing easy access to the Bata Library, the Athletic Complex and the other Symons Campus colleges.

Eight "houses" plus four resident dons' apartments and the residence of the Head of College, all of them connected by an interior walkway called "the Street," make up Otonabee's residence. Except for one women-only house, the residence is co-educational. Each house contains single and double study-bedrooms, laundry facilities, a kitchenette and a commons area. Adjacent to the residence is the College Office where the College Head, College Secretary, College Administrator and Senior Tutor have their offices. Past "the Link," a set of faculty offices, are the mailboxes, College Porter's office, the main dining hall looking to the north and east of the grounds, and the Private Dining Room/Senior Common Room for smaller gatherings.

The academic wing of the college, directly connected to the Science Complex and the Environmental Sciences Centre, houses laboratories for Anthropology and Psychology; a Sociology resource area; the Native Studies lounge; several seminar rooms; teaching offices representing many of the disciplines in arts and sciences; and the Wenjack Theatre, which provides for multimedia presentations for lectures 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 Otonabee College Council, comprising student, staff and faculty representatives, has a student President; the Head of College chairs its Executive Committee. The Council, through its committees, sponsors a variety of events for its non-resident and resident members: visiting authors, artists, musicians, scientists; annual interhouse debating for the George Bernard Shaw award; college dinners and dances, a College Winter Weekend; the inter-house Olympics, and intramural co-educational competition in such sports as soccer, softball, volleyball and hockey. Members of the college also participate in the wider social, cultural and athletic activities of the University and the city of Peterborough, including various forms of community service.

Peter Robinson College

Telephone: (705) 748-1743

Fax: (705) 748-1795

E-mail: robinson@trentu.ca

Web: www.trentu.ca/colleges/robinson.html

Master:

George Nader, B.A., Ph.D.

College Administrator:

Jan Fialkowski, B.F.A.

Senior Tutor:

Molly Blyth, B.A., M.A.

Senior Don:

to be named

Honorary Director of Music:

P. MacKinnon

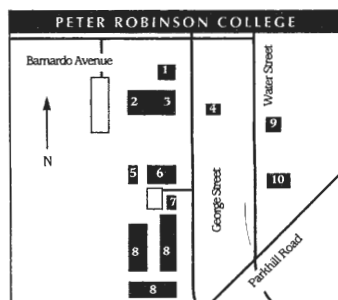
Peter Robinson College, named after one of the founders of Peterborough, was the first college to open in 1964 and the first to become coeducational in 1967. One of the two city colleges, it is located in converted heritage houses and new buildings which incorporate residence and academic areas. Sadleir House, the focus of college life, is a unique Peterborough historic home which has been redesigned to integrate the features of the original architecture with the newer additions. The college is located in Peterborough's north end and its size (Trent's smallest college) makes Peter Robinson

particularly appealing to those students who are interested in an intimate university milieu which is not isolated from the city community.

Besides providing a strong base for traditional academic disciplines such as History, the college encourages inter-disciplinary co-operation and is the home base for the Cultural Studies Program at the undergraduate level and two M.A. programs: the Frost Centre for Canadian Heritage and Development Studies and the Methodologies Program for the Study of Western History and Culture. The college strongly supports the arts in all its forms, and has an active program of visiting scholars, artists, broadcasters, musicians and cultural theorists. (Trent Radio is at the nearest corner.) The dining hall in Sadleir House, originally the hayloft for the stables, is the scene of a variety of cultural events.

Peter Robinson has always emphasized the need for student involvement in wider social issues in the community and abroad. The college provides a supportive environment for activities concerned with human rights, international, aboriginal and environmental issues. The offices of the Ontario Public Interest Research Group, the Trent Institute for the Study of Popular Culture and the Vanier Professor Emeritus are located at the college.

Peter Robinson is the only college that has both conventional residential accommodation and single rooms in townhouses where each student has a study-bedroom and shares kitchen and living and dining room facilities with three or five others. College facilities include a 6,000-volume library, five pianos, a computer room, squash court and a croquet lawn.



- | | |
|------------------|-------------------|
| 1 North House | 6 Reade House |
| 2 Lecture Hall | 7 The Cottage |
| 3 Sadleir House | 8 Townhouses |
| 4 College Office | 9 Abbott House |
| 5 East Lodge | 10 Stratton House |
| 6 Jolly Hangman | |

Julian Blackburn College (JBC)

Telephone: (705) 748-1229

Fax: (705) 748-1655

E-mail: jbc@trentu.ca

Web: www.trentu.ca/jbc

See Blackburn Hall on map of Symons Campus, page 26.

Oshawa: (905) 721-3003 or (905) 723-9747

Associate Dean and Principal:

Elizabeth Popham, Ph.D.

Administrative Assistant:

Tui Menzies, M.A.

Academic Counsellor:

Jacqueline Tinson, M.A.

Administrative Secretary:

Christine Diaz

UCD Information Office Co-ordinators:

Joan Milovick, B.A.; Sandra Gunn

Trent's only non-residential College, Julian Blackburn College (JBC) coordinates the Summer session programs to accommodate the part-time learner, and manages the delivery of courses for part-time and full-time students in Oshawa. JBC provides a range of services to its affiliated students. For more details, see the *Part-time study opportunities* section of this Calendar.

REGISTRATION AND FEES

Course currency

The value of a Trent course is identified in credits. One credit is equivalent to a full-course. 0.5 credit is equivalent to a half-course. 0.5 credit courses are distinguished from 1.0 credit courses by the addition of a suffix of 'a', 'b', or 'c' to the course number. (For the Fall/Winter session a course with a suffix of 'a' indicates a half-course offered from September to December; 'b' indicates a half-course offered from January to April; 'c' indicates a half-course which extends from September to April. Full courses (one credit) normally begin in September and conclude the following April.

Fall/Winter session registration

NEW FULL-TIME STUDENTS AT TRENT

Full-time students are those registered in 3.5 or more courses in the Fall/Winter term. Enrolment in 3.5 or more courses in the Fall or Winter term is considered a full-time course load for that term. For the purpose of determining course load, a half-course which begins in September and ends in April is considered to be a half-course within each term.

New students to university studies

New students will register in person during Introductory Seminar Week, the week prior to the beginning of classes in September. This week 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 their affiliated Colleges on the first Monday of September (Labour Day), and on Tuesday meet with their academic advisers to discuss program options and registration procedures. From Tuesday through Thursday students may attend lectures and information sessions presented by the academic departments and designed to help the students choose their courses. During this time students may also resolve outstanding fee issues and acquire their photo ID student cards. On Thursday students meet again with their academic adviser to review their course selections, and, on Friday, they officially register at the Athletic Complex gymnasium. A \$100 late fee is applied to students' accounts for late registration.

Transfer and re-admit students

Students who have accepted their offer of admission will receive registration information, including a registration form, on which they will be asked to list preferred courses. The deadline for submission of this form to the Registrar's office is July 31, but students are encouraged to return it as soon as possible.

First term fees must be paid, or appropriate arrangements made, by August 15 (under review).

Students arrive at their affiliated College on the Sunday before the beginning of classes. They will receive a registration status form from their academic advisers on the first day of classes. Courses already approved will be preprinted on the form, and students are required to finalize their course selection and submit the completed registration form by the Friday of the first week of classes. A \$100 late fee is applied to student accounts for late registration.

Transfer students are invited to attend Introductory Seminar Week, if they wish to.

NEW PART-TIME STUDENTS

Part-time students are those who are registered in a maximum of three courses. Enrolment in three or fewer courses in the Fall or Winter term is considered to be a part-time course load for that term. For the purpose of determining course load, a half-course which begins in September and ends in April is considered to be a half-course within each term.

New students to university study, as well as transfer and readmit students, register on the part-time registration form, which is available from either the Peterborough or Durham office of Julian Blackburn College, as well as from the Registrar's office and in the part-time studies Fall/Winter brochure. These forms can be submitted at the time of application.

Registration confirmations are sent to students after their course selections have

been reviewed by the appropriate academic departments. Students who have completed a registration form and have been admitted by July 31.

Students must pick up their registration status forms by the first Tuesday in September. Courses approved by the appropriate academic department will be listed on the forms, and students are required to submit completed forms by the Friday of the first week of classes. A \$50 late fee will be applied to student accounts for late registration.

CONTINUING STUDENTS (FULL-TIME AND PART-TIME)

Continuing students are required to register in April for the following Fall/Winter session. Appropriate departmental authorization for courses must be obtained (where required), and a completed registration form must be submitted to the Registrar's Office by the required submission date. Students also must register in all half-courses, whether offered in the Fall or Winter terms, by this date. The minimum late fee for submitting a registration form after the submission date is \$50 for part-time students and \$100 for full-time students.

A *Registration Status/Change* form and *Fee Payment Commitment* form will be mailed to students in June. Course changes may be made by submitting the *Registration Status/Change* form to the Registrar's Office by the end of July. Changes may be made in September by completing an official *Course Change* form.

Official registration is complete when the student has submitted a registration form and forwarded the Fee Payment Commitment form with first installment of fees (or evidence of external financial support) to Financial Services. **Failure to complete this requirement by August 15 will result in cancellation of all registration in courses and college residence assignments.**

Students who have had their registration cancelled and wish to continue studies must contact the Registrar's Office 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.

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.

Summer session registration

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. Summer session courses are offered in both Peterborough and Oshawa, and details are available in the Part-time Studies Summer Session Brochure, which is published annually in February.

The University also offers field schools in archaeology and field courses in Biology and Geography. Details of these courses are available from the departments concerned. Registration forms are available from the Julian Blackburn College Office or the Registrar's Office, both in Blackburn Hall on the Symons Campus, or the Trent Information Office in Oshawa, or can be found in the part-time studies session brochure. Please refer to the *University Diary* for application and registration deadlines.

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 apply on the *Registration* form by the required submission date.

The Committee on Admissions and Scholarships considers all applications following review of final marks. Notifications are mailed to students with their *Registration Status/Change* form in mid-June. The minimum requirements to transfer to full-time studies include a current academic status of 'eligible to proceed' and a cumulative average of 65% or higher over three or more courses completed for credit. 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.

COURSE OVERLOAD

Course overload is defined as enrolment in more than five courses in the Fall/Winter term, or enrolment in more than five courses during the Fall term or the Winter term. For the purpose of determining course load, a half-course which begins in September and ends in April is considered to be a half-course within each term.

Students require approval for course overload. Full-time students with at least a 70% average over a minimum of the last five courses in the most recent Fall/Winter session will require the signature of their Senior Tutor on the *Course Drop/Add and Change of Major* form. Students whose current average is less than 70% must petition the Committee on Undergraduate Standings and Petitions, through their Senior Tutor, for approval of course overload. Overload approvals cannot be granted at April registration.

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, in writing, before the deadline for withdrawal. The deadlines for dropping, adding and withdrawal from courses is listed in the Diary of Significant Dates near the front of this Calendar. Students may be de-registered from courses where the prerequisite standing has not been achieved.

Changes

Students wishing to drop or add courses must submit a completed *Course Drop/Add and Change of Major* form to the Registrar's Office before the drop and add deadline. These forms are available at the Registrar's Office and at College Offices. To add a course, the student must obtain the signatures of the course instructors if the course requires authorization.

Withdrawal from the University

Full-time students affiliated with a residential college must obtain an official withdrawal form from their College Head and complete the form at their college.

Students who are affiliated with Julian Blackburn College must notify the Registrar's Office, in writing, of their withdrawal.

Refunds

Please refer to the Fees section of this Calendar 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 and Petitions (CUSP). Consideration for late withdrawal is based upon the following policy:

Compelling and unforeseen circumstances which adversely affected the student's work after the deadline for dropping courses must be demonstrated. The student must show that on the last date for dropping courses he or she would be reasonably certain of a passing mark in the course(s) had these circumstances not intervened. When late withdrawal is requested after the end of an academic session, any such request will apply to all courses in which the student was registered unless it can be shown that the circumstances affected adversely only a particular course or courses.

Students required to reduce course load to part-time studies

Students who have dropped to a part-time course load, and whose status is probationary at the completion of the Fall/Winter session, will be required to proceed in the part-time studies program.

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 Standings and Petitions, and applications are made through the Registrar's Office. The application must show that departmental approvals and equivalency assessments have been obtained for courses within a student's major. (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 no later than August 15. For the Summer session, applications must be received no later than two weeks after Spring Convocation. A week to 10 days must be allowed for processing, and a \$30 fee is charged when the application is submitted to the Registrar's Office. 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 full courses (or equivalent), and students on probation may take only one course at a time on a Letter of Permission.

No more than five full courses may normally be taken for credit 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 normally exceed 10 full courses. It should also be noted that the last five courses obtained by a candidate for a degree should be completed at Trent.

Study at foreign universities

Students wishing to take a full year of study at a foreign university must apply through the Trent International Program 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 quarter of an Honours program. For more detailed information about study at foreign universities, see *International educational opportunities*.

FEES AND FINANCIAL INFORMATION

(see *Graduate Studies* section of this Calendar for Graduate fees)

Payment of undergraduate fees for the Fall/Winter Session

All fees, including fees for registered courses starting in the second term are due August 15 (under review). Payment may be made in the following ways:

- payment in full by August 15 or submission of documented evidence that fees will be paid from external support (a \$25.00 fee payment deferment levy will apply if fees are paid from external support after the due date).

OR

- a first instalment payment of approximately 65% by August 15, and a payment for the balance of all fees by no later than January 15 (a \$30.00 instalment fee will be charged and must be included with the payment of the first instalment. A \$50.00 late payment fee will be levied if the second instalment is not paid by the due date.)

Continuing students who have unpaid fees or library fines from a previous academic session are required to include full payment of these items with their fee payment in order to be officially registered.

In addition, all outstanding accounts such as departmental charges for laboratory fees, field trips, etc. are also to be included in the January 15, 1999, payment.

Payment of fees may be made using the Bank of Montreal Firstbank Bill Payment Service. There is no fee for this service and you will be provided with two receipts from the bank. One copy of the receipt is to be returned with the completed fee invoice form and mailed to: Student Financial Services Office, Blackburn Hall, Trent University, Peterborough, Ontario, K9J 7B8. Cheques or other remittances (please do not mail cash)

should be made payable to Trent University and should be mailed to the above address with the completed Fee Invoice Form. **Registration will not be considered complete if the completed Fee Invoice form is not included with the payment or receipt of payment from Bank of Montreal Firstbank Bill Payment.**

There is a \$20 fee for cheques which are returned by the bank for NSF or other reasons. If a cheque, which accompanies the first instalment of fees is returned by the bank, the student's official registration is automatically canceled. In order to be eligible to re-register, the invalid cheque must be replaced with a certified cheque or money order immediately.

The University reserves the right to require a student to pay by certified cheque.

Students who receive financial assistance from OSAP, scholarships, bursaries or any other source which is not available by the date fees are due may receive a payment deferment. **Students must still submit a completed Fee Invoice Form.** Students are required to make arrangements for a fee payment deferment with the Financial Aid Office in Financial Services in Blackburn Hall prior to the date fees are due. Deferments will normally only be granted to students who can show proof of financial assistance which can be confirmed by the University. There is a \$25.00 fee for a deferment.

The University will not consider registration to be complete until all financial requirements have been met by the student.

Tuition Fees

Students admitted to full-time studies (a course load of 3.5 full courses or more) are required to pay full tuition fees. In 1998-99 this fee was \$3,551.00.

Students admitted to part-time studies (a course load of 3.0 full courses or less) pay one-fifth of the full-time tuition fee for each full course registered. In 1998-99 this fee was \$710.50 per full course (equivalent of three credits), \$355.25 per half course.

For certain courses students will be expected to pay for field trips and course materials. Students are advised of these fees by their instructor during classes.

A tax certificate for fees assessed during the calendar year and eligible for the education deduction will be provided in February.

Ancillary fees – full-time students

Full-time 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. These include fees for athletics, health services, transportation (bus pass and some parking), college activities and a convocation fee. New students also pay an Introductory Seminar Week fee.

In 1998-99 these fees were:

Athletics	\$ 110.50
Health Services	\$ 30.00
Transportation	\$ 130.00
College Activities	\$ 180.00
Convocation	\$ 11.25
Introductory Seminar Week	\$ 30.00

Part-time students who are admitted to full-time studies normally pay the ancillary fees for full-time students, even if they remain affiliated with Julian Blackburn College, the University's college for part-time students.

Students taking a full-time course load (i.e. 3.5 courses or more) in Oshawa pay part-time ancillary fees. However, if more than one full course of the total course load is taken in Peterborough, the student is required to pay full-time student ancillary fees. For further information contact the Student Financial Services Office in Financial Services.

Ancillary fees – part-time students

All students admitted to part-time studies will normally be affiliated with Julian Blackburn College, the University's college for part-time students. This includes continuing full-time students who decide to register in part-time studies.

Part-time students registered in courses offered in Peterborough pay ancillary fees for part-time Peterborough campus students. These include fees for athletics, health services, college activities and a convocation fee. Part-time students registered in courses offered outside Peterborough, Oshawa for example, are not required to pay the ancillary fees for athletics and health services. In 1998-99 these fees were:

Athletics	\$ 31.50 per full course
Health Services	\$ 2.70 per full course
College Activities	\$ 27.80 per full course
Convocation	\$ 2.25 per full course

Part-time students registered in Durham University Centre day courses pay tuition and Durham University Centre Program Fees. In 1998-99 the Program fees were:

Athletics	\$ 4.00 per full course
Personal counseling	\$ 1.00 per full course
Student Centre	\$ 8.40 per full course
Student Association	\$ 12.00 per full course
College	\$ 27.80 per full course
Convocation	\$ 2.25 per full course
Handbook	\$ 1.00 per full course
Durham University Centre card	\$ 1.00 per full course

If a part-time student wishes to be affiliated with one of the residential colleges for full-time students, **the student will be required to pay all the ancillary, student association and organization fees paid by full-time students.** Part-time students have until September 30 to make this request through the full-time college office. Part-time students who are required to visit the University's main campus three or more times per week on a regular basis are eligible to purchase a bus pass. Student bus passes are issued by the Campus Card Office in Blackburn Hall once payment has been made at the Student Financial Services Office in Financial Services in Blackburn Hall.

Residence fees (under review)

Full room and board is provided in single and double accommodation in each of the five University's residential colleges for full-time students. In addition, limited townhouse accommodation is available without meals.

In 1998-99 residence fees were:	Townhouse	Single	Double
Champlain/Lady Eaton	–	\$5,646.00	–
Otonabee	–	5,346.00	\$4,950.00
Peter Robinson/Catharine Parr Traill	–	5,396.00	5,000.00
Peter Robinson	\$3,046.00	–	

Continuing full-time students interested in residence are required to submit a residence application form to their college office by the end of March. A \$300 deposit mailed directly to the college office is due June 1 to confirm acceptance. If the deposit is not received by June 1, the room will be re-assigned.

Full-time applicants to the University must indicate their interest in residence on their college application form which they submit directly to the Registrar's Office by June 1. Students accepting Trent's offer of admission and who are interested in residence are required to submit a \$300 residence deposit by the date indicated in the University's offer of residence to confirm acceptance. If the deposit is not received by the due date the room will be reassigned.

Trent University offers accommodation in residence from early May to late August. For further information about rates please contact the Conference Office or one of the college offices.

Meals (under review – refer to www.trentu.ca/foodservice)

The University's residence fees include the cost of a full meal plan for the academic year commencing immediately after introductory seminar week in September.

The colleges also encourage non-resident students to eat their meals in the college dining rooms.

Included in the residence fees are meals as follows:	Board Meals	Declining Balance
Champlain/Lady Eaton	\$ 2,300.00*	\$ 300.00
Otonabee	nil	2,300.00
Peter Robinson/Catharine Parr Traill	1,750.00**	600.00

* 15 meals per week

** Seven dinners per week

The meal plan has an expiry date. No refunds or carry-over privileges are permitted.

Non-residential students may purchase debit "flex" cards for meals and snacks at the University. The minimum flex card amount is \$25 and can be added to at any time. All food service locations are flex card friendly. Cards are purchased directly from the Food Services Office located at Lady Eaton College.

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 and the Julian Blackburn College Students' Association for part-time students. All full-time 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 1998-99 totaled \$218.37 and included the following:

Trent Central Student Association	\$ 20.77
Trent Central Student Association Club Fund	\$ 4.00
College Cabinet/Council	\$ 12.75
Canadian Federation of Students – Ontario	\$ 5.26
Canadian Federation of Students	\$ 6.34
Arthur	\$ 9.00
Trent Film Society	\$ 3.00
Trent Radio	\$ 15.00
Trent Music Society	\$ 2.50
Theatre Trent	\$ 3.00
Trent International Students Association	\$ 1.50
International Scholarship Fund	\$ 5.00
Emergency First Response Team	\$ 2.00
Sexual Violence Support	\$ 3.00
Women's Centre	\$ 1.75
Trent Annual	\$ 18.00
WUSC	\$ 2.50
Trent Student Health Plan	\$ 79.50
The Commoner	\$ 3.00
OPIRG	\$ 9.00
OXFAM	\$ 3.00
Kawartha World Issues Centre	\$ 4.00
College Student Pubs	\$ 2.00
Trent Nature Areas	\$ 2.00
Trent Students for Literacy	\$ 0.50

(The Commoner, OPIRG, OXFAM, Trent Central Student Association [for Student Health Plan], Trent Students for Literacy, Trent Nature Areas and Kawartha World Issues Centre will provide refunds **directly** to students upon request. These organizations set their own deadlines by which refund requests must be made.)

Part-time students pay a Student Association Fee. In 1998-99, this fee was \$5.50 per full course (\$2.25 per half course).

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 Blue Cross 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 1998-99 the health insurance fee was \$579 for single coverage. Coverage is also available for dependents. Students will not be officially registered without this full payment of health insurance. Students are required to complete a health insurance application form. The insurance will not be valid until the student has completed the form, and, the form has been processed by the Trent International Program (TIP) Office in September. Blank forms are available at the TIP Office in Champlain College.

Auditing courses

Persons under the age of 65 who wish to audit courses will pay 50% of the regular tuition fee for regular credit courses. Auditing students do not pay compulsory ancillary fees.

Senior citizens

All persons of 65 years and older pay full fees. Seniors in financial need will be able to apply for a student bursary with the Student Financial aid office.

Persons of 65 years and older who wish to audit courses only pay an administrative fee \$149 per full course (subject to change) and pay no compulsory ancillary fees.

Other fees Additional fees at 1998-99 levels (subject to change in 1999-2000) (GST will be added where applicable):

Transcripts – per copy	
normal service	\$ 8.00
24 hour service	\$ 25.00
Academic appeals	\$ 25.00
Letter of Permission for courses at other Universities	\$ 30.00
Degree replacement	\$ 40.00
Document lamination (per page)	\$ 2.00
Replacement of tax tuition form:	
current session	\$ 5.00
previous session	\$ 15.00
Late registration fee:	
Full-time students:	
prior to August 15	\$ 100.00
after August 15	\$ 200.00
Part-time students:	
prior to August 15	\$ 50.00
after August 15	\$ 100.00
New/re-admit students:	
after deadline-full-time	\$ 100.00
after deadline-part-time	\$ 50.00
Application to Trent by graduate students	\$ 35.00
Application for re-admission	\$ 25.00
Application for part-time students	\$ 35.00
Verification of registration	\$ 5.00
Assessment letter	\$ 5.00
Processing withdrawal from the University prior to start of classes	\$ 50.00
Late course additions - per course	\$ 25.00
Late convocation application fee	\$ 25.00
Trent International Program: Exchange application	\$ 110.00
Foreign university placement	\$ 85.00
CUSEC	\$ 30.00
TIP camp activity fee	\$ 50.00
Year Abroad Program Fees:	
Thailand	\$2,650.00
Nantes	\$ 800.00
Freiburg	\$ 800.00
Mexico	\$ 800.00
Ecuador	\$2,650.00
Ghana	\$2,650.00
Fee payment instalment fee	\$ 30.00
Late second instalment payment	\$ 50.00
Replace bus pass:	
First term	\$ 85.00
Second term	\$ 42.50
Replace student I.D. card	\$ 10.00
Returned cheque fee	\$ 20.00
Parking permits:	
full-time (blue)	\$ 118.50
part-time (blue)	\$ 134.50
part-time (green)	\$ 50.00
Late fine payment	\$ 20.00
Additional permit/replacement	\$ 10.00
Vehicle licence search	\$ 17.00
Fee deferment application	\$ 25.00
Short-term loan application	\$ 10.00
Replacement of residence key	\$ 60.00
Replacement of mail box key	\$ 25.00
Replacement of library card	\$ 5.00
Residence appliance fee	\$ 20.00
Termination of residence contract	\$ 370.00
Late college transfer application	\$ 100.00
Additional Calendar copies	\$ 5.00
Athletics-locker rental:	
Full-time	\$ 35.00
Part-time	\$ 25.00
Thesis binding fee	\$ 11.90
Microfilming fee	\$ 35.50
Rental of library study carrels	\$ 8.00
Library fines for overdue books and lost material	various

Special 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 Sir Sandford Fleming College

Trent University and Sir Sandford 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 Sir Sandford Fleming College.")

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. Students should be prepared to spend approximately \$130 per course. Both new and used textbooks are available from the Trent University Bookstore. The Bookstore accepts personal cheques, MasterCard and Visa. The Bookstore provides limited refunds of textbook purchases. Students are expected to familiarize themselves with the Bookstore's text book refund policies.

Withdrawal from the University and refund of fees

Refunds are provided for all tuition and compulsory ancillary fees except those listed under Student Government and Organization Fees. Most of the other fees listed are not refundable unless specifically indicated otherwise.

Full-time students who wish to withdraw from Trent University must visit their college office to complete an official Withdrawal Form, obtain the signature of the college head and return the student identification card (bus pass and/or meal card). The College will forward the completed Withdrawal Form to the Registrar's Office for the official recording and dating of the withdrawal for academic and refund purposes. The date the form has been signed by the College Official serves as the effective date for calculation by the Finance Office of the proportionate refund of fees. The Finance Office will not process a refund until it has received the student's identification card from the college office. Full-time students who withdraw from courses but retain a course load of at least 3.5 courses, are still considered full-time and do not receive a refund for the withdrawn courses.

Part-time students who wish to withdraw are required to notify Registrar's Office in writing. The date the student's notice is received by the Registrar's Office becomes the effective date of course withdrawal and the date used by the Finance Office to calculate the fee refund.

Fee refunds for withdrawals prior to the start of classes are subject to a \$50 processing charge.

A table has been provided at the end of the Fee Section of this Calendar 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 of course depend on the amount of fees actually paid. The table assumes that all fees are paid. Student Government and Organization Fees are not refundable by the University.

Students changing from full-time to part-time and refund of fees

Students changing from full-time to part-time (i.e. less than 3.5 courses) will be provided a pro-rated refund in tuition fees based on the date a completed Change of Course Registration Form is received by the Registrar's Office. There will be no proportionate refund of any of the compulsory ancillary fees, or student association/organization fees.

Unpaid student accounts

Students who wish to pay their fees in two instalments will be assessed a \$30 instalment fee when the first instalment is due. Students who fail to pay the second instalment including all other accounts by January 15, 1999 will be assessed a \$50 late payment fee.

Unpaid accounts of students who are no longer registered with the University will be placed with a collection agency.

Ineligibility to return to the University for financial reasons

For all students who have not paid their University account in full by February 28, the Registrar's Office will change their academic status to Financially Ineligible to Early Register. These students will be excluded from Early Registration in April and will be required to apply for re-admission to the University. **Students are still required to complete the academic year, including the writing of any final examination;** however, transcripts or grade reports will not be released until the financial obligations have been fully settled.

Confidentiality of student fee information

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 his/her fees to avoid any interruption in the payment of fees. To ensure that the necessary fee information is available to sponsoring agencies, etc., students must sign the release waiver on the Fee Invoice Form which is to accompany the payment of fees.

Schedule of undergraduate fees

To assist students in their financial planning, a fee schedule, based on 1998-99 rates, is included. The actual fees for the 1999-2000 academic year will not be available until March or April 1999 after they have been approved by the University's Board of Governors.

Full-time Student Fees (under review)

(Domestic and International Students)

	<u>Full-time Domestic</u>	<u>Full-time International</u>
Course tuition	\$ 3,551.00	\$ 10,116.00
Ancillary	461.75	461.75
Student levies	218.37	218.37
Foreign Health Insurance Plan (UHIP)	0.00	579.00
Total	\$ 4,231.12*	\$ 11,375.12*

If paid by instalment:

First instalment	2,656.02*	7,174.02*
Second Instalment	1,605.10	4,231.10

* new students add \$30 for Introductory Seminar Week to total or first instalment.

Residence Fees (under review)

	Champlain	Lady Eaton	Otonabee	Peter Robinson	Catharine Parr Traill
Single Room + Meal Plan	\$5,646	\$5,646	\$5,346	\$5,396	\$5,396
Double room + Meal Plan	\$5,250	\$5,250	\$4,950	\$5,000	\$5,000
Townhouse	—	—	—	\$3,046	—

If you are paying residence fees by instalment, the first instalment equals 60% of full college residence fees. The cost of the first instalment for each college is noted below.

First Instalment of Residence Fees

	Champlain	Lady Eaton	Otonabee	Peter Robinson	Catharine Parr Traill
Single Room + Meal Plan	\$3,388	\$3,388	\$3,208	\$3,238	\$3,238
Double room + Meal Plan	\$3,150	\$3,150	\$2,970	\$3,000	\$3,000
Townhouse	—	—	—	\$1,828	—

- International students pay an additional \$6,565.00 (1998-99 rate) in tuition fees. International students also pay \$579 (1998-99 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 \$30.00 Introductory Seminar Fee with their fee payment (not included in the above). This fee is non-refundable.
- The first instalment includes a \$30 instalment fee.
- Students who do not meet the January 15 second instalment deadline will be charged a \$50.00 late payment fee.
- Part-time students may find information about fees in the Calendar for Part-Time Studies issued by Julian Blackburn College.
- There may be additional fees for field trips and course material in certain courses.

1998-1999 Percentage Refunds Table (*subject to change*)

Period start and end date		Tuition & Ancillary		Residence & Meals		
		Full-time One full course	Half course	Residence	Board Meal plan	Student gov't fees
13 Sep 1999	17 Sep	90 %	90 %	82 %	84 %	0 %
20 Sep	24 Sep	90 %	80 %	79 %	81 %	0 %
27 Sep	01 Oct	80 %	70 %	76 %	78 %	0 %
04 Oct	08 Oct	80 %	60 %	73 %	76 %	0 %
11 Oct	15 Oct	70 %	45 %	70 %	73 %	0 %
18 Oct	22 Oct	70 %	30 %	67 %	70 %	0 %
25 Oct	29 Oct	60 %	20 %	64 %	67 %	0 %
01 Nov	05 Nov	60 %	10 %	61 %	64 %	0 %
08 Nov	12 Nov	50 %	0 %	58 %	62 %	0 %
15 Nov	19 Nov	50 %	0 %	55 %	59 %	0 %
22 Nov	26 Nov	40 %	0 %	52 %	56 %	0 %
29 Nov	03 Dec	40 %	0 %	49 %	53 %	0 %
06 Dec	10 Dec	30 %	0 %	46 %	50 %	0 %
13 Dec	17 Dec			43 %	48 %	0 %
21 Dec	24 Dec					
27 Dec	31 Dec					
03 Jan 2000	07 Jan 2000					
10 Jan	14 Jan	30 %	90 %	40 %	45 %	0 %
17 Jan	21 Jan	20 %	80 %	37 %	42 %	0 %
24 Jan	28 Jan	20 %	70 %	34 %	39 %	0 %
31 Jan	04 Feb	10 %	60 %	31 %	36 %	0 %
07 Feb	11 Feb	10 %	45 %	28 %	34 %	0 %
14 Feb	18 Feb	0 %	30 %	0 %	31 %	0 %
21 Feb	25 Feb	0 %	20 %	0 %	28 %	0 %
28 Feb	03 Mar	0 %	10 %	0 %	25 %	0 %
06 Mar	10 Mar	0 %	0 %	0 %	22 %	0 %
13 Mar	17 Mar	0 %	0 %	0 %	20 %	0 %
20 Mar	24 Mar	0 %	0 %	0 %	17 %	0 %
27 Mar	31 Mar	0 %	0 %	0 %	14 %	0 %
03 Apr	07 Apr	0 %	0 %	0 %	0 %	0 %
10 Apr	14 Apr	0 %	0 %	0 %	0 %	0 %
17 Apr	21 Apr	0 %	0 %	0 %	0 %	0 %
24 Apr	28 Apr	0 %	0 %	0 %	0 %	0 %

This refund schedule applies to part time students paying on a per course basis. Full time students dropping courses but still carrying a full time load do not receive any refund unless the student changes/drops from full time status to part time status or completely withdraws from the University.

FINANCIAL ASSISTANCE AND AWARDS

(Bursaries, awards, scholarships, medals and prizes)

For students of all ages, financial assistance has become an increasingly important element in their lives at university. Trent has worked hard over the years to build a diversified financial assistance program, and has made it a priority to expand the variety and number of opportunities for students. Beyond the Ontario Student Assistance Plan (OSAP), Trent offers a range of scholarships, bursaries and work study opportunities. Short-term loans are also available.

The University encourages, rewards and honours academic excellence through its program of scholarships, medals and prizes. Students awarded scholarships and prizes will be recognized through a notation on their transcript and publication of their award. The Colleges honour their scholars and prize winners with annual dinners, and a University-wide reception is held each year in recognition of the Trent scholarship holders.

Over the years donations have been received from within the University and the city of Peterborough, from other cities, from corporations and other organizations, from prominent and ordinary citizens and from various levels of government. Such donors continue to provide funding for financial assistance and the recognition of academic excellence. The University is grateful to all those who have contributed and continue to provide support for these programs.

Financial Aid

Telephone: (705) 748-1524

Fax: (705) 748-1564

E-mail: financialaid@trentu.ca

Administrator: Joyce Sutton

Ontario Student Assistance Program (OSAP)

The Province of Ontario and the Government of Canada provide loan assistance to university students through the Ontario Student Assistance Program. To qualify for Canada Student Loans the student and/or parents, guardians or sponsors must be Canadian Citizens or Permanent Residents. To qualify for Ontario Student Loans the student must also meet certain residency criteria.

The purpose of OSAP 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.

OSAP applications are available through high school guidance offices in late Spring. Although, you may apply to more than one school for OSAP funding, our recommendation is to wait until you have accepted admission, and submit your application directly to that school. The Ministry normally does not start processing any OSAP applications until June.

The final date to apply for assistance for the 1999-2000 academic year is January 30, 2000.

The following programs are also funded by the Province of Ontario under the OSAP program.

The Ontario Special Bursary Plan (OSBP)

provides a limited number of bursaries to 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 deadline date for application to this program is the last day of the month in which your program begins.

The Child Care Bursary

is available to married students and sole-support parents with three or more children, who apply and qualify for OSAP assistance. Applications will be mailed directly by the Ministry of Education and Training to all eligible students indicating child care costs on their OSAP application.

The Bursary For Students with Disabilities

is 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, OSBP and Part-Time Canada Student Loans may apply. Trent University also provides bursaries for Ontario residents with disabilities who are not eligible for the previous programs. Students are encouraged to contact the Special Needs Office early to discuss their needs and obtain an application. Details regarding students with special needs can be found under *Student services and facilities*.

The Ontario Work Study Program (OWSP)

is funded by the Province of Ontario and 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 Loans

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 part-time student loan.

Students may obtain applications and information on the OSAP programs through their high school guidance office or the Financial Aid Office, Trent University.

Financial Assistance for Students from Outside Ontario

Students from outside Ontario who require financial assistance to attend university are strongly urged to consult with officials in their home province regarding available provincial loan and bursary assistance.

Students from foreign countries are urged to consult with educational authorities and sponsoring agencies in their own country. Trent International Program (TIP) also provides information regarding financial programs for international students.

The University has limited bursary funds to assist needy students not eligible for government assistance.

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.

Bursaries

TUITION BURSARIES**New Undergraduate and Graduate Students**

To assist new full-time undergraduates cope with increased tuition costs, Trent University awards partial tuition bursaries to financially needy incoming Ontario residents. These bursaries will be awarded in March of each year by the Financial Aid Office. Applications will be mailed to your home address in January.

First year graduate students with proven financial need may apply for partial tuition bursaries. Applications are available through the Research and Graduate Studies Office. Deadline date for submission is February 1.

Returning Undergraduate and Graduate Full Time Students

Bursaries to assist with partial tuition fees are available to returning Ontario residents. Applications are available at the College Offices the first week of classes. Deadline date for submission is September 30.

New and Returning Part Time Students

Trent University has also introduced a partial tuition bursary based on the number of registered courses for all part-time students. Applications are available at Julian Blackburn Offices (Peterborough and Oshawa) the first week of classes. Deadline date for submission is September 30.

Residence Bursaries

Returning students who have proven financial need and have made contributions to College life/activities are eligible to apply for bursary for the coming year. Available at all College offices in January. Must be an Ontario resident.

IN-COURSE BURSARIES

Bursary funds are intended to assist with directly-related educational costs. Bursaries listed below are usually awarded in second semester based on financial need and satisfactory academic achievement. Applications are available from the Financial Aid Office or the College Offices early in January. The deadline date for submission is January 31.

Ontario Student Opportunity Trust Fund (OSOTF)

In 1996-97 the Province of Ontario established the Ontario Student Opportunity Trust Fund. 50 % of this fund is provided by the Province and 50 % has been raised through fundraising by the University. The trust fund represents an endowment fund. Annual proceeds from investment earnings are available in the form of bursaries 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.

Students must fall into one of the following categories:

- 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.

William Aitken Memorial Bursary

This bursary was established by the family of William Aitken, the oldest student to graduate in 1986. It is awarded to an undergraduate student.

Eileen Allemang Bursary

This bursary is to be awarded to a student of Peter Robinson College based on academic achievement, financial need and contribution to college activities.

Alumni OSOTF Bursary

Established by the Trent University Alumni Association. To be awarded to returning students on the basis of need, significant contribution to University life and a satisfactory academic average. OSOTF guidelines (above) apply.

AMINSS Graduate Bursary (Modelling)

These bursaries are 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 (above) apply.

The Amyotte Bursary

Established by Mary L. Amyotte (Chemistry Department, Trent University 1964-1990).

This bursary will be awarded annually 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.

Anthropology Faculty Bursary

This bursary will be awarded to a student in financial need with the highest overall standing in *Anthropology 100* from the previous year.

Anthropology - Graduate Students' Bursary

Graduate faculty and friends of the Department of Anthropology established this bursary to assist first and second year students in their studies and/or thesis research. The bursaries will be awarded based on financial need and satisfactory academic achievement. OSOTF guidelines (above) apply.

Barkley's of Avonmore Bursary

Established by Fred Barkley of Avonmore this bursary will be awarded annually to a deserving student in any undergraduate year, who is a resident of a province other than Ontario.

Barkley's of Avonmore Visa Bursary

Established by Fred Barkley of Avonmore this bursary will be awarded annually to a deserving Visa student based on satisfactory academic achievement and financial need.

Patricia Baxter Anishnabe Kwe Bursary

Awarded annually in honour of Patricia Baxter, this bursary is available to aboriginal women in their upper year studying science, computer studies/new technologies or administrative studies. Applicants must demonstrate financial need and satisfactory academic achievement. OSOTF guidelines on p. 46 apply.

The A.B.S. Bennett Bursary

This bursary is awarded annually to a female graduate student who has demonstrated leadership and involvement in their community. Applicants must demonstrate financial need and satisfactory academic achievement. OSOTF guidelines on p. 46 apply.

Birks Family Foundation Bursary

This bursary will be awarded to a deserving student in any undergraduate year based on satisfactory academic achievement and financial need.

Philip and Annie C. Black Bursary

These awards are the gift of Isadore and the late Morris Black of Peterborough in memory of their father, Philip Black, the first Rabbi in Peterborough, and their mother, Annie.

Julian Blackburn College Student Association Bursary

Bursaries are available to part-time students undertaking study at Trent on a continuing basis. Students must have been registered in JBC college for two previous sessions. OSOTF guidelines on p. 46 apply.

Julian Blackburn College Student Association Oshawa Bursary

These bursaries are available to part-time students undertaking study in Oshawa on a continuing basis. Students must have been registered in JBC for two previous terms, demonstrate satisfactory academic achievement and financial need. OSOTF guidelines on p. 46 apply.

B'Nai Brith (Reginald R. Faryon) Bursary

The award is the gift of the Peterborough Branch of B'nei Brith in memory of Reginald R. Faryon. Available to any undergraduate student with satisfactory academic standing and financial need.

The Bourinot Bursary

This bursary will be awarded annually 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 / her immediate family.

Jacob F. Burnham Memorial Bursary

The gift of Daisy McCarrell, a former employee of Trent University, bursaries will be awarded annually based on financial need and satisfactory academic achievement. Preference will be given to students majoring in Economics, Administrative Studies, and related fields.

The Ron Campbell Bursary

Established by Ron Campbell Enterprises, which operates McDonald's Restaurants in Peterborough and Lindsay, for students from Victoria and Peterborough Counties enrolled in Trent's Environmental and Resource Studies Program. This bursary will be awarded annually based on satisfactory academic achievement and financial need.

Champlain College Cabinet Bursary

This bursary will be awarded annually to a Champlain College student with a minimum C- average and financial need. The recipient will be chosen by a committee of the Master, Assistant to the Master and the College Cabinet President.

Harry Cherney Memorial Bursary

Established in memory of the late Harry Cherney by wife, Erica, his sons, Brian and Lawrence, family and friends, these bursaries will be awarded annually to students studying Administrative Studies, Economics or Computer Studies, based on financial need and satisfactory academic achievement.

The Christian Church Bursary

Established by the Christian Church (Disciples of Christ) in Canada. To be awarded to upper year Native Students from Ontario interested in continuing their education at Trent University. This bursary will be awarded annually based on satisfactory academic achievement and financial need.

The City of Peterborough Employees' Bursary

Established by the employees of the City of Peterborough, these awards are available to any child or spouse of a City of Peterborough employee who requires financial assistance with tuition, or related costs, while attending Trent University.

Class of 1967 Bursary

Awarded annually to full-time undergraduate sons or daughters of a member of the class of 1967, with demonstrated financial need and satisfactory academic progress. OSOTF guidelines on p. 46 apply.

The Commoner Bursary

This bursary established by The Commoner Limited will be awarded annually to a full-time student based on financial need and a minimum C average.

Community Service Bursary

Established by the Quaker Oats Employees' Independent Union (Cereals), this bursary will be awarded annually to a full-time student from Peterborough County based on financial need and satisfactory academic achievement.

County of Peterborough Bursary

Established by the County of Peterborough to be awarded to deserving students in any undergraduate year who have established a minimum two years residency in the County of Peterborough (which includes the fourteen townships and four villages), has satisfactory academic standing and a demonstrated financial need.

Creery Memorial Bursary

This bursary will be awarded to a student majoring in Philosophy entering his/her fourth year of study with a B+ or better average and financial need. OSOTF guidelines on p. 46 apply.

Joyce Cumming Memorial Bursary

Established in memory of Joyce Cumming by husband, Stuart, children Shauna and Rod (Canadian Studies '87), family and friends, this bursary will be awarded annually to an upper year student in Canadian Studies, who has demonstrated financial need and satisfactory academic achievement. OSOTF guidelines on p. 46 apply.

The 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, to be awarded to deserving students in any undergraduate year. OSOTF guidelines on p. 46 apply.

The Dainard Foundation Bursary

Established by Garnet and Clara Dainard, Peterborough, to be awarded to deserving students in any undergraduate year.

The Michael Frisch Memorial Bursary

Established in memory of the late Michael Frisch, to be awarded to an undergraduate student who is actively involved in extracurricular activities within or beyond the university.

The Finn and Eileen Gallagher Bursary

The gift of alumni, family and friends, this bursary will be awarded to deserving Otonabee College students demonstrating financial need, chosen by the Head of College in consultation with the Director of Alumni Affairs. OSOTF guidelines on p. 46 apply.

GE Peterborough Bursary

A bursary in the amount of \$1000 will be awarded annually to a Catharine Parr Traill College upper year student who demonstrates a very real financial need. Candidates must have been on the Dean's list, and maintain an average of 80 %.

German Studies Bursary

These bursaries will be awarded annually to students majoring in German Studies in second year or higher, who have achieved a minimum B average in the preceding year and have demonstrated financial need.

Jon K. Grant Bursary

This fund has been established in honour of Jon K. Grant in recognition of his distinguished contribution to Trent University as Chairman of The Fund for Excellence campaign, April 1, 1982 to March 30, 1987. The bursaries will be awarded to deserving students based on academic achievement and financial need. Distinction in cultural, athletic or other community activities may also be considered. OSOTF guidelines on p. 46 apply.

Christopher Greene Bursary

This bursary, the gift of alumnus/a Doug and Maureen Loweth, honours History Professor Emeritus, Chris Greene. It will be awarded to a history student who demonstrates financial need and satisfactory academic achievement. OSOTF guidelines on p. 46 apply.

The Hamilton Foundation – Chaney-Ensign Bursary

Bursaries are available to assist financially needy undergraduate and postgraduate students. Applicants must be graduates of Hamilton secondary schools, public or separate.

The Errol Hanbidge Memorial Bursary

Established by his wife, Audrey Hanbidge, these bursaries will be awarded annually based on financial need and satisfactory academic achievement. OSOTF guidelines on p. 46 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, this bursary will be awarded annually to a student based on his/her dedication to international and national development, peace and justice issues, financial need and satisfactory academic standing.

The 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. This award will be given annually to a graduate from Lakefield College School or Lakefield District Secondary School who enrolls at Trent in the undergraduate program. The award will be based on academic standing, financial need and distinction in cultural, athletic or other community activities. OSOTF guidelines on p. 46 apply.

Victor E. Henderson Bursary

These bursaries are named in honour of Victor E. Henderson, local campaign chairman of the Trent University Second Decade Fund. The Henderson bursaries will be awarded to deserving first year students from Peterborough County based on academic achievement, financial need, and distinction in cultural, athletic or other community activities.

Henniger/Pilkington Bursary

To honour Perry and Ella Henniger and Lawrence and Norah Pilkington, the parents of Jim and Isabel Henniger, this bursary is awarded annually to a well rounded student(s), actively involved in the life of the University, be it student government, sports or music programs or University clubs, while maintaining satisfactory academic achievement. This renewable bursary is available to second, third or fourth year students in financial need. OSOTF guidelines on p. 46 apply.

Agneta Holt Bursary

The award is the gift of the University Women's Club of Peterborough as a memorial to the late Mrs. Agneta Holt. OSOTF guidelines on p. 46 apply.

The David Irwin Memorial Bursary

This bursary, established in memory of David Sutherland Irwin, a member of Trent's first graduating class and a former Professor of Biochemistry, is awarded on the basis of academic standing and financial need to a student entering the third or fourth year of an Honours Program in Chemistry or Biochemistry. OSOTF guidelines on p. 46 apply.

Jean Ann Johnston-Gauld Bursary

These bursaries, the gift of the family in memory of Jean Ann Johnston-Gauld a part-time student at Trent University from 1982-85, will be awarded annually to part-time students based on satisfactory academic achievement and financial need. OSOTF guidelines on p. 46 apply.

Rhoda Johnston Memorial Bursary

These bursaries, the gift of Robert Johnston in memory of his wife Rhoda, a long term past employee of Trent University, will be awarded annually to deserving undergraduate students in a Canadian Studies program. Bursaries will be awarded on the basis of academic achievement and financial need.

James S. Keating Memorial Bursary

This bursary is awarded annually to a deserving student. Husband of Jean, a former Trent employee, and father of Craig ('81), this bursary was established at Trent as a permanent remembrance of James S. Keating by his family.

Principal H.R.H. Kenner and PCVS Faculty Bursary

This bursary was 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. Bursaries will be awarded to graduates of secondary schools in Peterborough County based on academic achievement and financial need.

The Keppler Bursary of German Studies

Established by Hans and Christine Keppler, to be awarded annually to upper-year students studying German, based on financial need and satisfactory academic achievement.

Kiwanis Club of Peterborough Bursary

A bursary will be awarded annually to a student in second year or higher majoring in Administrative Studies, Computer Studies or Economics. Applicants must be residents of the City or County of Peterborough.

Lady Eaton College Students' Bursary

This bursary is to be awarded to a student of Lady Eaton College who can demonstrate financial need.

Lakefield Research Bursary

This bursary is awarded annually to a student in financial need who demonstrates satisfactory academic achievement. OSOTF guidelines on p. 46 apply.

Louis and Bess Loftus Fellowship Bursary

Established by Barnett David Loftus in memory of his parents. These bursaries will be awarded annually to deserving students in any year showing satisfactory academic achievement and financial need.

Malcolm Montgomery Bursary

These bursaries, a bequest from the estate of the late Malcolm Montgomery, will be awarded to needy students in the fourth year of the Native Studies Honours program.

John C. McDonald Memorial

Assistance from this fund, established in memory of Professor John C. McDonald former Chairman of the Department of Sociology, is awarded to deserving students who need financial help to continue their studies at Trent University.

John and Elaine McClintock Bursary

This bursary is awarded annually to a student in financial need with satisfactory academic achievement. OSOTF guidelines on p. 46 apply.

Metis Bursary

Established through funding initiatives of the Metis Nation of Ontario (MNO), Metis Training Initiatives (MTI) and the Ontario government, this bursary is designed to assist post-secondary students of Metis ancestry to finance their educational costs. Students must be residents of Ontario for one year prior to the start of their post-secondary education, show satisfactory academic progress and proven financial need. OSOTF guidelines on p. 46 apply.

William Hamilton Munro Bursary

These bursaries, the gift of the late Mrs. Angele Munro in memory of her husband William Hamilton Munro, are to be awarded to deserving students in any undergraduate year.

Native Studies Bursary

The Department of Native Studies provides bursaries for students of Metis and non-status Indian ancestry who do not qualify for educational assistance from the Indian Student Support Program. Native students who can establish financial need are encouraged to apply.

Otonabee College Council Tenth Year Bursary

This bursary is to be awarded annually 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 Parnall Bursary

This discretionary fund has been established by the family in honour of Norma Parnall to assist Aboriginal women who are financially in need and successfully completing undergraduate or postgraduate programs. OSOTF guidelines on p. 46 apply.

Patterson-Drain Pioneer Bursary

This bursary was 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. The bursary goes to a Peterborough County fourth year student who has demonstrated the qualities of the early settlers of Peterborough County in their perseverance, their community spirit and their sense of adventure. Applicants must demonstrate financial need and satisfactory academic achievement. OSOTF guidelines on p. 46 apply.

Dennis Patterson Northern Bursary

To recognize the visit of the Government Leader of the Northwest Territories in 1990, this bursary is awarded annually to a deserving student from the Northwest Territories based on financial need and satisfactory academic achievement.

Dr. Julia Phelps Memorial Bursary

This bursary, in memory of Dr. Julia Phelps, an honorary graduate and long-time friend of Trent, is awarded to a student in the Cultural Studies Program who demonstrates financial need and satisfactory academic achievement. OSOTF guidelines on p. 46 apply.

William B Reid Native Bursary

This bursary was established to assist native students encountering financial difficulty. Student must demonstrate financial need and satisfactory academic achievement.

The Scott Rennie Memorial Bursary

This bursary, the gift of alumni, family and friends, is in memory of Scott Rennie, an alumnus of Otonabee College. The bursary will be awarded to a deserving Otonabee College student to be chosen by the Master of the College in conjunction with the Director of Alumni Affairs.

J.J. Robinette Memorial Bursary

This bursary was established in memory of J.J. Robinette. He was a member of the first Board of Governors and Chancellor from 1984 to 1987. Preference will be given to a History major, who has demonstrated satisfactory academic progress and financial need. OSOTF guidelines on p. 46 apply.

Peter Robinson College Bursary

These bursaries, a bequest from the estate of the late Lady Maude E. Robinson are to be awarded annually in the name of Peter Robinson, the founder of Peterborough and the brother of Sir John Beverley Robinson, 1st Baronet, to deserving students of Peter Robinson College, demonstrating financial need. OSOTF guidelines on p. 46 apply.

Peter Robinson College Cabinet Bursary

This bursary established by the Peter Robinson College Cabinet, will be awarded to a Peter Robinson student with acceptable academic achievement, and is based on financial need.

Peterborough Professional Fire Fighters' Bursary

Originally established by gifts to Trent's Second Decade Fund by the Peterborough Professional Fire Fighters Local Number 519, further gifts to the For Tomorrow Campaign and donations to the Ontario Student Opportunity Trust Fund, these bursaries will be awarded annually to students demonstrating academic achievement and financial need. OSOTF guidelines on p. 46 apply.

Scotiabank Graduate Student Bursary

Awarded annually to graduate students in any year with proven financial need and satisfactory academic standing. OSOTF guidelines (above) apply.

Setsu Suzuki Bursary

Donated by David Suzuki in memory of his mother, Setsu Suzuki, to be awarded to a deserving student from the Third World on the basis of academic standing and financial need.

Sir Sandford Fleming College Bursary

Established by Sir Sandford Fleming College in recognition of Trent's 25th anniversary and to acknowledge the excellent relationship between our institutions, this award for a value of full tuition will be made annually to a graduate of SSFC enrolled at Trent University in a full-time or part-time program based on academic achievement and financial need.

Sisters of St. Joseph of Peterborough Bursaries

These bursaries, the gift of the Sisters of St. Joseph of Peterborough, are to be awarded on the basis of need and academic achievement to students completing the Teacher Education Program for use in their fourth year at Queen's University.

Bill and Dorothy Slavin Bursary

Established by members of the Slavin family, in memory of their parents, Bill and Dorothy Slavin, to be awarded to a deserving student from a developing country on the basis of academic standing and financial need.

The J. Herbert Smith Bursary

Established by J. Herbert Smith to be awarded annually to a deserving student in their undergraduate year. As Chief Executive Officer, Dr. Smith was instrumental in arranging for the original gift of land to Trent University by GE Canada.

David Tapscott Bursary

Established by his family in memory of David Tapscott ('69), this bursary will be awarded to a student in any year showing satisfactory academic achievement and financial need. OSOTF guidelines on p. 46 apply.

Catharine Parr Traill College Students' Bursary

This bursary is to be awarded to a student of Catharine Parr Traill College who can demonstrate financial need.

William Thompson Graduate Bursary

This bursary, a bequest from the estate of the late William Thompson (1891-1978) of Westwood, Ontario, will be awarded annually to a student registered in a graduate program, based on financial need and satisfactory academic progress.

Trent Central Student Association Bursary

A gift of the Trent Central Student Association, this bursary will be awarded to a student in any year who displays academic progress and has financial need. OSOTF guidelines on p. 46 apply.

Trent University Alumni Bursary

Established by the Trent University Alumni Association, to be awarded to returning students on the basis of need, significant contribution to University life, and an acceptable academic average.

TUFA Bursary

These bursaries are funded by the faculty and professional librarian members of the Trent University Faculty Association. They will be awarded annually to students in second year or higher, who achieved a minimum B average in the preceding year and have demonstrated financial need.

The Trent University S & A Bursaries

The employees of Trent University have donated bursaries to be awarded to students who demonstrate financial need, 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, an award will be made annually to a deserving student currently registered in the fourth year of an Honours program and proceeding to graduate studies at Trent University. The award will be based on financial need and academic achievement.

Visa Student Bursary

Established by the Board of Governors of Trent University to be awarded to visa students in any undergraduate year with satisfactory academic standing and who can demonstrate financial need.

The D. R. Walling Family Bursary

Established by the Walling Corporation of Lindsay, these bursaries will be awarded annually to students majoring in business or environmental studies, based on financial need as well as fitness/health and community involvement.

Rodney F. White Memorial Bursary

This bursary, the gift of alumni, family and friends was established in memory of the late Rodney F. White, Professor of Sociology. Preference for this bursary will be given to Sociology majors or any other needy students. OSOTF guidelines on p. 46 apply.

INTERNATIONAL STUDY AWARDS

Students who enrol 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.

Kevin Bond Memorial Grant

Established by Kevin Bond's family, this grant is given to a third year History or Political Studies student who is enrolled in one of Trent's study-abroad programs. Selection is based on academic achievement and financial need. Administered by the Trent International Program.

Dr. Leslie Calvert Award

Named after one of Trent's first students of German, this award is for deserving students who require financial help to participate in the Year Abroad Program in Freiburg.

W.A.C.H. Dobson Memorial Student Travel Award

Named in honour of W.A.C.H. "Bill" Dobson, a renowned scholar and great friend of Trent, this award assists 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 Award

Established in honour of Joseph Wearing, Professor Emeritus and former Chair of Political Studies, this travel bursary is offered to assist an international student to come to Trent University to take courses in Political Studies. 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 can prove financial need, and 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 Financial Aid Office and student must be recommended by that office.

Leonard Foundation

Bursaries averaging \$1250 are available to financially needy students. 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 Financial Aid Office and student must be recommended by the Financial Aid Administrator.

Royal Canadian Legion

Bursary assistance of up to \$1000 is available 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 Auxillary members and their children. Awards are based on financial need, and 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 and proven financial need. 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. 50 % 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).

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, Philosophy and English. OSOTF guidelines apply.

Bagnani Undergraduate Awards

Established in 1997 by the Dewar Memorial Fund, these annual awards honour the late Professor Gilbert and Stewart Bagnani. Undergraduate awards will be granted to Ontario students in the Honours' year 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, Philosophy and English. OSOTF guidelines on p. 46 apply.

The Cranston Family Award

This award, a gift of alumnus/a John and Mary Cranston, is awarded annually 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. Applications will be available in early January.

City of Peterborough Awards

These awards, established in 1997, will be given 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

This 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, is given annually to a student of high academic standing who is in financial need. OSOTF guidelines apply. Applications will be available in January.

The T.E.W. Nind Award

This award was established in memory of Professor T.E.W. (Tom) Nind, President of Trent University from 1972-79. The award will be given to a major or joint-major in Mathematics who demonstrates financial need and high academic standing. OSOTF guidelines on p. 46 apply.

Peter L. Roach Award

This award was 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 on p. 46 apply. Applications will be available in January.

Scholarships

(for Graduate scholarships and prizes, refer to the *Graduate studies* section of the Calendar)

UNDERGRADUATE SCHOLARSHIPS

The University has a full and diverse scholarship program designed to foster and reward high academic achievement among its students. Funding for the program comes not only from the University itself, but also from the many private donors whose generosity has created a wide range of endowed scholarships and prizes.

Trent University offers both entrance and in-course scholarships. All new students entering the University are automatically considered for entrance scholarships. No separate application for any major scholarship is required, with the exception of the Champlain, Board of Governors' Leadership, and Trent University Special Admission Scholarships. Likewise, no separate application is required for in-course scholarships, since all continuing Trent students are automatically considered for such scholarships, normally upon completion of each sequence of five full courses or equivalent.

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. Holders of renewable scholarships must maintain a minimum average of 80 percent in a sequence of five full courses in order for their scholarship to be renewed. The University endeavours to provide all scholarship holders, including those from the Peterborough area, with places in residence if they wish them.

SCHOLARSHIPS REQUIRING SEPARATE APPLICATION

Please note: Previous winners of these scholarships have normally had an average of 90 percent or better.

Trent's most prestigious scholarships, the Champlain Scholarships, the Board of Governors' Leadership Scholarships, 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.

The Champlain Scholarships

These scholarships are awarded to entering students of exceptionally high academic achievement and promise. They have an overall value of \$15,500 consisting of \$8,000 in the first year for students in residence (\$2,500 if not in residence), and \$2,500 in each of the succeeding three years providing that scholarship standing of 80 percent is maintained.

The Board of Governors' Leadership Scholarships

This scholarship is awarded to an entering student who has shown outstanding leadership and involvement in his/her community as well as high academic achievement. It has an overall value of \$10,000 consisting of \$4,000 in the first year, and \$2,000 in each of the succeeding three years providing that scholarship standing of 80 percent is maintained.

The Trent University Special Admission Scholarships

These scholarships are awarded to entering students of outstanding academic and extra-curricular achievement. They have an overall value of \$7,500 consisting of \$3,000 in the first year, and \$1,500 in each of the succeeding three years providing that scholarship standing of 80 percent is maintained.

ENTRANCE AND IN-COURSE SCHOLARSHIPS**The Bata Scholarship**

This scholarship is the gift of Thomas J. Bata, one of the original honorary sponsors of the University and a member of the Board of Governors.

The Binney and Smith Scholarship

This scholarship, established by Binney & Smith (Canada) Ltd. of Lindsay, is awarded to students in the Trent-Queen's Teacher Education Program.

The Biology Department Scholarship

This scholarship is awarded annually to a student of high academic achievement and promise entering the third or fourth year of the Biology program.

The Julian Blackburn College Principal's Scholarship

This scholarship is awarded annually to a student enrolled in the part-time credit program, who has completed at least five full courses or equivalent as a part-time student at Trent, and who has demonstrated high overall academic achievement.

The Maurice Boote Scholarship

This scholarship, established in honour of Maurice J. Boote, one of the founding faculty members of Trent University and the first chair of the Department of Economics, is awarded annually to an outstanding student entering the fourth quarter of the Honours program in Economics.

The John Brooks Community Foundation Scholarship

This entrance scholarship of \$1,500 is 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.

The Winifred Elizabeth Burton Scholarship

This scholarship of the value of \$1,000 is awarded annually to an outstanding student entering first or a higher year.

The Anthony Cekota Scholarships

These scholarships were 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. The scholarships are awarded annually to students demonstrating exceptional academic performance.

The Sylvia Cherney Scholarship

The Sylvia Cherney Scholarship, the gift of the late Harry Cherney and of Brian Cherney and Lawrence Cherney, is named in memory of Sylvia Cherney and is available to in-course students majoring in English Literature with the aim of encouraging promise and interest in the study of drama.

The Cranston Scholarship

This scholarship, a gift of alumnus/a John and Mary Cranston, is awarded annually to a current Trent student who has demonstrated considerable academic improvement while at Trent.

The Howard Darling Scholarship

This scholarship, established in honour of Howard Darling, Supervisor, grounds and custodial services, is awarded annually to an upper-year student who has demonstrated excellence in Environmental and Resource Studies.

The Roscoe F. Downey Scholarship

This scholarship, the gift of the late Roscoe F. Downey of Peterborough, is awarded to an entering students from Peterborough or Victoria County.

The William Paxton Eastwood Scholarship

This scholarship, the gift of the late William Paxton Eastwood, a former citizen of Peterborough and Ocala, Florida, is awarded in recognition of academic excellence.

The Roy L. Edwards Scholarship

This scholarship, established in honour of Roy L. Edwards, one of the founding faculty members of Trent University and the first chair of the Department of Biology, is awarded annually to an outstanding student entering the fourth quarter of the Honours program in Biology, with the aim of encouraging promise and interest in the study of freshwater ecology.

The Department of English Literature Scholarship

This scholarship, the gift of the Department of English Literature, is awarded to the best student entering the fourth quarter of the Honours program in English Literature.

The Ewing Memorial Scholarships and Honours Awards

Several awards are available each year for students entering the University and for Honours students undertaking a fourth year of study. These scholarships are the gift of the late C.W. Ewing, a native of Warkworth, Ontario.

The Faculty Scholarship

A scholarship, the gift of a member of the founding academic staff of Trent University, is awarded to an entering student living in residence.

The Reginald R. Faryon Scholarships

These scholarships, the gift of the Quaker Oats Company of Canada, are named 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.

The Eugene Forsey Scholarships

These 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, are awarded annually to outstanding students proceeding towards a degree in Administrative Studies.

The Robert M. Fowler Scholarship

This 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, is awarded annually to a student in the Administrative Studies Program or to one undertaking policy studies in other appropriate university departments.

The Rufus Gibbs Scholarships

These scholarships, the gift of the late Rufus C. Gibbs, are awarded annually to students in all years, on the basis of academic standing, all-round achievement, and character.

The John Gilchrist Memorial Scholarship

Named in memory of John Gilchrist, a distinguished medieval scholar who taught at Trent, this scholarship is awarded to an upper-year student with a single or joint major in one of Ancient History and Classics, Canadian Studies, Cultural Studies, English, History, Modern Languages, or Philosophy.

The Joseph Ernest Goodhead Scholarship

This scholarship, of the value of \$100, the gift of an anonymous donor, is awarded for excellence in the study of biology.

The Hector and Geraldine Elizabeth Gray Scholarships

These scholarships, the gift of the late Hector and Geraldine Elizabeth Gray, are awarded annually to students entering the third year of a Bachelor of Arts program.

The Brian Heeney Scholarship

This scholarship, established as a memorial by Brian Heeney's family, friends, and colleagues, is awarded to an outstanding student entering first year.

The 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 annually to an outstanding student entering the final year of the Honours program in English literature.

The Howson Scholarship

The George Henry and Jane Laing Howson Scholarship is the gift of the late Miss A. Howson and the late Mrs. M.H. Simpson, and is named in memory of their late parents. The scholarship is awarded to a student with high academic standing who is proceeding to the degree of Bachelor of Arts.

The Imasco Scholarships

These scholarships, the gift of Imasco Ltd., are awarded to students of high academic achievement entering first or a higher year in the University.

The Richard B. Johnston Scholarship

A scholarship, donated by the family of Professor Richard B. Johnston of the Department of Anthropology in his memory is awarded to a deserving student in North American archaeology.

The Francis Dean Kerr Scholarship

This scholarship, the gift of the late Mrs. F.D. Kerr of Peterborough, is named in honour of her late husband who was one of the original honorary sponsors of the University.

The Margaret Laurence Scholarship

This scholarship, named in honour of the late Margaret Laurence, a former Chancellor of the University, is awarded annually for outstanding achievement in the fields of Canadian literature or Canadian studies.

The Town of Lindsay Scholarship

This scholarship, established by the Corporation of the Town of Lindsay, is awarded to an entering student of high academic achievement from the Town of Lindsay, who has also demonstrated peer leadership in the school setting and involvement in community affairs.

The Lodge Physics Scholarships

These scholarships, named in honour of the founding chair of the Department of Physics, are awarded annually to the best student in the introductory Physics course who is continuing in a program leading to a single- or joint-major in Physics, or who is continuing in the Chemical Physics Program and enrolled in at least one Physics course at an advanced level; and the best student in the second quarter who is entering the third quarter of a single- or joint-major program in Physics or Chemical Physics.

The Dr. Ross Matthews Scholarship

This scholarship, established in honour of the late Dr. Ross Matthews, is awarded annually to an entering student for demonstrated academic excellence.

The Ralph McEwen Scholarships

These scholarships, established in honour of the late Ralph McEwen, are awarded annually to students who are undertaking courses in Canadian literature or Canadian social history.

The William Allan Newell Scholarship

This scholarship, the gift of the late Judson Newell of Prescott, and named in honour of his father, the chairman and founder of the Newell Manufacturing Co., Ltd., is awarded to an entering student proceeding to the degree of Bachelor of Science.

The Robert J.D. Page Scholarship in Environmental and Resource Studies

This scholarship, established by Dr. Robert J.D. Page who was associated with the ERS program from its beginning, is awarded annually to a student entering fourth year who best combines academic achievement and public environmental service.

The J. J. Robinette Scholarships

These scholarships were 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.

The Peterborough Examiner Scholarship

This scholarship, the gift of the Peterborough Examiner Co. Ltd., is awarded to an outstanding student entering first or a higher year and living in residence.

The Helen and Barney Sandwell Scholarship

This 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, is awarded annually to an outstanding student majoring in English literature entering the third year of a degree program in English.

The Katherine E. Scott Scholarship

This scholarship, the gift of the late Dr. C.M. Scott of Peterborough, is named in honour of his late wife.

The William Bligh Shaw Scholarship

This scholarship, the gift of Muriel Beatrice Shaw, is awarded annually to an outstanding student entering the first year of the Administrative Studies Program.

The H. Clare Sootheran Scholarship

This scholarship, the gift of the late H. Clare Sootheran of Peterborough, is awarded for excellence in the Faculty of Arts.

The Ian Stonehewer Memorial Scholarship

Named in honour of Ian Stonehewer, B.A. Honours 1975, this scholarship, the gift of Mr. and Mrs. John Stonehewer, is awarded annually for excellence to a student entering the fourth year of the Honours program in History.

The Carolyn Sarah Thomson Scholarship

This scholarship was 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. It is awarded for excellence to a student entering the third year of the Canadian Studies Program.

The Trent University S & A Scholarship

These two scholarships, of the value of \$500 each, the gift of the employees of Trent University, are awarded annually 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.

The Trent University Scholarship

Several Trent University Scholarships are available to students of high academic achievement entering first or higher years in the University.

City of Trenton Scholarship

This scholarship, established by the Corporation of the City of Trenton, is awarded to an entering student from the city of Trenton.

The James G. Wharry Scholarship

This scholarship, a gift of the Quaker Oats Company of Canada, of the value of full tuition for the fourth year, is awarded annually for excellence to a student entering the fourth year of the Honours program in Canadian Studies.

EXTERNALLY AWARDED SCHOLARSHIPS:

A number of scholarships (and bursaries) are awarded by bodies outside the University. Several corporations, for instance, have special programs for dependents of their employees. Students should consult their guidance counsellors concerning these awards.

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 language 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

This scholarship is named in honour of the late Tom Nind, Trent University's second President. It is awarded each year to the international scholar with the highest academic standing on entry to the University. It carries an additional one-time award of \$500.

Trent International Program 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

This scholarship is named in honour of Jack Matthews, the founding Director of both Pearson College of the Pacific and the Trent International Program. It is 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 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 is awarded each year to a student from a developing country. It covers international tuition fees and ancillary fees.

Singapore International Chamber of Commerce and Richard Hua Foundation Scholarships

These renewable scholarships, the gift of the Singapore International Chamber of Commerce, are awarded to citizens of Singapore in recognition of outstanding academic and extracurricular performance. They cover international tuition fees, residence and travel. Application is through the Singapore International Chamber of Commerce.

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 Honour's Degree.

President Symons Medals

The Symons Medals were established in 1972 in honour of T.H.B. Symons, the founding president of Trent University. These medals are awarded to students in the Honours program who achieve high overall standing on graduation.

Professor Gilbert Bagnani Medals

The Professor Gilbert Bagnani Medals were established in 1986 to honour the late Professor Gilbert Bagnani, one of the founding faculty members of Trent University. The medals are awarded to graduating students in the General program who achieve high overall standing.

Prizes

Ambassador of Switzerland Prizes in French and German

These prizes, the gift of the Ambassador of Switzerland, are awarded to the undergraduates who have obtained the highest standings in the French and German languages in their graduating year.

Anthropology Society Prize

This prize is awarded to the most outstanding Anthropology 100 student on the basis of tutorial work and overall marks.

Sir Donald Banks Prize

This prize, the gift of Professor D.L. Smith in memory of her father, is awarded annually to a promising student in Spanish planning to participate in the Year Abroad Program.

Bruce Barrett Memorial Prizes

In memory of Bruce Barrett, a former Trent Philosophy student, several prizes are awarded annually to outstanding students in first-year courses in Philosophy. Approximate value \$100 each.

Bigwin Memorial Award

This prize is awarded on behalf of Elizabeth Bigwin to an aboriginal student in Native Studies 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

Given annually in recognition of the highest achievement in the Biology research thesis.

Gordon Campbell Memorial Award

In memory of Gordon Campbell, a former Trent Geography student, one award of \$350 is given annually 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

This award, presented by the Canadian Association of Geographers, is offered each year to the Honours Geography student at Trent who is judged to have the best academic record in fourth year.

Canadian Scholars' Press Award

This prize is awarded for outstanding achievement in *Anthropology 240*.

Robert Chambers Prize

This prize, established in 1996 to honour Professor Robert Chambers on his retirement, is awarded annually to the best student graduating from the Honours program in English Literature.

Donald Chase Memorial Prize

This prize, in memory of Donald Chase, a Trent student in 1989, is awarded annually for the best essay in Canadian history written by a first-year undergraduate at Trent.

William B. Common, QC, LL D Memorial Prize

This prize is awarded to the student achieving the highest academic standing in first-year (Canadian) Macroeconomics.

Comparative Development Prizes

The prizes are awarded annually to students with the highest overall standing in the 100, 200 and 400 level central core courses in Comparative Development Studies.

Computer Studies Prize

Awarded to the outstanding student(s) graduating from a joint-major program in Computer Science/Studies.

Consul General's Prizes in French

These prizes, the gift of the Consul General of France, are awarded to the leading undergraduates in French Studies within the University.

CRC Press Freshman Chemistry Achievement Award

This prize is a gift of a copy of the CRC Handbook of Chemistry and Physics from the CRC Press Inc., and is awarded to a student at the end of first year on the basis of outstanding academic achievement in Chemistry.

James Creery Memorial Essay Prize

This prize, in memory of James Harold Creery, a Trent student of Philosophy in 1972-74, is awarded annually for the best philosophical essay written by an undergraduate at Trent.

The Cultural Studies Faculty Prize

The Faculty Prize was established in 1988 through contributions from the Cultural Studies faculty. It is 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 annually by the program. Value \$300.

Currie Honours Awards

These awards are presented annually to students enrolled in *Geography 401* or *402* in the Winter session on the basis of both academic achievement and proposed thesis research. A total prize of \$1000 is divided among up to three selected winners.

The J. Emmett Duff Memorial Prize in Geography

This prize, the gift of Professor T.H.B. Symons, Celanese Canada Inc., and John D. Stevenson QC, was established 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 quarter 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

This prize, a gift of the Department of Economics, is awarded to the student achieving the highest academic standing in first-year Microeconomics.

Essay Prize in Honours Economics

This prize, the gift of the Department of Economics, is awarded each year to an honours student submitting the most outstanding essay in *Economics 401*.

Embassy of Spain Prize in Hispanic Studies

Awarded to an outstanding student in upper years majoring in Spanish.

Environmental and Resource Studies Program Prize

This prize, a gift of the ERS program, is awarded annually to a first-year student achieving the highest academic standard in the first-year ERS course.

The Marjorie Elizabeth Foster Prize

This prize, given in memory of Marjorie Elizabeth Foster, is 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

These prizes are offered by members of the French Studies section to outstanding students of first-year French Studies.

French Studies Staff Prize (Nantes Program)

This prize is awarded annually by members of the French Studies section to the outstanding participant in the Nantes Year Abroad Program in French Studies.

The Gregory R. Frith Memorial Prize in Cultural Studies

This prize was established in honour of the late Gregory R. Frith, B.A. Honours 1977. It is 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 annually by the program. Value \$300.

The Honourable Leslie Frost Prize

This prize, the gift of the late Hon. Leslie M. Frost, PC, Prime Minister of Ontario from 1949 to 1962 and first Chancellor of Trent University, is awarded to the leading undergraduate in the first-year course in Canadian history.

Gadfly Prizes

These prizes are 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.

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.

Guinand Prize

This prize, in honour of the first chair of the Department of Mathematics, is awarded to a student of high promise in the Mathematics Program, normally on entering the fourth quarter of the Honours program.

Graham Hartley Prize

This award, presented by the Chemical Institute of Canada (Peterborough Section) in honour of Graham Harry Hartley, Ph.D., M.C.I.C., is given to first and second year students who have shown excellence in the field of general chemistry.

The Honourable George S. Henry Prize

This prize, 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, is awarded to the leading undergraduate in the first-year course in Political Studies.

The Arnold Hyson Prize in Maritime Studies

This prize is awarded to the student with the most outstanding research paper in Canadian Studies-History 307.

The David Sutherland Irwin Prize

Established in memory of the late Professor David Irwin, this prize is awarded on completion of Chemistry-Biology 330 to a student with outstanding performance in Biochemistry.

The Richard B. Johnston Memorial Prize

A prize, donated by the family of Professor Richard B. Johnston of the Department of Anthropology in his memory is awarded to a deserving student in Ontario archaeology.

The K.E. Kidd Memorial Awards

These prizes are awarded each year to graduating students who have demonstrated the highest degree of ability and achievement in the Diploma Program of the Department of Native Studies.

F. Alan Lawson Memorial Prize

Sponsored by the Central Ontario Chartered Accountants Association, this award is made annually to the student majoring in the Administrative Studies Program, who achieves the highest combined mark in fundamentals of financial accounting and fundamentals of management accounting (Administration 201a and 202b).

The Helen E. MacNaughton Prize

This prize is awarded to an outstanding student in Philosophy entering fourth year.

The J. Percy MacNaughton Prize

This prize is awarded to the student achieving the highest academic standing in Environmental and Resource Studies entering the fourth quarter.

The Makhija Prize in Chemistry

This prize, the gift of R & R Laboratories, is awarded to the student with the best overall performance in 300-level courses in Chemistry.

The McColl Turner Prize in Accounting

Presented by McColl Turner, Chartered Accountants, to the leading undergraduate student in *Administration 300*, who intends to pursue a career as a chartered accountant.

David N. McIntyre Conservation Award

Presented by the Otonabee Region Conservation Authority to the outstanding Geography student who has demonstrated an interest in conservation.

Jane McLarty Memorial Prize

This prize, given in memory of Jane McLarty, a member of Lady Eaton College from 1987-1990, is awarded annually to a deserving student entering the third or fourth quarter of studies in English Literature.

The Heather J. Glendinning McMurter Memorial Award

This award was established in memory of Heather J. Glendinning McMurter who graduated with a B.Sc. from the Environmental Studies Program in 1988. Awarded annually to a student entering the fourth year (having completed 15 courses) of Environmental and Resource Studies whose research paper in *ERS 300* or *400* level is judged to be the best of the year.

Midwives' Prize

This prize is 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. The prize is awarded to the student with the highest overall standing in the first year.

The Norma Miller Essay Prize

Administered jointly by Catharine Parr Traill College and the Department of Ancient History and Classics, these prizes honour the memory of Norma P. Miller, an honorary fellow of Traill and frequent visitor to the Classics department. They are awarded to the best essay in each of two competitions, one in Classical Literature 100 and the other in Roman history.

Joyce Moonias Memorial Awards

These awards, donated by Frances Six in memory of Joyce Moonias, Native Studies student 1982-83, are offered annually to the student with the highest academic standing in *Native Studies 280* and *380* (Ojibway language).

W.L. Morton Essay Prize in History

Awarded to the second- or third-year student writing the best essay.

National Council for Geographic Education Excellence of Scholarship Award

Awarded to the outstanding graduating Geography major.

The Native Studies Award

These prizes, in memory of Harvey G. Greene of Peterborough, are awarded to outstanding students in Native Studies.

The Organic Chemistry Prize

Awarded annually to a student who has demonstrated substantial improvement in the field of organic chemistry, normally on completion of *Chemistry 310*.

The Pammatt Historical Prize

Awarded annually, 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. This prize is established by the late Howard Pammatt (1909-1993), in honour of his parents, Robert and Ruby Pammatt.

Peace Hills Trust Prize

The Peace Hills Trust Prize of \$500 will be awarded annually to the top aboriginal student, in terms of academic achievement, completing the second year of the Special Emphasis Program in Native Management and Economic Development.

Peterborough Historical Atlas Foundation Prize

This prize is to be 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

This prize, a gift of the association, is awarded to an undergraduate who shows excellence in 200-level courses in Physics or Chemistry.

John Pettigrew Prizes

These prizes, established in memory of the late Professor John Pettigrew, are awarded annually for the best student essays submitted in first-year English.

Department of Physics Prize

This prize, a gift of the Department of Physics, is 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, this prize is given to a student entering the fourth quarter of the Biology program who has demonstrated excellence in the area of fisheries and aquatic sciences.

The Andrew Priestman Memorial Prize in Political Studies

This book prize was established in honour of the late Andrew Priestman, Honours B.A. 1991. It is awarded annually to a graduating student in Political Studies who has maintained a solid academic achievement and made an above-average contribution to student life and the activities of the Political Studies Department. Students and faculty are encouraged to make nominations.

The R & R Laboratories Prize in Analytical Chemistry

This prize, the gift of R & R Laboratories, is awarded to a student with outstanding performance in analytical chemistry on completion of a 300-level course in chemical analysis.

Department of Psychology Prizes

These prizes, a gift of the Department of Psychology, are awarded to outstanding students in Psychology.

Victor T. Ridley Memorial Prize

This prize, the gift of Mrs. F. Millard in memory of the late Victor T. Ridley of Peterborough, is awarded to the leading undergraduate in first-year Mathematics.

J. J. Robinette Prize

The J.J. Robinette Prize is awarded in honour of the late Dr. John J. Robinette, an eminent constitutional and criminal lawyer, and Trent University's fifth Chancellor. The prize is awarded to the scholastically outstanding graduate of Trent University in any year who undertakes the study of law at another Canadian university.

Barbara Rooke Prize

This prize, established in memory of the late Professor Barbara Rooke, is awarded annually to the best student in English 210: The Romantics.

J. Paul Scott Jr. Memorial Prize

Established in memory of J. Paul Scott Jr., to be awarded to a deserving student enrolled in *Psychology 401* or *402* (Honours thesis).

The Denis Smith Essay Prize

This prize, the gift of the Department of Political Studies, is awarded each year to a fourth-year student submitting an outstanding essay in Political Studies.

The Honourable Sidney Smith Prize

This prize is 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 and is awarded annually to the leading undergraduate majoring in Political Studies and History in the second year.

The Society of Chemical Industry Student Merit Award

This award is given 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.

The Society of Management Accountants Prize

This prize is awarded to the student proceeding to fourth year in the Administrative Studies Program who has achieved the highest overall standing in all accounting subjects.

Soroptimist International of Peterborough Prize

Presented by the Soroptimist International of Peterborough, a service club for business and professional women, this prize is awarded annually to an outstanding female student entering her final year of an Honours degree in the Women's Studies Program.

The 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

These prizes were 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. Three prizes are awarded annually for outstanding essays in second-, third- and fourth-year courses.

The Norman Townsend Prize in Anthropology

An annual award, in memory of the late Professor Norman Townsend, presented by the Department of Anthropology on the basis of high academic standing to a student pursuing studies in cultural anthropology.

Trent Science Fair Award

This award of the value of \$100 to be applied against first-year tuition fees, is offered to a senior secondary school student whose project is judged outstanding at the annual Peterborough Regional Science Fair.

Harold F. VanDusen Prize

This prize in Economics is awarded annually to the student completing the third quarter of the 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."

Rodney F. White Memorial Prize

Two prizes of \$100 each are awarded annually by the Department of Sociology 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.

Women's Studies Book Prize

This prize, the gift of the Peterborough Women's Committee, will be awarded annually based on academic achievement as well as contributions to the vitality of the program.

College prizes**Peter Robinson College Prizes**

These three prizes are awarded annually to the continuing College students with the highest academic standing during each of the first, second and third quarters of their academic programs.

Peter Robinson College Fellows' Prize

The prize is awarded on the basis of overall academic standing to a graduating student in the fourth quarter of an honours program.

Robert Lightbody Prize

This prize was established by the Alumni Association to honour the contributions to the University of alumnus Robert Lightbody, a member of Trent's first class. It is awarded annually 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

This prize is awarded to the Catharine Parr Traill College student with the best academic performance in the freshman year.

Champlain College Master's Prize

The prize is awarded to the graduating student of the college with the highest overall standing in fourth quarter, Honours.

Champlain College Fellows' Prize

The prize is awarded to the graduating student of the college with the highest overall average in the third quarter, General.

Champlain College Senior Tutor's Prize

Awarded annually to the Champlain College student who has achieved the highest average at mid-year.

Christopher Greene Award

Awarded annually in honour of Christopher Greene, former senior tutor of Champlain College, to a graduating student within the college who has demonstrated considerable academic improvement while studying at Trent University.

John Rymes Book Award

This book prize is awarded by the senior tutor of Champlain College to a student of the college who has benefitted most from a Trent University education.

The Lady Eaton College Fellows' Prize

An award given by the Fellows of Lady Eaton College to a graduating student of the college for academic excellence over his or her university career.

The McCalla-Standen Award

This award, in honour of two former principals of Lady Eaton College, is presented annually 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.

The Marjory Seeley Prizes

Up to three prizes are awarded annually 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.

Otonabee College Senior Common Room Prize

This prize is awarded to the Otonabee College student with the best academic performance in the freshman year.

Otonabee College Prize

This prize is 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.

John Stubbs Prize

Created as a tribute to Trent University's fourth President, the prize is awarded by the senior tutor to the full-time undergraduate student member of Otonabee College with the highest average at mid-year.

The 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.

The Scott Rennie Otonabee College Spirit Award

This prize, the gift of alumni, friends, and family (and companion to the Eileen Gallagher Award) is awarded to a deserving male Otonabee College member.

Julian Blackburn College Student Association Prizes

These prizes are awarded to Julian Blackburn College students with overall academic excellence and involvement in University, college and/or community affairs.

Trent Alumni Summer Session Prizes

These two prizes, the gift of the Trent University Alumni Association, are awarded annually for outstanding academic achievement by Julian Blackburn College students in the on-campus and the Oshawa Summer session (including intersession).

STUDENT SERVICES AND FACILITIES

Trent students have access to a broad range of services and facilities designed to assist and support them academically, and enhance their social and cultural experience at Trent. Student organizations sponsor a host of formal and informal events throughout the year, and student-driven initiatives such as a community radio service, student newspapers, drama, art and film societies, and many others serve to enrich student life. Students also take an active role in planning many of the more formal services offered through the University by sitting, along with Student Services representatives, on several university-wide committees that deal with service planning and implementation.

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 full-time student is assigned an academic adviser from among the faculty or staff affiliated with that student's College. Students affiliated with Julian Blackburn College (normally part-time students or full-time students studying in Oshawa) receive academic advising from the Julian Blackburn College Academic Counsellor. (See *Part-time study opportunities* for more information about JBC). Academic advising is also available through Trent's office at Durham College. 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 adviser in planning their academic program.

The academic advising resources within each College are directed by the College's Senior Tutor, who assigns each new full-time student to an adviser and acts as a resource both to students and to advisers. At Julian Blackburn College, the Academic Counsellor coordinates all the advising for students affiliated with JBC. Senior Tutors also sit on the Committee on Undergraduate Standings and Petitions (CUSP). This committee consists of the five Senior Tutors, the JBC Academic Counsellor and a student from each college. CUSP reviews students' petitions and appeals regarding academic regulations.

Appeals and petitions

Students who believe they have legitimate cause to request an exemption from an academic regulation should consult with their Senior Tutor. The Senior Tutor will consult with the student to determine whether the petition should proceed and, if appropriate, will present the petition and advocate on behalf of the student before the Committee on Undergraduate Standings and Petitions (CUSP). A student who wishes to attend the meeting and present the petition personally to the committee may do so. A student who believes that the decision of CUSP is unjust may appeal through the Special Appeals Committee. Students make petitions to Special Appeals through the University Secretariat. The decision of the Special Appeals Committee is final.

Academic Skills Centre

Telephone: (705) 748-1720

Fax: (705) 748-1830

E-mail: acdskills@trentu.ca

Web: www.trentu.ca/acadskills

Director: Karen Taylor

The Academic Skills Centre offers both individual and group assistance in writing, critical and efficient reading, mathematics, time management, and study skills. Any Trent student may use the services of the Centre; the length of the contact varies from a single session to regular, long-term assistance.

During Introductory Seminar Week the Centre administers a diagnostic writing exercise. On the basis of the results of this exercise, some students are advised to seek help either by taking workshops or by working one-to-one with an instructor.

Many students begin work at the Centre in the early weeks of their first year;

however, students may come for help at any time throughout their years at Trent. While the Centre's main office is located at Traill College, some students may find it more convenient to meet with an instructor at one of the Champlain College offices. At Traill, there is a lending library of books on composition and other academic skills.

Students who would like the response of an instructor at any point during the essay-writing process – on reading, research, drafting, or revision – or those who seek a review of grammar, seminar presentation, study skills, or high school mathematics, may phone the Centre's secretary to enrol in a workshop or to arrange an appointment. Many students – even those who complete the diagnostic writing exercise with ease – find that taking the non-credit workshops early in the first year helps them get a good start in their course work.

Two groups of students who might be particularly interested in working with the Centre are students for whom English is a second language and special needs students. These students should make a special effort to visit the Centre early in the year or even before term begins.

The Academic Skills Centre also offers an English for University program for students whose TOEFL scores are between 500 and 550. This is a full-time program to which students who meet all other requirements for attending Trent excepting the language requirement can apply. See the Trent International Program entry or visit our website for more details.

The Centre's Publications Program writes, publishes, and distributes handbooks that assist students in achieving academic success. The Centre currently distributes three books: *Notes on the Preparation of Essays in the Arts and Sciences*, a guide to correct documentation and style; *Thinking It Through: A Practical Guide to Academic Essay Writing*, which covers the writing process and the requirements of an academic essay; and *Clear, Correct, Creative: A Handbook for Writers of Academic Prose*, a process-based approach to style, revision, and word usage. In addition, the Centre has a new series of short, inexpensive booklets, the *Academic Survival Guides*, intended to give students the first word on the academic skills most crucial to their success at university. Centre staff have also written *Making Your Mark: Learning to Do Well on Exams* (now available from Harcourt Brace) which helps students prepare for exams by studying throughout the academic year. For more information on any of these texts, contact the Academic Skills Centre by telephone, facsimile, e-mail or regular mail.

Alumni Association Traill College

Telephone (705) 748-1399

E-mail: alumni@trentu.ca

Fax: (705) 748-1655

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/ae remain informed, interested and involved, long after graduation day. The Alumni Association strives to serve Trent and to serve its alumni. There are many ways to remain involved.

Recent graduates help represent the university to high school students; regional alumni honour alumni achievements in their community; university committees and boards benefit from alumni participation; Trent's story is told regularly in the alumni magazine, and Reunion Weekend warmly welcomes our former students back to campus once a year.

But the alumni involvement with Trent is not restricted to an annual reunion. Almost every day of the year alumni assist students as career mentors, provide bursaries, awards, prizes and scholarships and offer hospitality to new students.

Trent's alumni number 19,200 and their success as liberal arts and science graduates is impressive and diverse. They include a nationally recognized executive search consultant, an award-winning physicist, a federal cabinet minister, a leading Canadian churchwoman, an influential policymaker in Native education, two long-serving provincial politicians, a pioneering specialist in Canadian environmental law, an innovative leader in information technology, a leading-edge marketing entrepreneur, a doctor committed to international humanitarian causes and several award-winning writers.

The alumni regard for Trent is borne out in many ways. *Maclean's* magazine recently recognized Trent's relatively young alumni body as the most financially supportive in Canada. And everywhere you turn at Trent, the evidence of alumni philanthropy is visible.

This strong and lasting bond that alumni form for Trent is a telling indicator of the richness of their experiences as students.

Athletic Program

Telephone: (705) 748-1257

Court Bookings/Swim Times: (705) 748-1483

Fax: (705) 748-1447

E-mail: athletic@trentu.ca

Web: www.trentu.ca/athletics

Director: P.S.B. (Paul) Wilson

Trent offers a comprehensive and diversified athletic and recreational program, ranging from organized inter-university competition to completely informal recreational activities.

Located on the campus are rowing facilities, a full-size lighted playing field, tennis courts, a gymnasium, a 25-metre pool, squash courts, a weight room and fitness centre, saunas and locker facilities.

Inter-university and intramural competition is organized in several sports, including water polo, basketball, cross-country running, fencing, hockey, rowing, rugby, skiing (nordic), soccer, softball, squash, flag football, field-hockey, volleyball, swimming, curling, golf and synchronized swimming. A complete schedule of aquatic leadership and fitness programmes is available.

Trent University is a full member of Ontario University Athletics, and the Canadian Inter-university Athletic Union.

The staffing requirements of Trent's athletic programs and facilities generate a significant number of student employment opportunities.

Bookstore 224 Charlotte Street, Peterborough

Telephone: (705) 748-1700

E-mail: bookstore@trentu.ca

Fax: (705) 748-5802

Web: www.trentu.ca/bookstore

Manager: Barbara Reeves

Trent operates a bookstore centrally located in downtown Peterborough, steps away from the University bus route. 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.

Most books in print can be obtained on individual order, and the bookstore maintains a collection of bibliographical tools which students and staff are encouraged to use.

The bookstore aims to be more than a mere outlet for textbooks and stationery supplies. Academic supporting stock, a wide range of periodicals, computer software and supplies, and books of general interest are all available.

There are two textbook "buy backs" held throughout the year.

Textbook returns: New textbooks are returnable when a student drops a course but only with a signed or photocopy of the *Course drop/add and change of major form* and your sales receipt. Books must be unmarked and in mint condition. **Used textbooks and course packs (reprotexts) are not returnable.** Return deadlines are October 9 for full refund and November 6 with a deduction for restocking. Textbook returns are accepted between 10:00 am and 12 noon and from 2:00 pm. to 4:00 pm. Monday to Friday.

Bus Service

Trent's Symons Campus is connected to the two downtown Colleges and the bookstore by two bus routes operated by the City of Peterborough. The City's George Street North bus runs every half-hour during the day. The Trent Express, operated specifically for students and other members of the Trent community during the Fall and Winter terms, runs every 20 minutes during the day on weekdays (more frequently at peak hours) and hourly in the evening. The compulsory transportation fee paid by full-time students entitles the student to a bus pass which is honoured on all City of Peterborough bus routes, giving Trent students free access to the entire city from the Labour Day holiday in September to the Victoria Day holiday in May each year. Please see section on Ancillary Fees, for information on the compulsory transportation fee. Part-time students may purchase a student bus pass.

Campus Store Bata Library

Telephone: (705) 748-1286

Manager: D'Arcy Legros

The Trent University Campus Store is in Bata Library, opposite the staff parking lot. In addition to regular variety store items, the Campus Store has a wide selection of magazines, greeting cards, stationery, school supplies and toiletries. The store also carries an extended line of crested ware, including glassware, sweatshirts, hats, t-shirts and the official Trent University jackets. The store is owned and operated by Trent University.

Child Care Centre Symons Campus

Administrator: Sandra Robinson

Telephone: 743-2811

Web: www.trentu.ca/org/tccc

The Trent Child Care Centre is a non-profit organization offering care to 52 children aged from six weeks to 5 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 and Social Services under the Ontario Day Nurseries Act. The facility offers care to all members of the community, and fee subsidies are available for those who qualify. Early registration is urged.

Computing and Telecommunications Services

Telephone: (705) 748-1586

E-mail: cts-www@trentu.ca

Fax: (705) 748-1635

Web: www.trentu.ca/cts

Director: Tom Eadie (705) 748-1566

A wide variety of computing and communications resources are available to members of the Trent academic community in support of their research, learning, teaching and scholarship. These include access both on-campus and through a dial-in modem pool to e-mail, various computer languages, applications and computer-based services on both VMS and UNIX time-sharing facilities; labs of MS-DOS and Macintosh microcomputers; and a cluster of UNIX workstations.

Some of these resources are accessible only through personalized computer accounts. Accounts with Internet access are available to all faculty, staff and students through Computing and Telecommunications Services and to alumni through the Alumni and Development Office.

The use of Trent's computer facilities is available to all Trent students, staff and faculty free of charge. Use of the facilities is a privilege, and users must comply with the "Trent University Computer-User Code of Ethics."

Conference Services Lady Eaton College

Telephone: (705) 748-1260

E-mail: conferences@trentu.ca

Fax: (705) 748-1209

Web: www.trentu.ca/conferences

Director: Ashok Kaushik

Trent's Conference Services hosts conferences, retreats, academic and sports camps, and various other events throughout the year. Conference services provides employment for students both during the academic year and through the Summer months.

Accommodation for visiting students and their families are available from May to August.

Counselling and Careers Centre Blackburn Hall

Telephone: (705) 748-1386

E-mail: CandC@trentu.ca

Fax: (705) 748-1563

Web: www.trentu.ca/careers

Counselling Coordinator: Maxine Mann

Centre hours are 9 a.m. to noon and 1 p.m. to 4 p.m. Monday to Friday.

The Counselling and Careers Centre is a resource provided by the University to promote the personal, academic and career development of Trent students. It provides the following services:

Career Information and Counselling

The centre maintains a library containing current Calendars from a variety of Canadian

universities and community colleges as well as information describing work and study abroad programs and government employment programs. The careers aspect of this department also provides full- and part-time employment opportunities. Information about companies which plan recruitment activities both on and off campus is available through the centre. Individual and group career counselling is also available.

Personal Counselling

Many students seek support with specific concerns related to family and peer relationships, self-confidence, stress, loneliness, or sexuality. Other students come to the centre with less clearly defined difficulties such as low motivation, generalized anxiety, or difficulty sleeping, all of which can seriously interfere with academic performance and one's general sense of emotional well-being. Through interviews and, if appropriate, psychological assessment, counsellors can help students to more fully understand themselves and their concerns. 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 relief.

Campus Worklink

A new internet-based job posting site for students and graduates is now available at Trent University. The Counselling and Careers Centre has your password to hundreds of full-time, part-time, summer and volunteer positions advertised daily.

Library

Bata Library: (705) 748-1125

Fax: (705) 748-1126

Web: www.trentu.ca/library

University Librarian: Tom Eadie, M.A. (QUEEN'S), M.L.S. (WESTERN ONTARIO)

Librarian Emeritus: J.A. Wiseman, M.PHIL., Ph.D., F.L.A.

D. Binkley, B.A., (TORONTO), M.L.S. (WESTERN ONTARIO), M.A. (WATERLOO); B. Dodge, B.A., M.A. (TORONTO), ED.D. (TORONTO) (*On sabbatical January to June 2000*); 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); A. McCalla, B.A. (TORONTO), B.L.S. (McGILL), M.L.S. (TORONTO) (*On sabbatical 1999-2000*); J. Millard, B.A. (McMASTER), M.L.S. (TORONTO), Dipl.Cult.Con. (VICTORIA), M.A.(T) (McMASTER); M. Scigliano, B.A. (TORONTO), M.L.S. (DALHOUSIE), M.A. (CONCORDIA); B. Znamirovski, B.A. (QUEEN'S), M.L.S. (DALHOUSIE).

The University's Thomas J. Bata Library is adjacent to the University Court and is the focal point of the Symons Campus. Bright, spacious and air-conditioned, it provides ideal study and research facilities for all student and staff requirements. The building also houses a number of administrative offices.

An automated library system, the Trent University Online Public Access Catalogue (TOPCAT), is a valuable resource serving the growing needs of all those using the library facilities available at Trent University. The town colleges, Durham College in Oshawa, Sir Sandford Fleming College and Peterborough Public Library are all connected to and/or accessible from Bata Library. As well, access to a variety of electronic periodical indexes and electronic journals is provided. Plans are in place to re-automate the library this year with a web-based online catalogue.

The library contains a collection of more than 490,000 volumes, 280,000 microforms, 2,200 serials subscriptions, 108,000 maps and air photos, and 200,000 government publications. Nearly all the material is available on open shelves and all members of the University are free to browse through the entire collection. The library also provides access to a number of electronic indexing and abstracting services. A wide range of innovative library instruction programs is available. Student use of the library has been extensive, with one of the highest per capita circulation rates in Canada.

A number of special collections have been formed and, to support the University's interest in Canadian studies, the library has concentrated on the acquisition of Canadiana. This development has been augmented by such additions as the G.M. Douglas Arctic Collection, the Shell Canada Fund for Canadian literature, the Floyd Chalmers Collection of Canadian Explorations and the A.J.M. Smith Collection of Canadian poetry and literature. Other specialized collections include the Holm Collection of Children's Literature, the Ernest Thompson Seton Collection, the Robert L. Hunter Canadiana Collection, the Trevor Lloyd Collection, and the Walter A. Kenyon Collection. Transcripts of the Royal Commission on

the Economic Union and Development Prospects for Canada (MacDonald Commission) and the transcripts of the Mackenzie Valley Pipeline Inquiry are also valuable resources. The Feinberg Collection of Whitman and Twain material is on permanent loan from the Peterborough Public Library.

The Trent University Archives preserves non-current records of Trent University and historical records of the Trent Valley area. There are over 2,500 cubic feet of textual records – private, family, business and institutional papers – as well as 15,000 photographs, maps and other graphic items. Holdings are particularly strong in literary records, native studies records, World War I materials and business papers. There are several collections which provide primary research materials relating to women's studies. Most of the collection is unrestricted to researchers and provides excellent support for many academic programs at Trent University.

The Trent University Library of Religion, incorporating the Bishop Webster Collection, provides source material for scholars in religion, philosophy, history and related subjects. Extensive support from the Robert Markon Foundation has been used to establish an art book collection. The Donner Foundation has provided substantial assistance in building up library resources in support of native studies while the Messecar Foundation has provided direct support for Canadian studies. Additional support has been provided to build the Japan Foundation Collection.

The Government Publications, Map and Data Department 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. Services include a Data and Image Laboratory which offers a growing collection of electronic information including numeric databases, textual databases, digital maps and atlases, statistical and mapping software. Other important collections include parliamentary and legislative papers; statutes and regulations and other Canadian legal tools; first ministers conference papers; royal commission reports and transcripts; an extensive collection of Statistics Canada products. Some important cartographic resources include Canadian and international atlases and gazeteers; topographic maps; thematic maps; Ontario base maps; a travel map collection; as well as maps and aerial photography of the Peterborough/ Kawartha region.

The University library is augmented by an extensive inter-library loans network through which materials are borrowed from all parts of North America. The Inter-University Transit System, combining electronic mail communications and a daily courier service, expedites the delivery of materials between university libraries of Ontario and Quebec. Electronic document requesting from the Canadian Institute for Scientific and Technical Information (CISTI) and the University of Toronto using the GODOT software is also offered.

Audio Visual Services

Telephone: (705) 748-1123

Fax: (705) 748-1124

Web: www.trentu.ca/library

Manager Bill Hodgson

Audio Visual Services is an academic support department set up to provide audio visual equipment, projectionists, other technical services, and a media library service to the University community. Use of the services is provided free of charge to all academic programmes. Organizations and associations that are part of the University community may rent equipment and other services at the rates set by Audio Visual Services and subsidized by the University. External users are charged for all equipment/services at current operating costs. Contact Audio Visual services for information about: distribution of audio visual equipment, film/video bookings - media library, language laboratory operations, audio visual productions.

Off-campus housing service

Peter Robinson College

Telephone: (705) 748-1769

E-mail: housing@trentu.ca

Web: www.trentu.ca/housing

From May to September, the University operates a housing office at Peter Robinson College providing a listing service of accommodation available in the community for students requiring off-campus housing. The listings of accommodation can also be accessed year round on the Trent Website at www.trentu.ca/housing.

For further information, contact Jan Fialkowski, the College Administrator, Peter Robinson College, at (705) 748-1745.

Student Health Services Blackburn Hall

Telephone: (705) 748-1481

E-mail: awalters@trentu.ca

Fax: (705) 748-1563

Web: www.trentu.ca/healthserv

Director: Ann Walters, Reg.N.

Trent University Student Health Service, located in Blackburn Hall, provides professional health care and lifestyle counselling for full-time and part-time students from September through April. The service is closed from May through August. A physician and nurse are available from 9 a.m. to noon and 1:30 to 4:30 p.m. Monday through Friday.

Appointments are preferred for all clinics. HIV testing is available.

The University requires all students to carry medical insurance. Any student without insurance is held personally responsible for his/her health care costs. Students from Canada must submit valid provincial Health Card numbers to the Student Health Service. Students from Quebec who seek medical attention will be charged a fee which is usually recoverable through their provincial health plan since Quebec does not participate in a reciprocal billing arrangement. International students must arrange for UHIP coverage prior to registration through the Trent International Program.

The Ontario Ministry of Health recommends that all students attending university/college have documented receipt of routine immunizations (including a single dose of MMR). Mantoux testing for Tuberculosis is also important for Aboriginal Canadians and International students from countries with high levels of tuberculosis. This may be arranged through your family Doctor prior to arrival.

All services are completely confidential.

Students with Special Needs Bata Library, Suite 109

Telephone: (705) 748-1281

E-mail: specialneeds@trentu.ca

TDD (705) 748-1482

Web: www.trentu.ca/sno

Coordinator Special Needs: Eunice Lund-Lucas

Within its resources, Trent University endeavours to ensure the accessibility of its campus and programs to all students, including those with special needs. The University has a Special Needs Office, located on the ground floor of the Bata Library building, and a Coordinator for Special Needs, who provides 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 learning disabled, assistance with obtaining note-takers for hearing-impaired students, exam invigilation services for students with a variety of special needs, and liaison with faculty members and with support agencies in the community. In addition, the Special Needs Office has available some adaptive technological aids such as a computer equipped with voice synthesizer, optical scanning equipment, computers, reading lamps, portable FM systems, four-track tape recorders and hand-held tape recorders.

Special needs students considering attending Trent are strongly encouraged to contact the Coordinator 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 special needs 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 special needs should investigate the availability of assistance through such agencies in their home province or country.

The Special Needs 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.

Trent International Program (TIP)

(See *International educational opportunities*)

ACADEMIC REGULATIONS

Course assessment

Each course must have a **Course Syllabus** clearly stating the method of assessment and the proportion of the final grade that will be determined by each component of the course (e.g., tests, examinations, essays, seminar presentations, seminar participation, seminar attendance, etc.). It is the instructor's responsibility to review the syllabus with students at the first class. The syllabus may be subject to some modification as the year progresses, but **any deviation from the grading scheme set out in the syllabus must be agreed to in writing by all students who regularly attend classes in that course and must be posted or otherwise communicated to all students enrolled in that course.** Notice of such changes, along with documentation of approval, shall be submitted as soon as possible to the Dean's Office.

In determining an undergraduate's final standing in a course, the following **grading criteria** may be considered:

- (a) oral and written work completed during term;
- (b) any mid-year or other term tests or examinations;
- (c) any final examinations.

Instructors are encouraged to devise grading criteria through which some component of the final grade is derived from sources other than tests and examinations, such as seminar presentation and participation, essays and other assignments, and lab reports.

No **in-class test or examination** (apart from laboratory examinations in the sciences) worth more than 10% of a final grade may be held during the last two weeks of classes in either the Fall or the Winter term. Mid-year tests in full-year courses that contribute more than 10% to the final grade, if held in the last two weeks of the Fall term, will be scheduled by the Registrar's Office in the December final examination period. This policy applies to all Summer session courses, both on- and off-campus; where appropriate, the two-week period will be shortened accordingly, in proportion with the number of teaching days in the course. Field courses are exempted from this requirement..

No **final examination** may count more than 50% toward the final grade in a course.

A **mid-year review progress report** summarizing academic performance will be sent to each student early in the Winter term. The Academic Adviser and the Senior Tutor of the college will also receive copies of this report. Although the reports are useful in assessing a student's progress, they do not represent official grades and mid-year marks will not appear on any formal document. At least 25% of the mark in each 100, 200 and 300 level full course must be determined before the mid-year review in January.

Students are granted credit and retain credit for every course and half-course completed successfully, except in cases where a student has received more D grades than are allowed by the regulations governing the student's academic program. A maximum of three full courses with D grades may be counted towards a degree. Only one full course with a D standing may be counted for credit in a student's major. A maximum of one full course with a D grade may be counted in each discipline of a joint-major program. All references to D grades refer to all grades in the D range (50-59). **Courses that are cross listed** between two or more disciplines may be credited towards one discipline only. The course may not be credited towards both disciplines. **A course may be repeated for credit only once**, and then only if the grade on the first attempt was below 60%. Credit will be given only for the attempt with the highest result. Both attempts will appear on the student's academic record.

Since June 1982, the following **grading scheme** has been in effect:

A+ . . .90 - 100	C63 - 66
A . . .85 - 89	C-60 - 62
A- . . .80 - 84	D+ . . .57 - 59
B+ . . .77 - 79	D53 - 56
B . . .73 - 76	D- . . .50 - 52
B- . . .70 - 72	F0 - 49
C+ . . .67 - 69	

No grade is official until it has been reviewed by, or on behalf of, the Committee on Undergraduate Standings and Petitions and Senate. Following this review, grades are released to students by mail from the Registrar's Office.

A student may ask for **special consideration because of illness or other circumstances** that prevent the student from completing the assigned course work on time, or from writing the final examination in a course. Such requests should be made as soon as circumstances arise. In all instances, the student should approach the instructor(s), who may grant requests for extensions or special examinations. In more serious cases the Academic Adviser or Senior Tutor should be consulted. In certain circumstances, students may appeal for Retroactive Withdrawal (see the section on Withdrawal under *Registration*), for Aegrotat Standing or Incomplete Standing. Petitions for Aegrotat or Incomplete Standing must be made through the academic department concerned and must be accompanied by adequate supporting documentation (e.g., medical certificates or other supporting evidence) confirming the student's inability to write the test/examination on a specific date or to complete the course work in the prescribed time.

Aegrotat Standing exempts the student from writing the final examination in a course, and is granted on the grounds of physical or emotional disability. Students seeking Aegrotat Standing must consult the appropriate instructor(s). Aegrotat Standing is granted only if all required term work is complete, and is therefore not appropriate in cases of prolonged illness.

Incomplete Standing permits the student to submit any remaining work in a course at a specified date following the end of the academic term. Incomplete Standing will be granted only when a student is unable to complete the required work in a course within the prescribed time for reasons beyond his or her control, such as illness, physical or emotional disability, or loss or damage to work already done or in progress. Failure by a student to organize the workload will not be considered adequate grounds for Incomplete Standing. Petitions for Incomplete Standing must be made through the academic department concerned and must be accompanied by appropriate supporting documentation.

Students with Incomplete Standing from the Fall/Winter Session must have the Incomplete resolved by June 30. Students with Incomplete Standing from the Summer Session must have the Incomplete resolved by September 30. A student wishing an extension beyond these final deadlines must submit a petition to the Committee on Undergraduate Standings and Petitions outlining any compelling or extenuating circumstances that would warrant such an extension. Appropriate supporting documentation including a letter of support from the Department Chair must accompany the petition. In cases where a petition is not submitted by the deadline or the petition is rejected, the mark assigned will be the mark indicated on the Incomplete form, or zero if no mark is indicated.

Examinations

A **formal examination** is any final examination or mid-term test that contributes more than 10% to the final grade of a course, and is scheduled during a formal examination period. Formal examinations may be written, oral, or have a performance component associated with them. They may be open-book, closed-book, or take-home, and may assume one or more test formats such as essay, short answer, multiple-choice, mathematical calculation, etc. Not all courses have formal examinations. **Take-home examinations** are distributed to students either at the last class meeting of the term, or during the formal examination period. The period of time allotted for completion of the examination must be the same for all students in the course, and the date and time at which submission is due must be clearly indicated on the examination paper. Take-home examinations may not have submission dates falling after the end of the formal examination period.

Availability of past examinations: To ensure that all students have equal opportunity to review the types of questions typically asked on written final examinations, the Bata Library and Durham College (Oshawa) Library will keep on reserve:

- copies of all final examinations administered during the previous three years in currently-offered courses or;
- a reasonable sampling of the type of questions asked.

The latter may be more appropriate than option 1 if there is a new course instructor or if there are major changes in course content or approach of the examination format.

'Reasonable' may be defined as at least two to three essay questions, five short answer

questions, five to ten multiple-choice questions or problems, depending on the format of the examination.

The following **procedures for the scheduling of formal examinations** will apply to both mid-year and end-of-year formal examination periods:

- there will be no direct conflict for formal examinations scheduled for any student's courses and;
- no student will be required to write more than two formal examinations within a 24-hour period.

Students who wish to observe their **cultural or religious holidays during the scheduled formal examination periods** should notify the Registrar's Office in writing by the final Friday in September. Whenever possible, the scheduling of formal examinations will be adjusted to accommodate these dates. Where this is not possible, the student should notify the instructor in order to make alternative arrangements.

Requests for a **re-scheduled or an alternative arrangement to writing a final examination** must be made in writing to the academic department concerned. The submission must outline the reason for the request and include supporting documentation. Each request will be assessed on its own merit, with consideration given to the documentation provided and the resources of the department involved (see also *Examinations for special needs students*.) Departments may also request through the Dean that an examination be rescheduled or an alternative arrangement to writing a final examination be offered.

Requests for **Special Needs examinations** for Special Needs students who have been identified as such by the Special Needs Coordinator, may be initiated by a student or a faculty member. All such requests must be made through the Special Needs Office.

There are **no supplemental examinations**. Students who are unable and/or fail to write examinations or to complete course work should refer to Aegrotat and Incomplete Standing, in this section of the Calendar, under Course Assessment.

Students must bring their Trent student cards to the examination. Cards must be placed on the top right-hand side of the examination desk/space and be visible to the Course Invigilator when students are asked to sign an attendance list. Students who fail to produce a valid student card must report to the Dean's Office, with their card (if available), by 1 p.m. on the next working day. Students whose names are not on the pre-printed attendance lists must report to Registrar's Office by 1 p.m. on the next working day. Failure to do so may result in a grade of zero for the examination.

Final grades are released by mail from the Registrar's Office only after they have been reviewed by, or on behalf of, the Committee on Undergraduate Standings and Petitions (CUSP) and Senate. Instructors and/or departments must not release final grades or final examination marks directly to students. Where Fall term half-courses are prerequisites for Winter term half-courses, the grades for Fall term half-courses are released to College Senior Tutors and JBC as soon as they are available. Students may be de-registered from Winter-term half-courses where the prerequisite standing has not been achieved. Faculty may choose to provide students who request it a breakdown of their final marks, but only after the marks have been released by the Registrar's Office. This information may free a student whose grade is lower than expected from the time and expense of launching an unnecessary formal appeal.

Notwithstanding the policy and procedures, faculty may:

1. on a voluntary basis, allow students access to their final examination papers, but only under conditions that ensure strict control over the security and integrity of graded examination papers and,
2. choose to re-read a final examination paper upon student request, although (again) they are under no obligation to do so.

Student Access to Graded Final Examination Papers

Final examination papers are the property of the University and are not intended to provide substantive feedback to students. Final examinations are kept under conditions of tight security and may be examined by students only under the following circumstances once the grades have been released by the Registrar's Office:

1. a formal written appeal of the course grade has been made and the appropriate deposit received by the Registrar's Office (see item 3) within the specified time frame; and
2. evaluation of the final examination by a second reader has not resulted in a grade adjustment upwards; and
3. a formal written request to examine his/her examination paper, accompanied by a non-refundable deposit of \$10, is made by the student to the Registrar's Office.

Upon receipt of a formal written request to examine an examination paper, the Registrar's Office, through the Department Chair, will have the relevant instructor/department concerned deliver the examination paper to the office of the Assistant Registrar, Systems and Records unless the Department chooses to manage all arrangements. An appointment to view the examination paper in a room within the department or Registrar's Office will be made. The review time will be limited to a maximum of one hour. The final examination may not be photocopied or marked in any way.

Recognition of academic excellence

To encourage and reward academic excellence, the University offers a number of in-course scholarships, prizes and medals (see *Financial assistance and awards*).

All students who achieve an average of A- (80%) or better over their most recent five full courses or equivalent will have their names placed on the **Dean's Honours List**. Graduating students who are eligible for the Dean's Honours List will have that fact noted in the convocation program.

Penalties for weak academic performance

Students are expected to meet and maintain certain standards of academic performance. Failure to do so could result in the imposition of an academic penalty.

A student whose academic performance is weak may be placed on **probation**. If the student's performance does not improve, a more serious penalty may be imposed.

Rustication is an imposed absence from the University of not less than one year. This penalty may be imposed whether or not the student has been on probation. A student may be **debarred** if academic performance continues to be weak following a period of rustication. Debarment entails a minimum of three years' absence from the University.

Assessing academic status

A student's academic status is determined by calculating an **assessment average**, which is the mean grade earned in a minimum of three full courses taken either concurrently or consecutively since the previous assessment. **All** courses for which a final grade has been assigned since the previous assessment will be counted toward the assessment average. If there has been no previous assessment, all courses for which a final grade has been assigned are included in the assessment. The Committee on Undergraduate Standings and Petitions may reconsider and alter the implications of an assessment average which is unduly affected by extremes in course grades.

The following criteria will normally be employed when determining academic status following the calculation of a student's **assessment average**:

- students with a minimum average of 60% will be *eligible to proceed*;
- students with an average of 50% to 59.9% will be placed on *probation*;
- students with an average of less than 50% will be *rusticated*.

Students who are on probation will have their probation lifted and will be eligible to proceed if they achieve an assessment average of 60% or better. Students on probation who fail to attain an average of 60% will be rusticated.

Students returning from a period of rustication must apply for re-admission to the University and, if re-admitted, will be placed on probation. Students who have been placed on probation following a period of rustication and who do not achieve an average

of 60 % upon the next assessment will be debarred. An assessment average of 60 % or more will clear the probation and the student will be eligible to proceed. However, once a rustication penalty has been imposed, any subsequent rustication following any assessment period will result in debarment.

Students returning from a period of debarment must apply for re-admission to the University and, if re-admitted, will be placed on probation. Students who have been placed on probation following a period of debarment and do not achieve an average of 60 % upon the next assessment will be debarred. An assessment average of 60 % or more will clear the probation and the student will be eligible to proceed. However, once a debarment penalty has been imposed, any subsequent rustication following any assessment period will result in debarment.

Exemptions from Regulations

Requests for an exemption from any regulation on assessment of performance should be forwarded by the department/program Chair to the Dean of Arts and Science. An explanation as to why the current regulations are pedagogically inappropriate, and/or impose unusual hardship on the faculty and/or students involved in that course, must be attached to the request. Course syllabuses may not reflect an exemption until that exemption has been formally approved.

The Dean approves or rejects exemptions from regulations in consultation with the Academic Development Committee.

Academic Appeals

Appeals of term work

A student may appeal the assessment of term assignments and tests during the course of the year. Such appeals should be directed to the course instructor and subsequently, if necessary, to the Chair of the Department or Program.

Appeals of final marks

Final marks in individual courses will be reviewed by the Department concerned and submitted to the Registrar's Office, countersigned by the Chair.

Every student has a right to appeal final standing in any course, regardless of the grade. In considering such appeals, however, only the final examination will normally be reassessed. In courses where there are no final examinations, an appeal will be based upon a re-assessment of the final written assignment in the course. All appeals should be made in writing to the Registrar's Office before March 15 for courses completed in December, July 15 for courses completed in April, and September 30 for a course in the Summer Session.

Students who have not received final grades because of outstanding financial obligations to the University are subject to the same deadlines.

A fee of \$25 will be charged for the handling of an appeal, refundable if the mark is raised. Marks cannot be lowered as a result of such an appeal.

Special appeals

If, after exhausting all other areas of appeal, students still feel that they have been subject to undue hardship, they may appeal directly to the Special Appeals Committee through the secretary of the committee. Such appeals should be made within four weeks of receipt of the previous ruling, and should be in writing on the appropriate forms available from the University Secretariat in the Bata Library. All decisions of the Special Appeals Committee are final and take effect when issued.

Appeals of academic regulations

Students who believe that academic regulations have imposed undue hardship on them may appeal to the Committee on Undergraduate Standings and Petitions through the Senior Tutor of their college.

Academic misconduct

All members of the University community share the responsibility for the academic standards and reputation of the University. Academic honesty is a cornerstone of the development and acquisition of knowledge. Academic honesty is a condition of continued membership in the University community.

Academic dishonesty, like other forms of dishonesty, is misrepresentation with intent to deceive or without regard to the source or the accuracy of statements or findings. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Scholarly integrity is required of all members of the University.

Policy on academic misconduct

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

Plagiarism

Plagiarism is work in a course which is not the student's own work. While scholarly work often involves reference to the ideas, writings, and data of other scholars, it is intellectually dishonest to present the work of others without explicitly and clearly giving them credit and appropriate reference. Plagiarism is a failure to indicate the ownership of the ideas or the work of another author by, for example, not using quotation marks and/or appropriate citation when rewriting the words of a source.

Cheating

Cheating is dishonest or attempted dishonest academic conduct during tests or examinations or in the preparation of any other course work. Some common examples are:

- submitting original student work for credit in two or more different courses without the prior agreement of the instructors involved;
- bringing materials into an examination or test which have not been authorized by the instructor;
- impersonating another individual for an examination or test;
- copying from another individual or allowing another student to copy from your test, assignment or examination paper;
- communication in any way with another student during a test or examination;
- presenting work of another individual as one's own;
- purchasing from, or selling to, another any piece of work for submission, and facilitating the selling and purchasing of such material;
- submitting any purchased material as one's own work;
- falsification of results in laboratory experiments and research assignments.

Penalties

A student who has been found guilty of an academic offence will be subject to a penalty or penalties commensurate with the offence. Penalties may range from reprimand to expulsion from the University. Penalties greater than an F grade in a course will only be imposed by the Dean of Arts and Science. Enforcement of penalties will be overseen by the Registrar.

In deciding on the appropriate sanction to be imposed for an act of academic misconduct, 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 act in question was an isolated incident or part of repeated acts of academic dishonesty;
- any other mitigating circumstances.

Procedures

Academic offences will normally be dealt with, in the first instance, by the instructor. If the matter is of a grave nature and a formal accusation is to be made, the instructor will report the matter to the Department Chair who, after reviewing the evidence, will inform the student in writing of the charge and the evidence on which the charge is based. The student will be given two weeks from the date of the letter to respond either in writing or in person. If the student fails to respond within this time period, the student will be informed in writing of the penalty that the offence has incurred and also that a notice of the charge has been placed in their file, which shall be maintained in the office of the Dean of Arts and Science. Repeated offences may incur additional penalties beyond those imposed by the Chair at the discretion of the Dean of Arts and Science.

Any student accused and judged guilty of plagiarism or other academic misconduct may appeal the judgement and the penalty imposed. Appeals against the judgement of a Department Chair will be to the Dean. Appeals against the judgement of the Dean of Arts and Science will be to the Special Appeals Committee, whose decision will be final.

Convocation

Students who intend to graduate must complete, before the deadlines specified in the *Diary of Significant Dates*, an *Application for degree assessment and to graduate* form, available from the Registrar's Office. Students missing the deadline will be charged a late fee. In order to attend convocation, students must meet the required academic qualifications, and must also be free of all financial obligations to the University.

Students completing their degree/diploma requirements at the end of Summer session should complete the application during the Summer in order to be reviewed for eligibility for the Fall. A notation as to the degree/diploma completed will appear on the transcript once eligibility has been confirmed by Senate. Students who have applied and are eligible to graduate may participate in the Convocation ceremonies in the Spring of the following year, and will receive their degree or diploma at that time.

Students with Incomplete Standing in certain courses or on approved Letters of Permission should refer to the University Diary for the final date for receipt of such grades for Spring and Fall graduation eligibility. Students whose final grades have not been received by the published final submission date will be required to delay their convocation and/or will not have the degree or diploma noted on their transcript.

Transcripts

Official copies of a student's academic transcript are transmitted by the Registrar's Office directly to other institutions only at the student's written request.

The request should specify the student's name, Trent student number, address, phone number and email address, as well as the institution(s) to which the transcript is to be sent and the number of copies to be sent to each institution, the department and address to which the transcript(s) is to be sent, the student's signature to authorize the release, and a cheque made out to Trent University for the appropriate amount.

The fee for transcripts is \$8 per copy. Transcripts are prepared in the order in which requests are received. Ten working days should be allowed for processing.

Grade reports are provided free of charge to the student upon completion of each session.

Transcripts or grade reports will not be released for students who have outstanding financial obligations to the University.

DEGREE REQUIREMENTS

Trent University encourages students to plan a program leading to a single-major or joint-major Honours degree. The Honours degree is the basic qualification for entry to graduate programs and generally enhances employment opportunity upon graduation. Students apply to graduate in their final session on the *Application to graduate and degree assessment form*.

The University offers the following Honours and General Degree programs:

- Bachelor of Administrative Studies (Honours)
- Bachelor of Arts (Honours)
- Bachelor of Science (Honours)
- Bachelor of Arts (General)
- Bachelor of Science (General)

Students seeking the Bachelor of Administrative Studies degree are normally admitted at the beginning of their first quarter of study. Students seeking the Bachelor of Arts or Science degrees who have completed four full-courses (4.0 credits) or more must indicate their intent to enter or continue in the Honours program at each registration period.

The following table outlines the University degree requirements for the Administrative Studies, Honours and General degree programs. The major requirements for the degrees are outlined in the following *Academic Programs* section. Bachelor of Science degree requirements follow on the next page.

Table 1
“Course” means full-course equivalent or 1 credit; a half-course is equivalent to 0.5 credits

Requirements for all degrees

1. meet the single- or joint-major requirements as outlined in the program section of this Calendar.
2. at least three courses must lead to majors in different disciplines.
3. at least four distinct disciplines must be included in the student’s degree program.
4. no more than seven 100-level courses may be counted.
5. minimum grade of 60 is required in specific introductory courses to proceed in given disciplines.
6. only one course with a D standing (50 to 59.9) may be counted for credit in a student’s major; one in each discipline of a joint-major program.
7. No more than three courses with D grades (50 to 59.9) may be counted toward a degree.

<i>Requirements for</i>	<i>Honours</i>	<i>Honours</i>			<i>General</i>
	<i>Admin. Studies</i>	<i>Arts and Science</i>			
8. Total course equivalents <i>Total courses specified with each academic program</i>	20	20	19.5	19	15
9. Minimum cumulative average required to enter or continue in an Honours Program	70 % *	65 %	65 %	65 %	n/a
10. Minimum courses at 300- and 400-levels <i>Some programs have 200-level courses equivalent to 300-level</i>	7	7	7	7	4
11. Maximum courses permitted without receiving academic credit. <i>Applies to Honours programs only; includes failed courses and D grades not for credit</i>	6	6	6	6	n/a
12. Maximum courses in a single discipline	*	13	12.5	12	8

*see Administrative Studies for details

ADDITIONAL REQUIREMENT NOTES AND PROVISOS**Bachelor of Administrative Studies (Honours)**

- Grade 12 advanced mathematics required
- Students unable to maintain the required minimum 70 % average must choose a major in the B.A. or B.Sc. programs.
- Students who will meet the Economics General degree major requirements at the end of their third quarter of study may apply to graduate. Students exercising this option will be required to apply for re-admission to the Administrative Studies program to pursue a second degree. (See Admissions for details regarding second degrees.)

Bachelor of Arts or Science (Honours)

- Students with a General degree who wish to complete an Honours program should apply for readmission to the University no later than June 15.
- Students who do not meet the minimum 65 % cumulative average or have surpassed the maximum six full-courses (6 credits) designated NCR (no credit received) and meet all the requirements for a General degree, will be awarded a General degree.

Single-major honours with minor. Students eligible to receive a single-major Honours or Bachelor of Administrative Studies degree **and** meet the requirements for a joint-major General degree in a second subject are eligible to apply on the *Application to graduate and degree assessment form* to receive a **minor** designation in the second subject. *Administrative Studies* minors are available. Contact the department for details.

Departments cannot require students to complete more than eight courses in one discipline toward a joint-major Honours program or more than six courses toward a joint-major General program.

Students apply for a science degree at the time they complete the *Application for degree and assessment form*. Completion of specific majors or joint-majors automatically lead to Bachelor of Science degrees. In other instances, students may petition to receive science degrees upon completion of single- or joint-major programs if a minimum number of science courses have been completed.

A student is eligible for a single major Bachelor of Science degree upon completion of all requirements in Table I and at least one university mathematics course (1.0 credit) and all other requirements of:

- one of the majors listed in Table II (automatic science eligibility) or;
- by petition, one of the majors listed in Table III and 14 science courses (14 credits) in the Honours Degree program or 11 science courses (11 credits) in the General Degree program.

A student is eligible for a joint-major Bachelor of Science degree upon completion of all requirements listed in Table I and at least one university mathematics course (1.0 credit) and the majors' requirements of:

- any two subjects listed in Tables II and III (automatic science eligibility) or;
- by petition, a subject in Table II with another subject not listed in Tables II or III and 14 science courses (14 credits) in the Honours Degree program or 11 science courses (11 credits) in the General Degree program.

Table II

Biochemistry	Environmental Chemistry
Biology	Geography (B.Sc. option)
Chemical Physics	Mathematics
Chemistry	Physics
Computer Science	Psychology Honours (course-based option)
Computer Studies (B.Sc. option) (joint-major only)	
Computing and Physics	
Environmental & Resource Studies (B.Sc. option)	

Table III

Anthropology
Economics
Psychology General
Psychology Honours (thesis-based option)

Students who complete a Bachelor of Science program without the required university mathematics course will receive a Bachelor of Arts degree.

Students are encouraged to contact the appropriate department(s) for further information on planning individual Honours programs.

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Explanation of Course Identification

Courses are identified by three digits. Generally, the first digit indicates the year in which the course is normally taken, and the second digit usually indicates an area of study within a discipline. Half courses are indicated by the suffix *a*, *b*, or *c*; indicating courses taught in the Fall term, Winter term, or throughout the year respectively. Half-courses equal a half credit. Full courses equal one credit. Any two half-courses equal one full course for credit purposes.

Animal Care Course

This course deals with the ethical principles, legal aspects and practical considerations regarding animal research. There are no prerequisites and the course is not credited towards a degree. The course is mandatory for all students whose work involves handling and experimentation with live vertebrate animals. The course will be offered only once in the academic year at the beginning of the Fall Term. For details of when the course will be offered, contact the Department of Biology, Chemistry, Environmental and Resource Studies, or Psychology.

ADMINISTRATIVE STUDIES

Telephone: (705) 748-1492

Fax: (705) 748-1409

E-mail: adminstudies@trentu.ca

Web: www.trentu.ca/adminstudies

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Conjunct Associate Professor

R. Blackmore, B.Sc. (BIRMINGHAM), M.B.A. (WESTERN ONTARIO), C.A.

Adjunct Faculty

R. Beninger, B.A. (TRENT), LL.B. (OTTAWA), LL.M. (LONDON); R. Taylor, B.A. (TRENT), LL.B. (QUEEN'S)

Associated Faculty

Computer Studies, J.W. Jury; *Economics*, M. Arvin, D. Curtis, J. Muldoon; *History*, D. McCalla, *Mathematics*, E.A. Maxwell; *Political Studies*, R. Paehlke; *Sociology*, P. Bandyopadhyay, C. Huxley.

Administrative Studies is a four-year (20 credit) Honours program leading to the degree of Bachelor of Administrative Studies (B.A.S.). This program is intended for students with an interest in careers in management in the public and private sectors.

The objective of the Administrative Studies Program is to provide students with a generalist rather than a specialist program of study. The administration courses are designed to introduce the student to the various administrative techniques (accounting, marketing, management science, computer science, commercial law, etc.) while the policy courses are concerned with strategic decisions affecting the long-range directions of organizations, businesses and governments.

Students entering the B.A.S. degree program must have completed Grade 12 mathematics at the advanced level or its equivalent with a good standing.

To remain in the B.A.S. degree program, a cumulative average of B- (70%) in courses completed (excluding electives) must be maintained. Students who are unable to maintain a B- average may transfer to a B.A. or B.Sc. program in another discipline, provided they can make up any degree requirements for a major.

Students transferring into the B.A.S. program from another university or Community College will have their transcript assessed by the Registrar's Office for course credit(s) transfer. They should then submit their transcript to the Director to determine course equivalen-

cies. Students transferring into the B.A.S. program from another department or program should consult with the Director to confirm their course of study.

Students entering the fourth year must indicate their course choices to the Director as part of the Early Registration procedures.

REQUIRED COURSES

Year I

Administration 105, Economics 101a or b and Economics 102a or b, one of Politics 100, Sociology 100; and two electives (at least one first year course from History, Philosophy, English, or Modern Languages is recommended). Upper-year core courses are not open to first-year students.

Year II

Administration 201a and 202b, Administration 250, Administration-Economics 225a and 220b, one course in either policy or administration (or either Economics 200 or Economics 201), and one elective.

Year III

Administration 350, a further course in administration, one policy course, one additional course in either policy or administration, and one elective.

Year IV

Administration 400, Administration 410, one policy course, one additional course in either administration or policy, and one elective.

Students who meet the requirements for a B.A.S. degree will be awarded a minor in another subject if they meet or exceed the requirements for a joint-major general degree in the other subject. Attention is drawn to complementary fields of study such as: Canadian Studies, Computer Studies, Economics, Environmental and Resource Studies, History, Native Studies, Politics, and Sociology.

Minor in Administrative Studies

Requirements for a minor in Administrative Studies: minimum of five courses in Administrative Studies, including *AD105, AD250, AD201a, AD202b*, at least one *300* or *400* level Administration course, and at least one other administrative studies course.

ADMINISTRATION COURSES

Please consult the academic timetable to determine which of the courses listed will be offered in 1999–2000.

Administration 105 – Introduction to managerial communications

The course examines the theory and practice of communications in an organizational context with particular emphasis on written communications. The lectures and workshops stress a strategic approach to management communications in order to enhance the effectiveness of professional writing and the understanding of organization situations.

Administration – Native Studies 190 – Introduction to management and management decision-making in contemporary aboriginal organizations

The course examines the basic tasks, responsibilities, and practices of management in aboriginal and non-aboriginal organizations and by aboriginal managers.

Economics 101a or b – Introductory microeconomic analysis (See Economics.)

Economics 102a or b – Introductory macroeconomic analysis (See Economics.)

Administration 201a – 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 records and statements required for public reporting. Problems related to different types of business and to the various legal forms of business are considered. Open to all second-year students or by permission of the instructor.

Administration 202b – 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: *Administration 201a* or by permission of the instructor.

Administration – Economics 220b – Introduction to statistics for economics and management (See Economics.)**Administration 222a – 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: Open to any second year student or by permission of the instructor.

Administration 223b – 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, performance appraisal and compensation. Prerequisite: *Administration 222a* or equivalent or permission of the instructor.

Administration – Economics 225a – Introduction to mathematics for economics and management (See Economics.)**Administration 250 – Organization theory**

An introduction to organizational theory and an examination of specific organizations. Structure, process, environment, and other aspects of organizations are approached through multiple-frame analysis. Prerequisite: Open to any second year student or by permission of the instructor.

Administration – Native Studies 272

This course looks in general at the issues affecting organizational behaviour. There is a special focus on the performance, aboriginal character, and people management of contemporary aboriginal organizations. *Native Studies 100* and *Administration/ Native Studies 190* recommended. Lecture and seminar weekly.

Computer Studies 261a – Information systems for business and government.
(See Computer Studies.)**Computer Studies 262b – Structured systems analysis and design**
(See Computer Studies.)**Administration 310a – Introduction to marketing (Part I)**

This course examines the nature of the market-place, and introduces basic strategy for adapting a marketing mix to the external environment. Students are required to review a current advertising campaign. The development of ideas through interactive learning is encouraged. Open to any second year student or by permission of instructor.

Administration 315b – Introduction to marketing (Part II): advertising and promotion

This course, a continuation of *Administration 310a*, focuses on sales, advertising and the media, and sales promotions. Students are invited to create independent projects, which may involve work with a corporation or organization. Prerequisite: *Administration 310a*.

Administration 320a/b – 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. Prerequisites: *Administration 201a* (or other accounting deemed sufficient by the instructor).

Administration 325a/b – The legal environment of management

The course will direct itself to the legal limits within which management operates and the laws with which business decision-making must comply. The use of law for protection of the competitive marketplace, of the consumer and of the business person will be reviewed and explained through the primary sources of law: cases and statutes. Prerequisite: *Administration 250*, or permission of the instructor.

Administration – Sociology 333a – Social organization and bureaucracy

An overview of different approaches to the analysis of complex organizations including classical theories of bureaucracy, the managerial tradition and perspectives drawn from contemporary sociology. Selected case studies are examined with special emphasis on the analysis of the modern business enterprise. Prerequisite: *Sociology 100* or *Administration 250* or permission of the instructor.

Administration 340 – Entrepreneurship and small business

Students learn about the challenges facing a small business within the Canadian social, economic, political and regulatory environments. Prerequisites: *AD 201a* or equivalent; *AD 310a* and *315b* strongly recommended.

Administration 341b – Communications in organizations

Verbal and non-verbal communication, social cognition, self-perception/concept, conflict theory, and their relevance to life in groups and organizations. One lecture and one hour lab weekly. Prerequisite: *Administration 105* or *Administration 222a* or permission of the instructor.

Administration 350 – Managerial planning and control

The processes and problems of planning and control with particular attention to budgeting. The course will focus critically on traditional and innovative budget procedures for organizations in both the private and the public sectors. Emphasis will be placed on the vital role of the budget process in management. Prerequisite: *Administration 201a/202b* and *Administration 250*.

Administration 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 students with fourth-year standing in the B.A.S. degree program.

Administration 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. Prerequisite: Fourth-year standing in the B.A.S. degree program or permission of the instructor.

Administration 420 – Business ethics

Examines the ethical issues encountered in business 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: Fourth-year standing in the B.A.S. degree program; or third-year standing with permission of the instructor.

Administration 430 – Workplace diversity

This course addresses some of the workplace problems and opportunities that arise from the demographic diversity of the 1990s and beyond. The course will also examine the human resource implications of conducting business on an international basis. Prerequisite: *Administration 223b* or equivalent or permission of the instructor.

Administration 482, 483a/b/c – 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. Placements are arranged through the Trent Centre for Community-Based Education in consultation with relevant faculty, based on research needs identified by community organizations. For a fuller explanation, please consult the section of this Calendar on "Community-Based Education Program."

Administration 490 – Reading course

By individual arrangement, normally before early registration. Prerequisite: permission of the instructor.

Administration 495 – Special topics

For course details offered in a particular academic year please contact the Program Office.

Administration 499 – Research project

Research based on a project developed with a local organization. Details must normally be arranged with the Director by May 1 of the preceding academic year.

POLICY COURSES

Below is a list of all approved policy courses. Please check timetable for policy courses offered in this calendar year. (See Calendar description in the respective departments or programs.) Students are advised to check prerequisites and the pertinent department regulations for courses in planning their academic programs.

Comparative Development 400: Modernity and development
Economics – Canadian Studies 260a: Canadian economic development
Economics – Canadian Studies 261b: The Canadian economy
Economics 301a/b: Monetary theory
Economics 302a/b: Monetary institutions and policy
Economics 311a: International trade
Economics 312b: International finance
Economics 316a/b: Government expenditure analysis
Economics 317a/b: Canadian tax policy
Economics – Comparative Development 331a: The economics of developing countries
Economics – Comparative Development 333b: The economics of global interdependence
Economics 341a/b: Industrial organization
Economics 350a/b: Economics of Trade Unions
Economics 351a/b: Labour Economics
Economics 361a/b: An economic history of the Industrial Revolution
Economics 362a/b: International economic history, 1850 to the present
Economics – Environmental and Resource Studies 381a: Environmental economics
Economics – Canadian Studies 384a/b: Health economics
Environmental and Resource Studies – Canadian Studies 310:
 Public policy and the Canadian environment
Environmental and Resource Studies – Comparative Development Studies
 – *Politics 461b*: Global environmental policy
Geography – Canadian Studies 380b: Regional economic development
History – Canadian Studies 308: Business history
History – Canadian Studies 3952: Canada and the world
Native Studies 200: Politics and aboriginal communities
Native Studies 290: Aboriginal economic development
Native Studies 300: Aboriginal governance
Native Studies – Comparative Development 305: Aboriginal community development
Native Studies 320: Urbanization and the aboriginal peoples
Native Studies 330: Education and aboriginal peoples
Native Studies 340: Aboriginal law
Native Studies 381a/b: Theory of community-based research
Native Studies 383a/b: Community based Oral history methods
Politics – Canadian Studies 201: Canadian politics
Politics 220: Global politics
Politics – Canadian Studies – Environmental and Resource Studies 267a: Public Policy
Politics – Canadian Studies 268b: Policy and democracy: ethics, law and politics
Politics – Canadian Studies 309: Ontario politics
Politics 320: Ordering world politics
Politics 322: Global political economy
Politics – Canadian Studies 362: Public policy and administration in Canada
Politics – Canadian Studies 366a: Canadian political economy
Politics 420: Politics of globalization
Politics 425: Advanced topics in global politics
Politics – Comparative Development 427: Democracy and democratization
Politics – Canadian Studies – Environmental and Resource Studies 460a: Public policy in global perspective
Sociology 334b: Sociology of Work
Sociology 366: Analysis of Social Policy

ANCIENT HISTORY AND CLASSICS

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Professor and Chair of the Department

K. H. Kinzl, DR. PHIL. (VIENNA)

Professor Emerita

J.P. Bews, B.A. (QUEEN'S), M.A., Ph.D. (LONDON)

Professor

I.C. Storey, B.A. (UNIV. TRIN. COLL.), M.A., Ph.D. (TORONTO), M. PHIL. (OXFORD)

Associate Professor

D. F. R. Page, B.A., DIP. ED. (SHEFFIELD) (on leave 1999-2000)

Adjunct Faculty

M.R. Boyne, B.A. (TRENT), M.A. (TORONTO); J. Tinson, B.A. (TRENT), M.A. (QUEEN'S)

The department offers courses in English on the history, literature and civilization of the ancient Greek and Roman world, as well as courses in the ancient languages (Greek and Latin).

Majors and joint majors are offered in: Classical History, Classical Studies

Degree programs in Greek and Latin are also available

Notes and provisos

- The single-major Honours program consists of 19 courses.
- Students are not limited to a maximum of 12 courses within the department (eight in a General program), as long as they do not exceed the maximum of 12 (or eight) within a particular discipline.
- Students who propose to pursue a single or joint-major within the department should consult the chair at the end of their first year or very early in their second year.
- Courses at the 400-level are normally limited to students in the fourth quarter of the Honours program.
- Reading (390 and 490 designation; normally 12 meetings) and special topics (395 and 495; 24 meetings) courses require consultation with the department by March of the preceding academic year and are offered only if faculty are available. Students may take more than one such course in either one year or their overall program.
- Students considering graduate work in Ancient History and Classics are strongly advised to include as many courses in the ancient languages as possible (a minimum of five is suggested) in an Honours program if they expect their applications to be considered by a Graduate School, and to begin the study of German or French as undergraduates.

Please consult the academic timetable and the departmental brochure to determine which of the courses listed will be offered in 1999-2000.

Classical History (Greek and Roman history)

Notes

- All courses are taught in English
- Students may take both *Classical History 100* and *Classical History 201* in their first year.
- Classical History majors may substitute a course in Classical Civilization or Greek or Latin, or *Classical Literature 100* or *200*, or *Philosophy 210*, or *History 205* for a non-prescribed course in Classical History.
- One Classical History course beyond *Classical History 201* may be counted for credit toward a major in History; a second course may be counted with permission of the Chair of the Department of History.
- Students in the Honours program in Classical History are strongly advised to include at least one course in Latin or Greek.

Single-major Honours program in Classical History, nine courses: *Classical History 100*, *201*, *410* or *420*, *490*; five more 200-level or 300-level courses in Classical History, of which at least two must be at the 300-level.

Joint-major Honours program in Classical History, seven courses: *Classical History 100, 201, 410 or 420, 490*; three more 200-level or 300-level courses in Classical History, of which at least two must be at the 300-level.

Single-major General program in Classical History, six courses: *Classical History 100, 201*; and four more 200-level or 300-level courses in Classical History, of which at least two must be at the 300-level.

Joint-major General program in Classical History, five courses: *Classical History 100, 201*; three more 200-level or 300-level courses in Classical History, of which at least two must be at the 300-level.

Classical History 100 – The history of Greece, to the decline of the city-states

An introduction to the study of ancient history illustrated by problems of the period 600–323 B.C. (early Sparta, the Athenian reformers Solon and Kleisthenes, Greek tyranny, Athenian democracy, the Athenian Empire, the world empire of Alexander). Two lectures weekly, fortnightly seminar. *K.H. Kinzl*

Classical History 201 – Rome from the Republic to the Caesars, c. 150 B.C. – A.D. 68

A study of republican institutions, Roman imperialism, the collapse of the republic in the last century B.C., the 'monarchy' of Julius Caesar, the 'restored republic' of Augustus and the reigns of the Julio-Claudian emperors (Tiberius, Claudius, Caligula and Nero). Two lectures weekly, fortnightly seminar. Open to first-year students. *Staff*

Classical History 205a – International relations in the Greek world, c. 500 – 338 B.C.

This course examines such aspects as national and 'racial' attitudes, imperialism, alliances and diplomacy, political propaganda, etc. Special attention will be given to the original documents of the time, to be studied in English. Weekly two-hour meetings. Open to students beyond first year. *K.H. Kinzl*

Classical History 207b – 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. Weekly two-hour meetings. Open to students beyond first year. *K.H. Kinzl*

Classical History 305 – Government and politics in the Greek city-states, c. 600–300 B.C.

A course examining such forms of government as democracy, tyranny, oligarchy, etc. Two-hour meeting weekly. Open to Classical History students beyond second year, or with the permission of the instructor. *K.H. Kinzl*

Classical History 331 – The Augustan principate and its origins, 44 B.C. – A.D. 14

A study of the political, constitutional, administrative, social and cultural history from the assassination of Julius Caesar to the death of Augustus, with special attention paid to the ancient sources (studied in English) and to modern assessments. Two-hour lecture weekly, fortnightly seminar. Prerequisite: *Classical History 201*, or with permission of the instructor. *Staff*

Classical History 351a – The Roman Empire from Nero's suicide to the resignation of Diocletian, A.D. 68 – 305

The Roman world under the Flavians, A.D. 69 – 96, and during its peak in the second century; the militarization under the Severan emperors and the crisis of the third century; and the new order of Diocletian's tetrarchy. Weekly two-hour lecture, fortnightly seminar. Prerequisite: *Classical History 201*, or with permission of the instructor. *Staff*

Classical History 352b – The Late Roman Empire, A.D. 305 to c. 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. Weekly two-hour lecture, fortnightly seminar. Open to students beyond first year. Prerequisite: at least one half-course in Classical History or History, or with permission of the instructor. *K.H. Kinzl*

Classical History 390 or 395 – Reading or special topic course

Open to students beyond second year. Prerequisite: two courses in Ancient History and Classics in translation, one of which must be at the upper-year level. Open also to majors in History. *K.H. Kinzl*

Classical History 410 – The Athenian Empire

Political and intellectual developments in the fifth century. Regular two-hour meetings. Open to students beyond third year. *K.H. Kinzl*

Classical History 420 – Nerva, Trajan, and Hadrian, A.D. 96 – 138

The politics, administration, society and economy of the three principates (including a glance back to the reign of Domitian, A.D. 81-96) and the expansion of Rome's frontiers under Trajan, with special emphasis placed on the literary, epigraphic and numismatic evidence and on modern assessments. Regular two-hour meetings. Open to Classical History and History students beyond third year, or with the permission of the instructor. *Staff*

Classical History 490 or 495 – A reading or special topic course.

K.H. Kinzl

Classical Studies (Classical Literature and Civilization)**Notes**

- All courses are taught in English
- Students in the Honours program in Classical Studies are strongly advised to include at least one course in Latin or Greek.
- *Philosophy 210* may be counted as a credit toward a major in Classical Studies.
- One of *Classical Literature 100* or *200* may be counted toward a major in English.
- *Classical Civilization 231a* and *232b* are core courses in the Women's Studies Program.
- Classical Studies majors who take *Classical Civilization-Women's Studies 231a/232b* and two full-course equivalents from *Classical Civilization-Anthropology 224b, 225b, 227a, 228a, Classical Civilization-Anthropology-Geography 223a* may count one full course as equivalent to a third-year credit for the purpose of fulfilling university requirements.

Single-major Honours program in Classical Studies: 10 courses within the department, of which six must be beyond the 100-level, at least two at the 300-level, and two at the 400-level, including *Classical Literature 200* or another upper-year course in Classical Literature; *Classical Civilization-Women's Studies 231a/232b*; one full-course equivalent from *Classical Civilization-Anthropology 224b, 225b, 227a, 228b, Classical Civilization-Anthropology-Geography 223a*.

Joint-major Honours program in Classical Studies: seven courses within the department, of which five must be beyond the 100-level, at least one at the 300-level, and two at the 400-level, including *Classical Literature 200* or another upper-year course in Classical Literature; *Classical Civilization-Women's Studies 231a/232b*; one full-course equivalent from *Classical Civilization-Anthropology 224b, 225b, 227a, 228b, Classical Civilization-Anthropology-Geography 223a*.

Single-major General program in Classical Studies: seven courses within the department, of which four must be beyond the 100-level and two at the 300-level, including *Classical Literature 200* or another upper-year course in Classical Literature; *Classical Civilization-Women's Studies 231a/232b*; one full-course equivalent from *Classical Civilization-Anthropology 224b, 225b, 227a, 228b, Classical Civilization-Anthropology-Geography 223a*.

Joint-major General program in Classical Studies: five courses within the department, of which four must be beyond the 100-level and at least one at the 300-level, including *Classical Literature 200* or another upper-year course in Classical Literature; *Classical Civilization-Women's Studies 231a/232b*; one full-course equivalent from *Classical Civilization-Anthropology 224b, 225b, 227a, 228b, Classical Civilization-Anthropology-Geography 223a*.

Classical Literature 100 – Greek drama in translation

Selected plays of the three major tragedians (Aeschylus, Sophokles, Euripides), and of the two comic poets (Aristophanes, Menander). Lectures will present also the role of drama in classical Greek society. Two lectures weekly, monthly film. *I.C. Storey*

Classical Literature 200 – Myths of the Ancient Near East and Greece

A course examining the nature of myth from Babylonian epic to C.S. Lewis. Themes may include creation myths; gods and human heroes; women in myth; and the nature of love. Weekly lecture, fortnightly seminar. Open to students beyond first year. *Staff*

Classical Literature 390 or 395 – A reading or special topic course**Proposed topic for 1998–99: Romance, Fantasy, and Adventure in Ancient Literature.**

Open to students beyond second year. Prerequisite: two courses in Ancient History and Classics in translation, one of which must be at an upper-year level. *I.C. Storey and staff*

Classical Literature 490 or 495

See entry for CL 390/5. A reading or special topic course. *I.C. Storey and staff*

Classical Civilization – Anthropology – 220a – Introduction to Egyptian archaeology from the Pharaohs to the Romans

The course will focus on the methods and achievements of archaeologists and on the art history of Egypt (through an examination of such remains as sculpture, architecture, and vases and of what is known about particular sites) from the period of the Pharaohs, through the Persians and the Greeks to the Romans, with special emphasis on the Pharaohs. *Staff*

Classical Civilization – Anthropology – Geography 223a – 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. Weekly two-hour lecture. Open to students beyond first year. *Staff*

Classical Civilization – Anthropology 224b – Introduction to classical archaeology

The course will focus on the methods and achievements of classical archaeologists and on the art history of the actual remains (sculpture, architecture, vases) as well as examining particular sites. Weekly two-hour lecture. Open to students beyond first year. *Staff*

Classical Civilization – Anthropology 225b – The Aegean Bronze Age

This course will examine the great civilizations of the Greek world 3000-1000 B.C., with special emphasis on the Minoan (Crete) and Mycenaean (mainland Greece). Attention will be given to archaeological methods and to the physical remains (architecture, vases, sculpture, jewelry). Weekly two-hour lecture. Open to students beyond first year. *Staff*

Classical Civilization – Anthropology 227a – Archaeology of religion and culture

Physical remains from Greek archaic and classical cultural institutions are examined. Topics may include: theatres, sacrifice, pottery, temples, mystery cults, festivals, athletics, and the close examination of particular sites. Weekly two-hour lecture. Open to students beyond first year. *Staff*

Classical Civilization – Anthropology 228b – Archaeology of religion and culture

Physical remains from Roman imperial cultural institutions are examined. Topics may include: housing, trade, aqueducts, temples, imperial cult, early Christianity, provincial administration, public entertainment, and the close examination of particular sites. Weekly two-hour lecture. Open to students beyond first year. *Staff*

Classical Civilization – Women's Studies 231a – Women in the Greek world,

c. 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 (feminist, sociological, anthropological, literary). Weekly lecture and seminar. Open to students beyond first year. *Staff*

Classical Civilization – Women's Studies 232b 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 (feminist, sociological, anthropological, literary). Weekly lecture and seminar. Open to students beyond first year. *Staff*

Classical Civilization 390 or 395 – A reading or special topic course

Open to students beyond second year. Prerequisite: two courses in Ancient History and Classics in translation, one of which must be at an upper-year level. *Staff*

Classical Civilization 490 or 495 A reading or special topic course. Staff**Ancient Philosophy**

See the entry under *Philosophy 210*.

Greek Language and Literature

Notes

- The availability of degree programs in Greek is subject to departmental staffing conditions. Interested students must consult with the chair as early as possible.
- Only one course in New Testament Greek may be counted toward a major in Greek.

Single-major Honours program in Greek: eight courses in Greek, including two 400-level courses in Greek, plus one course in Greek history.

Joint-major Honours program in Greek: seven courses in Greek: these must include two 400-level courses in Greek.

Single-major General program in Greek: six courses in Greek.

Joint-major General program in Greek: five courses in Greek.

Greek 100 – Elementary Greek

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. Four hours weekly. No prerequisite. *I. C. Storey*

Greek 200 – Intermediate Greek

Continuation and completion of classical Attic syntax and grammar, with readings from Lysias (*Against Eratosthenes*), Aristophanes (*Ach.*), (*Symposium*), Lucian (*'Real' History*). Three hours weekly, including language study. Prerequisite: *Greek 100* or OAC Greek. *I.C.Storey*

Greek 220 – Epic and tragedy. Prerequisite: *Greek 100* or OAC Greek. *Staff*

Greek 240 – New Testament Greek. Prerequisite: *Greek 100* or OAC Greek. *I.C. Storey*

Greek 390 or 395 A reading or special topic course. *I.C. Storey*

Greek 490 or 495 A reading or special topic course. *I.C. Storey*

Latin Language and Literature

Notes

- The availability of degree programs in Latin is subject to departmental staffing conditions. Interested students must consult with the chair as early as possible.

Single-major Honours program in Latin, eight courses in Latin: these must include two 400-level courses in Latin; plus one course in Roman history.

Joint-major Honours program in Latin, seven courses in Latin: these must include two 400-level courses in Latin.

Single-major General program in Latin, six courses in Latin.

Joint-major General program in Latin, five courses in Latin.

Latin 100 – Latin for beginners

An introduction to Latin through reading and comprehension. 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.' No prerequisite. Four hours weekly. *Staff*

Latin 200 – Intermediate Latin

Continuation and completion of Latin grammar, with reading of relatively easy selections from prose and verse, republic to silver age. Three hours weekly, including language study. Prerequisite: *Latin 100* or OAC Latin. *Staff*

Latin 220 – Myths and legends of the origins of Rome

As illustrated in the works of Vergil and Livy, writers of the Augustan period. Three hours weekly, including language study. Prerequisite (or co-requisite): *Latin 200*, or permission of the Department. *Staff*

Latin 390 or 395 Reading or special topic course. *Staff*

Latin 490 or 495 Reading or special topic course. *Staff*

ANTHROPOLOGY

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Professor and Chair of the Department

Joan M. Vastokas, M.A. (TORONTO), Ph.D. (COLUMBIA)

Professors Emeriti

R.K. Vastokas, M.A. (TORONTO), Ph.D. (COLUMBIA); E.M. Todd, B.A. (TORONTO), Ph.D. (N. CAROLINA)

Professors

R.S. Hagman, Ph.D. (COLUMBIA); P.F. Healy, B.A. (CALIFORNIA-BERKELEY), M.A., Ph.D. (HARVARD);

H.W. Helmuth, D.Sc., DR. HABIL. (KIEL); S.M. Jamieson, B.A. (McMASTER), M.A. (MANITOBA), Ph.D.

(WASHINGTON STATE) (on leave Winter term); J.K. So, M.A., Ph.D. (SUNY, BUFFALO) (on leave Winter term);

J.R. Topic, M.A., Ph.D. (HARVARD)

Associate Professors

J. Harrison, B.A. (SASKATCHEWAN), M.A. (CALGARY), D.Phil. (OXFORD) (on leave Fall term);

R.D. Powell, LIC. EN HISTORIA (CORDOBA), Ph.D. (McGILL); J. Solway, M.A., Ph.D. (TORONTO);

M.J. Tamplin, B.A. (TORONTO), M.A. (LONDON), Ph.D. (ARIZONA).

Assistant Professors

S. Hepburn, B.A. (CALGARY, CAMBRIDGE), M.A. (McGILL), Ph.D. (CORNELL) (on leave Winter term);

A. Meneley, B.A. (McGILL) Ph.D. (NEW YORK).

Conjunct Professors

J. Awe, M.A. (TRENT), Ph.D., (LONDON); T.J. Brasser, Ph.D. (LEIDEN).

Research Associates

G. Graffam, Ph.D. (TORONTO); C. Oberholtzer, M.A., (TRENT), Ph.D. (McMASTER).

Anthropology, the study of humankind, is an inter-disciplinary field with four main subdivisions that range across science, social science, and the humanities: archaeology, linguistics, biological anthropology, and sociocultural anthropology. Archaeologists recover material, human, and faunal remains in order to interpret the cultures of past societies. Linguists record, analyze and compare languages world wide and trace the origins and development of language in relation to society and culture. Biological anthropologists investigate human physical origins, growth, and development in relation to environmental, genetic, and sociocultural factors. Sociocultural anthropologists work with living human groups and individuals throughout the world, recording their ways of life and beliefs (ethnography) and analyzing and interpreting their findings with a view to understanding and explaining similarities and differences in human behaviour.

In the past, anthropologists focused almost entirely upon non-Western, small-scale and prehistoric societies. Today, anthropologists are increasingly concerned with the present in both simple and complex societies within the larger inter-cultural processes of globalization. Anthropological discourse today addresses such issues as economic and social inequality; identity, ethnicity, and nationalism; ethnocentrism and racism; gender and society; the individual and society; tensions between the global and the local; and problems of cross-cultural representation and the politics of interpretation. Anthropologists today no longer focus entirely upon the "other" but are turning as well to the study of contemporary Western Society. What has remained a constant and distinctive feature of anthropology as a discipline is its insistence upon the pre-eminence of lived experience, of man and woman alive, the anthropology of everyday life.

REQUIRED COURSES

The single-major Honours program consists of 20 courses. Minimum 10 courses in Anthropology, including: *Anthropology 100, 200*, any two of *212, 230, 240*, at least four Anthropology courses at the 300- and 400-level, and either *310* or *399*.

Joint-major Honours program. Minimum seven courses in Anthropology, including: *Anthropology 100, 200* and, one of *212, 230, 240* and, two 300- or 400-level courses in Anthropology, and either *310* or *399*.

Single-major General program. Minimum six courses in Anthropology, including: *Anthropology 100, 200* and any two of *212, 230, 240* and two 300- or 400-level Anthropology courses.

Joint-major General program. Minimum five courses in Anthropology including: *Anthropology 100, 200* and one of *212, 230, or 240* and at least one 300- or 400-level Anthropology course.

Notes and provisos

- Those registering as single-major Honours Anthropology students have the option of bypassing *Anthropology 100* if they can demonstrate previous experience of the discipline, have an 80 % OAC average or equivalent and include all four of *Anthropology 200, 212, 230* and *240* in their first two years (10 courses) of study. Interview with and written permission of the Department Chair is required in all cases.
- Students are reminded that anyone not achieving a grade of 60 % or better in *Anthropology 100* is not eligible to major in Anthropology.
- Full-time students planning to take *Anthropology 300* may do so *on load* as part of their academic year. Four courses taken in the Fall/Winter term followed by *Anthropology 300* in Summer would constitute a full five-course program for a single year's tuition.
- The combination *Anthropology 332a/b* and *Anthropology 423a/b* may be substituted for *Anthropology 230* in fulfillment of all departmental major requirements.
- Students undertaking joint-majors in Anthropology and Comparative Development Studies are advised that they may substitute *Comparative Development-Anthropology 221* for one of *Anthropology 212, 230, or 240* in their Anthropology requirements.
- In order to be eligible to graduate with a B.Sc. degree, a student must include one University level Mathematics course but preferably *Mathematics-Statistics 150* in their program of studies.
- Students intending to pursue graduate studies in Anthropology upon graduation are strongly advised to include all four of *Anthropology 200, 212, 230, and 240* in their program of study and both *310* and *399* if planning on continuing in archaeology.
- Anthropology Honours students who joint-major in a Department or program which offers a 19-course Honours degree must include at least 19.5 courses in their overall program.
- Students who have taken all four of *Anthropology 200, 212, 230, and 240* may recognize one of these courses as equivalent to a 300-level course.
- Students undertaking a single- or joint-major Honours program should consult the Chair of the Anthropology Department for advice in preparing their programs of study.
- Students are limited to no more than one full reading course in Anthropology or its equivalent for the Honours degree. Only students who have an overall A (80 % or better) average will be allowed to enrol in reading courses.
- Details of prerequisites are given under the individual course listings, but it should be noted that *Anthropology 100* is a normal prerequisite for other courses in Anthropology.

Please consult the academic timetable to determine which of the courses listed will be offered in 1999–2000.

***Anthropology 100* – Introductory anthropology**

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). Compulsory film hour and one-hour lecture weekly, and six two-hour workshops as scheduled. *J. So, J. Topic, J. Harrison, R. Hagman*

***Anthropology 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: *Anthropology 100* or *Sociology 100* or permission of the instructor. Two-hour lecture weekly, seminar fortnightly. *S. Hepburn and staff*

Anthropology 212 – Archaeology

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: *Anthropology 100* or permission of instructor. Two-hour lecture weekly, one-hour tutorial/lab fortnightly. *M. Tamplin*

Anthropology – Classical Civilization 220a – Introduction to Egyptian archaeology from the Pharaohs to the Romans (See Ancient History and Classics)***Anthropology – Comparative Development 221 – Agrarian Change and Food Production in a Global Context*** (See Comparative Development Studies)***Anthropology – Classical Civilization – Geography 223a – The Ancient City***
(See Ancient History and Classics)***Anthropology – Classical Civilization 224b – Introduction to Classical Archaeology***
(See Ancient History and Classics)***Anthropology – Classical Civilization 225b – The Aegean Bronze Age***
(See Ancient History and Classics)***Anthropology – Classical Civilization 227a – Archaeology of religion and culture (Greek)***
(See Ancient History and Classics)***Anthropology – Classical Civilization 228b – Archaeology of religion and culture (Roman)*** (See Ancient History and Classics)***Anthropology 230 – Linguistics***

How to develop an understanding of any language through linguistic analysis of sounds, words, and sentences; how languages change and language classification; acquisition of language, language in society, and writing; human vs. non-human forms of communication. No prerequisite. Two one-hour lectures weekly, workshop fortnightly. *R. Hagman*

Anthropology 240 – Biological Anthropology

The study of the genetics, evolution, growth and development, and biology of the human species. Prerequisite: *Anthropology 100* or permission of instructor. Two-hour lecture weekly, two-hour seminar in the laboratory fortnightly. *H. Helmuth*

Anthropology – Canadian Studies – Native Studies 253 – Aboriginal art of North America
An introduction to the visual arts and architecture of the Aboriginal peoples of North America and their development from prehistory to the present. No prerequisite. Three-hour lecture/discussion period weekly.***Anthropology 300 – Field methods and techniques in anthropology***

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: *Anthropology 200, 212, 230, or 240* as appropriate or permission of instructor. (Excludes *Anthropology 211*).

Anthropology – Comparative Development 301 – African culture and society

An introduction to contemporary African culture and society, focusing on culture history and indigenous institutions, the impact of colonial rule, and present-day problems of development. Prerequisite: *Anthropology 100, Comparative Development 100* or permission of instructor. Two-hour seminar weekly. *J. Solway*

Anthropology – Comparative Development 304 – Latin America

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: *Anthropology 100, Comparative Development 100* or permission of instructor. Two-hour lecture, one-hour seminar weekly. *D. Powell*

Anthropology – Comparative Development 306 – South Asian Culture and Society

An exploration of South Asian culture and society, and of how issues of general theoretical interest in anthropology have been addressed in the South Asian context. Topics covered will include some of the following: caste, jajmani, modernization, marriage, religion, renunciation, ethnicity and nationalism. Particular emphasis will be placed on the Himalayan region. Prerequisite: *Anthropology 200* or permission of the instructor. Three-hour lecture/seminar weekly.

Anthropology 310 – Key Ideas in Archaeology and Bioanthropology

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 bioanthropology, such as evolution, race, and ethnicity, and health and disease will also be addressed. Prerequisite: *Anthropology 212* or equivalent. Two-hour lecture weekly, one-hour lab/seminar weekly. *S. Jamieson and Staff*

Anthropology 311 – North American Culture Histories

A survey of the aboriginal cultures in North America (excluding Mexico) from the first humans to European contact. Prerequisite: *Anthropology 212* or permission of instructor. Two-hour lecture weekly, seminar fortnightly. *S. Jamieson and Staff*

Anthropology 312 – Old World prehistory: Pleistocene and recent periods

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: *Anthropology 212* or permission of instructor. Two-hour lecture/seminar weekly.

Anthropology 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: *Anthropology 100* or permission of instructor. Two-hour lecture weekly, seminar fortnightly.

Anthropology 330a/b – Language history

Examination of the various ways in which languages may change; techniques for the reconstruction of extinct languages; inquiry into economic, social, and ideological causes of language change. Prerequisite: *Anthropology 230* or permission of instructor. Two-hour lecture/seminar weekly.

Anthropology 332a/b – Language in Society

Significance of variations in language use by class, gender, ethnicity, age. Bilingualism, methodology, applied sociolinguistics. Two-hour seminar weekly. Prerequisite: *Anthropology 200* or *230*.

Anthropology – Biology 341 – Comparative human osteology and evolution

The skull and postcranial skeleton of early and modern humans and non-human primates; bio-archaeological methods of observation, description and measurement of skeletal remains. Prerequisite: *Anthropology 240* or permission of instructor. Two-hour lecture weekly, two-hour seminar in the laboratory weekly.

Anthropology – Biology 344a/b – Human genetics

A survey of genetic principles as applied to the human being with special emphasis on clinical, populational and evolutionary genetics. Prerequisite: *Anthropology 240* or permission of instructor. Two-hour lecture and one-hour seminar in the lab weekly. (Excludes ANBI 343). *H. Helmuth*

Anthropology – Biology 346a/b – Human growth and adaptation

A comprehensive survey of the human life cycle from conception to old age, with special emphasis on theories of growth and adaptation; comparative and evolutionary aspects of growth; anatomy and physiology of pregnancy, prenatal and postnatal development; human adaptation to the environment; biocultural determinants of health; and the aging process. Prerequisite: *Anthropology 240* or permission of instructor. Two-hour lecture and two-hour seminar weekly. (Excludes ANBI 343).

Anthropology – Biology 347a/b – Primate Behaviour

Behaviour of non-human primates and their importance for the understanding of human evolution and behaviour. Two-hour lecture and one-hour seminar in the laboratory weekly. Prerequisite: *Anthropology 240* or permission of instructor. (Excludes ANBI 340). *J. So*

Anthropology 348 – Medical anthropology

An intensive and comparative exploration of the anthropology of health and illness, including history and theory; research methodology; biological, ecological and socio-cultural determinants of health; and cross-cultural differences in healing systems. Prerequisite: *Anthropology 240*. One-hour lecture and two-hour seminar weekly.

Anthropology – Biology 349a/b – Primate Evolution

General biology, systematics, anatomy, and paleontology of non-human primates, including the importance of primates for understanding human evolution. Two-hour lecture and one-hour seminar in laboratory weekly. Prerequisite: *Anthropology 240* or permission of instructor. (Excludes ANBI 340)

Anthropology – Cultural Studies 350 – Modern cultural theory (See Cultural Studies)**Anthropology – Canadian Studies 351 – Art, architecture and society**

Analysis of the visual arts and architecture in cross-cultural perspective. Lectures introduce analytical methods and explore such themes as artist's role in society, art and religion, art as propaganda, cultural creativity. Seminars focus upon Canadian art (Aboriginal and Western); architecture and space; gender issues; painting as communication and representation. No prerequisite. Three-hour lecture/discussion weekly. *J. Vastokas*

Anthropology 362a/b – Zooarchaeological interpretation

The identification and interpretation of animal remains recovered from archaeological sites. Prerequisite: *Anthropology 212, 240* or permission of instructor. Two-hour lecture/seminar weekly, two-hour lab fortnightly. *M. Tæmplin*

Anthropology – Computer Studies 363a/b – Computer applications in anthropology

This course explores the use of computers in anthropological research. Topics include data analysis, using anthropological databases, doing social simulations and the ethnography of human-computer interaction. Prerequisite: Any one of *AN 200, 212, 230, 240* and *Computer Studies 101a* or equivalent. One-hour lecture and two-hour lab weekly. *M. Tæmplin*

Anthropology 365a/b – Archaeological settlement and spatial studies

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: *Anthropology 100* or permission of instructor. Three-hour lecture/lab/seminar weekly.

Anthropology 371a/b – The Maya

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: *Anthropology 212* or permission of instructor. Two-hour lecture weekly. One-hour seminar fortnightly. *P. Healy*

Anthropology 399 – The history and theory of anthropological thought

Structured thematically, the course will survey the principle theoretical developments in the discipline. Prerequisite: *Anthropology 200* and one of *Anthropology 212, 230* or *240* or *ANCD 221*. A two-hour lecture weekly and a weekly discussion group. (Excludes *AN420*). *A Meneley and J. Harrison.*

Anthropology 401, 402 – Honours Thesis

Students undertake a specific research project and write a thesis of 12,000 to 15,000 words on a well-defined topic. *Anthropology 402* is a double credit in Anthropology. *Anthropology 401* is a single credit applicable to a joint-major thesis. Arrangements begin with the Department Chair March 1 and Departmental approval must be completed before March 31, 1999. Prerequisites: *Anthropology 310* or *399*; courses directly relevant to the thesis topic; and an A- (80%) minimum overall average in Anthropology courses. *Staff*

Anthropology 405 – Anthropology of religion

Formerly AN320. 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: *AN 200* or permission of instructor. Three-hour lecture/seminar weekly. (Excludes *AN 320*)

Anthropology – Comparative Development 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: *Anthropology 200, Comparative Development 200* or permission of instructor. (Support course for Comparative Development Studies). Two-hour lecture, one-hour seminar weekly. *D. Powell*

Anthropology 409 – 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. Three-hour seminar weekly. Prerequisite: *Anthropology 200* or permission of instructor. Excludes *Anthropology 309* (Support course for Comparative Development Studies) A. Meneley

Anthropology 411 – Andean prehistory

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: *Anthropology 212* or permission of instructor. Two-hour lecture weekly, seminar fortnightly. J. Topic

Anthropology 412 – Prehistory of Mesoamerica

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: *Anthropology 212* or permission of instructor. Two-hour lecture, seminar weekly.

Anthropology 413 – Prehistory of the intermediate area

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, focusing upon aboriginal arts and technologies and contacts with the civilizations of Mesoamerica and the Andes. Prerequisite: *Anthropology 212* or permission of instructor. Two-hour lecture and seminar weekly. Staff

Anthropology – Women's Studies 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: *Anthropology 200*. Two-hour lecture/seminar weekly.

Anthropology 424a/b – Nonverbal communication

An overview of approaches to the study of human communication by all means other than words. Included are: proxemics (the relation of persons and objects in space); kinesics (gesture, posture, body movement); paralanguage (vocal cues that accompany speech); the special role of of the face and eyes; and the effects of personal appearance, clothing and bodily adornment. Prerequisite: *Anthropology 200*. Two-hour lecture/seminar weekly. (Excludes AN423) R. Hagman

Anthropology 432a/b – Phonetics

A survey of articulatory and acoustic phonetics emphasizing the attainment of practical skills in the recognition and the recording of speech sounds. Prerequisite: *Anthropology 230* or permission of instructor. Two-hour seminar weekly. R. Hagman

Anthropology 442a/b – Applied anthropometry in modern societies

The methods of static, spatial and dynamic-functional measurements of the human body. The application of anthropometry in providing better relationships between humans and their technological innovations, i.e. tools, clothing, workspace, sports and medicine. Prerequisite: *Anthropology 240* or permission of instructor. One-hour lecture and two-hour lab session per week. H. Helmuth

Anthropology – Canadian Studies 450a/b – 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. Prerequisites: AN200 or AN240 or (for Canadian Studies Studies majors only) CA300. One hour lecture and one hour seminar weekly.

Anthropology – Native Studies 455 – Anthropology and Aboriginal peoples of Canada

Aspects of the relationship between Canadian Aboriginal peoples and anthropology will be explored. This course will reflect on the changes that have occurred in paradigms in anthropology since the mid 19th century and how these changes have affected the discipline's relationship with Canadian Aboriginal peoples. One hour lecture and a two-hour seminar weekly. Prerequisite: AN200. Recommended: NS100 and/or 200.

Anthropology – Comparative Development 475a/b – Perspectives on ethnicity

(See Comparative Development)

Anthropology – Comparative Development 476a/b – Family and modernity

(See Comparative Development)

Anthropology 490, 491a, 492b – Reading course

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.

Anthropology 495 – Special Topic – The Archaeology of ancient religions

An examination of what archaeology can and cannot tell us about the ritual practices and beliefs of societies without written records. Theory and methods of interpretation involve investigation of primarily burial remains and mortuary art and architecture from both Old and New World contexts. Prerequisite: *Anthropology 212* or *320*. Three-hour lecture/seminar weekly. *J. Vastokas*

Anthropology 496a – Special Topic – Death and culture

Although cultures are diverse, people of all cultures die. In this course we will explore questions of death from the perspectives of many cultures. Cross-culturally, how is death understood? What is the nature of a person's soul(s)? How should a corpse be treated? Do people remain as social actors even after death? Prerequisite: *Anthropology 320* or permission of the instructor. Three-hour lecture/seminar weekly. *S. Hepburn*

Anthropology 497b – Special Topic – Anthropology of Tourism

The tourist as a social category, the tourist experience, and the socio-economic impact of tourism are some of the topics covered. A two-day field trip in January will be a compulsory part of the course. Additional \$85 fee (estimate). Prerequisite: *Anthropology 200* or permission of the instructor. Three-hour seminar weekly. *J. Harrison*

Anthropology 498a – Special Topic – Anthropology of Food

Explorations into the biocultural dimensions of human food and foodways, with special emphasis on evolutionary, nutritional and behavioural aspects of consumption in historical and contemporary societies. Prerequisite: *Anthropology 100*. One-hour lecture and one-hour seminar weekly. *J. So*

Anthropology 499b – Consumption and Exchange

The course explores classic anthropological theories of exchange (Mauss, Simmel) and consumption (Veblen, Bourdieu). A range of topics (food and drink, adornment, shopping, for instance) in both Western and non-Western societies, will be considered. Prerequisite: *Anthropology 200*. Two-hour seminar weekly. *A. Meneley*

BIOCHEMISTRY

Program Co-ordinators**Chair of the Department of Biology**

M. Berrill, B.Sc. (McGILL), M.Sc. (HAWAII), Ph.D. (PRINCETON)

Chair of the Department of Chemistry

J. M. Parnis, B.Sc., Ph.D. (TORONTO)

Professors

See listing of faculty in Biology and Chemistry.

REQUIRED COURSES

Because it rests on the disciplines of Chemistry and Biology, Biochemistry can be studied only as a single-major. No joint-major programs exist.

The General program consists of a 15 courses with a minimum of 9.5 Biology, Chemistry, and Chemistry-Biology courses, including *Biology 101*, *Chemistry 100*, *Biology 206a*, *Biology 207b*, *Chemistry 200*, *Chemistry 212*, *Chemistry 240a*, *Chemistry-Biology 330*, *Biology 383* or *Biology 384b*, one full course or equivalent from *Biology 325a*, *Biology 326b*, *Biology 408b* and *Biology 409a/b*, and one other full-course equivalent in Chemistry at the 300-level. *Mathematics 110* or *105b* is also required to take *Chemistry 200*.

The Honours Program consists of 20 courses. Requirements for the General program must be met, plus: *Chemistry-Biology 434a*, and *435b*, and three other full-course equivalents in Chemistry or Biology at the 300- or 400-level.

Notes and provisos

- For more detailed information, see separate Calendar entries for Biology and Chemistry.

BIOLOGY

Telephone: (705) 748-1424

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E-mail: biology@trentu.ca

Web: www.trentu.ca/biology

Professor and Chair of the Department

M. Berrill, B.Sc. (McGILL), M.Sc. (HAWAII), Ph.D. (PRINCETON)

Professors Emeriti

R.L. Edwards, M.A., D.Phil. (OXON); P.M. Powles, B.A. (McGILL), M.Sc. (WESTERN ONTARIO), Ph.D. (McGILL);

I. M. Sandeman, B.Sc. (ST ANDREWS), FLS

Professors

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); J.F. Sutcliffe, B.Sc. (WATERLOO), M.Sc., Ph.D. (TORONTO).

Associate Professors

M.G. Fox, B.Sc. (PENNSYLVANIA), M.E. DES. (CALGARY), Ph.D. (QUEEN'S);

T.R. Matthews, B.Sc. (SOUTHAMPTON); C.D. Maxwell, B.Sc. (WALES); E. Nol, B.Sc. (MICHIGAN),

M.Sc. (GUELPH), Ph.D. (TORONTO) (*on leave 1999-2000*)

Assistant Professors

M. Bidochka, B.Sc. (BROCK), M.Sc. (REGINA), Ph.D. (SASKATCHEWAN); C. Kapron, B.Sc.

(WATERLOO), Ph.D. (McGILL) (*on leave Fall term 1999-2000*); J. Schaefer, B.Sc. (McGILL), M.Sc.

(MANITOBA), Ph.D. (SASKATCHEWAN)

Adjunct Faculty

G. Mitchell, B.Sc. (TRENT), A.R.T.

Senior Demonstrator

D. Buelow, B.Sc. (TRENT), M.Sc. (TORONTO)

Associated Faculty

M. Havas, B.Sc., Ph.D. (TORONTO)

Notes and provisos:

- *Biology 101* is a prerequisite for all upper-year Biology courses, with the exception of cross-listed courses taught by other departments, for which students should check the prerequisites.
- If fewer than 10 students enrol in a course the format may be changed. If fewer than five students enrol in a course, it may be cancelled.
- All 300- and 400-level courses except *Biology 401/402* and *490* can be taken in either the third or fourth year of the Honours program, and some will be offered only in alternate years. Second-year students wishing to register in a 300- or 400-level course may do so if they have the necessary prerequisites, otherwise they must obtain the permission of the instructor.
- A student may take a maximum of two full reading course credits in Biology (the equivalent of one full course from *Biology 390, 391a, 392b, and 392c* plus the equivalent of one full course from *Biology 490, 491a, 492b and 493c*), but may not take both in one academic session.
- Students planning to take *Biology-Environmental and Resource Science 202* should take *Mathematics-Statistics 150* in their first year.
- The following courses may require the completion of the Animal Care course: *Biology 336b, 383b, 384b, 401/402, 408b, 410a*. (See course descriptions.)
- Charges may be made for field trips in some courses.
- Transfer students should consult with the Department Chair before selecting courses.
- Students intending to take the Graduate Record Examination (GRE) Advanced Biology Test, required by some Canadian and American Graduate Schools, should include the following courses in their program: *Mathematics 110, Chemistry 100, Biology-Environmental and Resource Science 202, Biology 205a, Biology 206a, Biology 207b, Biology 361a and Biology 362b*.
- Students intending to pursue graduate studies should take *Biology 401/402*.
- For the program in Biochemistry, see the Biochemistry section of the calendar.
- For the Special Emphasis Program in Conservation Biology, see the Conservation Biology Program section of the calendar.

Requirements for a major

- The curriculum of the Biology Department has been designed to allow Biology majors and joint-majors to specialize in one or more major approaches to biology; **A) physiology and medical biology, B) plant biology, C) animal biology, and/or D) ecology and evolution.** Most of the upper-year courses offered by the Department are included in one or two of four categories, representing these four approaches.
- Courses appearing in two or more categories in the list below may be counted in only one of those categories.
- Brackets indicate that a listed course is no longer offered.
- Further specialization is possible through supervised independent study in *Biology 390, 490, 401 and 402.*
- Cross-listed courses which are not on the list may be taken as Biology courses, but do not fulfill category requirements.

<i>Category:</i>	A <i>Physiology and medical biology</i>	B <i>Plant biology</i>	C <i>Animal biology</i>	D <i>Ecology and evolution</i>
	(203)	201	(204)	202
	205a/b	321 a/b	210a/b	205a/b
	206a/b	322a/b	211 a/b	305
	207a/b	324a/b	309a/b	306a/b
	310a/b	327a/b	310a/b	314a/b
	325a/b	328a/b	(312)	321a/b
	326a/b	329a/b	(313a/b)	327a/b
	(382)		314a/b	328a/b
	383a		336a/b	350a/b
	384b		(382)	(360)
	405		383a	361a/b
	408a/b		384b	362a/b
	410a/b		404a/b	403b
	411a/b		410a/b	404a
	416a/b		414a/b	409a/b
			415a/b	414a/b
			423a/b	415a/b
				423a/b
				424a/b
				439a/b
				440

- The equivalent of at least one full university course in Mathematics is required for the B.Sc. in Biology; *Mathematics- Statistics 150* or *Mathematics 100* is highly recommended.
- The following courses are also recommended for students planning to major in Biology: *Chemistry 100, Chemistry 212, Environmental and Resource Science 100, Geography 101, Mathematics 105a, Mathematics 135a, Mathematics 155, Physics 100, Science 350.*
- It is recommended that courses taken in the fourth year of the Honours program be at the 300- or 400-level.

The single-major Honours program consists of 20 courses with a minimum of 10 full courses in Biology. The program must include:

- *Biology 101,*
- the equivalent of one full course from each of the four categories,
- the equivalent of four more full courses from any of the categories,
- *Chemistry 100* (or *Chemistry 113a* and *Chemistry 123b* or *133b*), and
- the equivalent of at least one full university course in Mathematics

The joint-major Honours program consists of a minimum of seven full courses in Biology.

The program must include:

- *Biology 101,*
- the equivalent of one full course from each of two categories,
- the equivalent of three more full courses from any of the categories,
- the equivalent of at least one full university course in Mathematics

The single-major General program consists of a minimum of six full courses in Biology.

The program must include:

- *Biology 101*,
- the equivalent of one full course from each of three categories,
- the equivalent of one more full courses from any of the categories,
- *Chemistry 100* (or *Chemistry 113a* and *Chemistry 123b* or *133b*), and
- the equivalent of at least one full university course in Mathematics

The joint-major General program consists of a minimum of five full courses in Biology.

The program must include:

- *Biology 101*,
- the equivalent of one full course from each of two categories,
- the equivalent of one more full course from any of the categories,
- the equivalent of at least one full university course in Mathematics

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

Biology 101 – Current Issues in Biology

An examination of the underlying biological principles in such topics as biodiversity, biotechnology and human health. Prerequisite: OAC Biology or its equivalent or permission of the Department. Two lectures weekly and fortnightly three-hour laboratory alternating with fortnightly one-and-a-half hour laboratory. *D. Lasenby and staff*

Biology 201 – Biology of plants

An introduction to the diversity of plants, focusing on their evolution, design, nutrition, water relations, growth and reproductive biology. Prerequisite: *Biology 101*. Two lectures and three-hour laboratory weekly, tutorials every three weeks. *C.D. Maxwell and staff*

Biology – Environmental and Resource Science 202 – Ecology

A study of the interactions between organisms and their environment; the study of individuals, populations and communities with emphasis on the current theoretical and practical problems in ecology. Prerequisite: *Biology 101*. Highly recommended:

Mathematics-Statistics 150. Two lectures weekly, and three-hour laboratory fortnightly. *J. Schaefer, R. Jones and D. Lasenby*

Biology 204 – Biology of invertebrates

An introduction to the diversity of invertebrate animals emphasizing their evolutionary relationships and focusing on functional, behavioral and ecological aspects of their biology. Prerequisite: *Biology 101*. Two lectures and one three-hour laboratory weekly.

T.R. Matthews

Biology 205a – 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: *Biology 101* and *Chemistry 100*, or *Chemistry 130*, or *Chemistry 113a* and *Chemistry 133b*. Two lectures weekly and three-hour laboratory fortnightly. *M.J. Bidochka*

Biology 206a – Molecular biology

This course introduces students to molecular biology with emphasis on the mechanisms of DNA replication, repair, recombination, as well as transcription and translation. Signal transduction and current topics in recombinant DNA technology will be discussed. Not available to students with credit for *Biology 203*. Prerequisite: *Biology 101* and *Chemistry 100*, or *130*, or *113a*, and *133b*. Two lectures weekly, and three-hour laboratory fortnightly. *M.J. Bidochka and staff*

Biology 207b – 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. Not available to students with credit for *Biology 203*. Prerequisite: *Biology 101* and *Chemistry 100*, or *130*, or *113a* and *133b*. Highly recommended: *Biology 206a*. Two lectures weekly and three-hour laboratory fortnightly. *C. Kapron and staff*

***Biology – Environmental and Resource Science – Geography 208b – Natural Science Statistics* (See Geography.)**

Biology 210a – Biology of invertebrates

An introduction to the diversity of invertebrate animals emphasizing their evolutionary relationships and focusing on functional, behavioural and ecological aspects of their biology. Prerequisite: *Biology 101*. Two lectures and one three-hour laboratory weekly. *T.R. Matthews*

Biology 211b – Vertebrate zoology

The evolution, structural and functional morphology of the vertebrates. Not available to students with credit for *Biology 312*. Prerequisite: *Biology 101*. Two lectures and three-hour laboratory weekly with required dissections.

Biology – Environmental and Resource Science 240 – Environmental microbiology
(See Environmental and Resource Science.)**Biology – Environmental and Resource Science 303b – 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: *Biology 101*, and *Mathematics-Statistics 150* or *GOESBI 208a*, and at least one second-year Biology course. Lecture, two-hour workshop and a one or two-hour laboratory weekly. *E. Nol*

Biology 305 – Limnology

Ecology of freshwater ecosystems. Biology, geochemistry and physics of freshwater lakes, rivers and streams. Not available for students with credit for *Biology 306a*. Prerequisite: *Biology 101* and *Biology-ERS 202*. Highly recommended: *Chemistry 100, 120, 130, 113a, 123b* or *133b*. Lecture weekly, second lecture or workshop and three-hour lab fortnightly and field trips for which there will be no charge. *D.C. Lasenby*

Biology 307 – 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: *Biology 101*. Two-hour lecture weekly for first 12-16 weeks, demonstrations and two- to three-hour tutorials most weeks. Enrolment will be restricted, with preference given to Biochemistry majors, Biology majors and Biology joint-majors in the 4th quarter of their programs, and who have taken *Biology 203* (or *Biology 206a* and *207b*). Registration will be by permission of the instructor.

Biology 309a – Biology of insects

An introduction to the organization and diversity of insects. Lectures emphasize insect physiology, ecology and behaviour. Labs support lectures and provide an overview of insect taxonomy. Prerequisite: *Biology 101*. Highly recommended: *Biology 204*. Two lectures per week, three-hour laboratory most weeks and occasional tutorials. *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.* *J. Sutcliffe*

Biology 310b – Medical entomology

A study of medically important insects and the disease conditions they produce in humans and animals. Prerequisite: *Biology 101* and *309a* or permission of instructor. Two lectures weekly, three-hour lab or tutorial weekly. *J. Sutcliffe*

Biology 314a – Fish ecology

The biology of fishes with emphasis on biotic and abiotic factors that affect their life histories, distribution, population dynamics, feeding and growth. Prerequisites: *Biology 101* and *Biology-Environmental Resource Science 202*. Highly recommended: *Mathematics-Statistics 150*. Two hours of lecture weekly and three hours of laboratory, fieldwork or workshop fortnightly. *M.G. Fox*

Biology 321a – Plant ecology

A study of the relationships of plants to one another and to their environment. Prerequisite: *Biology 101* and *201* or permission of instructor. Lecture and three-hour laboratory or field studies weekly; seminar or tutorial fortnightly. *R. Jones*

Biology 322a – Biology of seed plants

The biology of seed producing plants including topics such as identification, growth, development, reproduction, distribution and resource use. Prerequisite: *Biology 101* and *201*. Two lectures weekly; weekly field trips for the first six weeks; seminar or tutorial every three weeks; some laboratory work. An extensive shrub and tree species collection is required. Details may be obtained from the Secretary of the Biology Department. There will be a total charge of \$35 for field trips. *R. Jones*

Biology 324b – Biology of the algae and cyanobacteria

An introduction to these important groups of plants which, though often considered a nuisance, are also one of the world's important natural resources. Their ecological role in both the marine and freshwater environments will be emphasized as well as their economic importance. Prerequisite: *Biology 101*. Lecture, three-hour laboratory and seminar or tutorial weekly. *C.D. Maxwell*

Biology 325a – 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: *Biology 101*. Recommended: *Biology 203* or *Biology 206a* and *207b*. Two-hour lecture/ tutorial and three-hour laboratory weekly. Enrolment will be restricted to 30, and preference will be given to Biology students in their third and fourth years.

Biology 326b – Advanced microbiology

This course examines the principles of microbial ecology as it relates to humans, lake water and sediments. Laboratory sessions are of a project nature and place heavy emphasis on independent laboratory analysis. Students are required to be present in the laboratory twice per week. Prerequisite: *Biology 325a*. Recommended: *Biology 203* or *Biology 206a* and *207b*. Three-hour lecture/tutorial/laboratory setup and three-hour laboratory weekly.

Biology 327b – Plant population biology

The study of reproductive strategies of plants, with particular emphasis on the success of weed species. Seed production, dispersal, germination, establishment and vegetative means of reproduction will be examined. Prerequisite: *Biology 201*. One lecture and laboratory or project time equivalent to three hours per week. Tutorial fortnightly. *C.D. Maxwell*

Biology 328a – Stress ecology of plants

An examination of how plants, including individuals, populations and ecosystems, respond to stresses in the environment. Prerequisite: *Biology 101*. Recommended: *Biology – Environmental Resource Science 202* and *203* or *Biology 206a* and *207b*. Two lectures and seminar or tutorial weekly. *T. Hutchinson*

Biology 329a – Plants in society

A discussion of the importance of plants in society will include topics such as food, commercial products, medicines, psychoactive plants, plant breeding and biotechnology. Prerequisite: *Biology 101*; Highly recommended: *Biology 201* or equivalent. Two lectures weekly, seminar weekly; occasional required field trips including an all-day one. There will be a total charge for field trips of \$35 per person. *R. Jones and C. Maxwell*

Biology – Chemistry 330 – General biochemistry (See Chemistry.)**Biology – Psychology 336b – Animal behaviour**

An introduction to the ecological, physiological and evolutionary mechanisms which influence the behaviour of animals, with particular emphasis on animal societies. Prerequisites: *Biology 101*, and Animal Care Course for those involved in projects using vertebrates. Recommended: *Biology 202*. Lecture and film-seminar weekly, tutorial fortnightly, and projects equal to a three-hour laboratory weekly.

Biology – Anthropology 347a – Primate Behaviour (See Anthropology.)**Biology – Anthropology 349b – Primate evolution** (See Anthropology.)**Biology – Anthropology 341 – Comparative osteology and human evolution**
(See Anthropology.)**Biology – Anthropology 344a – Human genetics, growth and adaptability**
(See Anthropology.)**Biology – Anthropology 346b – Human growth and adaptation** (See Anthropology.)**Biology 350a – Biogeography**

Major patterns of distribution and abundance of animal and plant species as affected by geological, ecological and evolutionary processes. Prerequisites: *Biology 101* and *Biology-Environmental Resource Science 202*. Two hours of lectures weekly, workshop fortnightly. *J. Schaefer*

Biology 361a – 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. Not available to students with credit for *Biology 360*. Prerequisites: *Biology 101* and at least one second-year biology course. Two lectures per week, one lab or workshop every week.

M. Berrill

Biology 362b – 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*. Not available to students with credit for *Biology 360*. Prerequisite: *Biology 101* and *205a*. Two lectures weekly and three-hour laboratory fortnightly. *M. Bidochka*

Biology – Psychology 375a – Principles of the nervous system (See Psychology.)**Biology – Psychology 376b – Neuropsychology** (See Psychology.)**Biology 382 – General physiology of animals**

The general principles governing physiological processes in animals. Prerequisites: *Biology 101* and *Biology 203*, or *204* or *207b*, and Animal Care Course. Highly recommended: *Chemistry 230b* and *Biology 206a* and *207b*. Lecture, three-hour laboratory weekly and tutorial or seminar fortnightly. *T.R. Matthews*

Biology 383a – 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. Prerequisites: *Biology 101* and *Biology 203* or *207b*, and Animal Care Course. Highly recommended: *Chemistry 230b* or *212*. Two lectures and one three-hour laboratory weekly. *T.R. Matthews*

Biology 384b – Animal Physiology II

Fundamental concepts in sensory, neural and reproductive physiology. Prerequisites: *Biology 101* and *Biology 203* or *207b*, and Animal Care Course. Two lectures and one three-hour laboratory weekly.

Biology 385, 386a, 387b, 388c – Field courses

Courses are offered through the Ontario Universities Program in Field Biology.

Biology 390, 391a, 392b, 393c – 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 obtained credits in at least two full Biology courses taught by members of the department of Biology and who have an average of at least 75% in the Biology courses they have taken. Students wishing to enrol in this course must complete an application form available from the Department Secretary. It is the responsibility of the applicant to find a course supervisor and a second reader. All University deadlines as specified in the University Calendar apply. These courses may not be taken in the same academic session as *Biology 490*, *491a*, *492b* and *493c*. *T.R. Matthews and staff*

Biology 395, 396a, 397b, 398c – 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.

Biology 401, 402 – Research thesis

Biology 402 is a double credit in Biology. *Biology 401* is a single credit involving the same thesis as submitted to the other department/program in a joint-major or with *Biology 440*. In this research course students will investigate a specific field of interest under the guidance of a faculty member. The Animal Care Course is a prerequisite, if applicable. To qualify for research theses courses (*Biology 401* and *402*) students should have a 75% average in Biology courses, and the willingness of a faculty member to supervise the project. (In some cases, it may be possible to take *Biology 402* with a 70% average 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 departments/programs.

Biology 404a – Coral reef biology

An introduction to the ecology and physiology of coral reef organisms and communities. Compulsory week-long field trip to Jamaica in the Fall Reading Week at cost to student. Prerequisites: *Biology 202* and *Biology 204* and at least one other course in Biology or permission of instructor. Lecture and seminar weekly.

Biology – Geography – Environmental and Resource Science 406a –

The geochemistry of natural waters (See Environmental and Resource Science.)

Biology – Geography – Environmental and Resource Science 407b – The fate of contaminants in the aquatic environment (See Environmental and Resource Science.)**Biology 408b – 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: *Biology 101, 203* (or *Biology 206a* and *207b*) and Animal Care Course. Two hours of lectures weekly and one three-hour laboratory or seminar weekly. *C. Kapron*

Biology 409a/b – Molecular ecology

This course will develop a basic understanding of molecular techniques currently used to address problems in ecology, population genetics and conservation biology. Six weeks of lectures followed by student seminar presentations. One two-hour evening lecture weekly. Course is open to fourth year and graduate students. Prerequisites: permission of instructor. *M.J. Bidochka*

Biology 410a – Parasitology

The ecology, life cycles, physiology and host interactions of the major groups of animal parasites. Prerequisite: *Biology 204*. The Animal Care Course will be required for those intending to study vertebrates. Two lectures, three-hour laboratory period and tutorial weekly.

Biology 411a – 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: *Biology 101* and at least two other full course equivalents in Biology at the 200 or 300 level. Highly recommended: *Biology 206a, 207b, 325a* and *410a*. Two lectures weekly, one and one-half hour tutorial/ workshop fortnightly.

Biology – Environmental Resource Science 412a – Environmental health

(See Environmental and Resource Science.)

Biology 414a – 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: *Biology 101* and at least one 200-level Biology course. Lecture weekly, one two-hour laboratory and workshop most weeks. Mandatory full week-end field trip in mid-September at cost to student. *E. Nol*

Biology 415b – Biology of Marine Mammals

A study of the evolution, population genetics, physiology, behaviour and conservation of cetaceans and seals. Prerequisites: *Biology 101* and *Biology 202*. Two-hour lecture weekly and one tutorial weekly. *M. Berrill*

Biology 416b – 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. Prerequisites: *Biology 101* and *203* or (*206a* and *207b*). Two lectures and one three-hour lab or seminar weekly. *C. Kapron*

Biology – Environmental and Resource Science 423a – Aquaculture

(See Environmental and Resource Science.)

Biology – Environmental and Resource Science 424b – Fisheries assessment and management (See Environmental and Resource Science.)**Biology – Chemistry 431a – Development of enzymology** (See Chemistry)**Biology – Chemistry 432b – Theoretical aspects of enzymology** (See Chemistry)**Biology – Chemistry 433b – Secondary metabolism** (See Chemistry)

Biology – Environmental and Resource Science 439b – 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.

Prerequisites: *Biology 101* and *Biology-Environmental Resource Science 202*. Two hours of lectures and seminar weekly.

Biology 440 – Internship in conservation biology

This course takes the form of an apprenticeship at a collaborating agency involved in the conservation of living organisms. Practising in the working environment of the agency, students will assist in a project pertaining to the research and conservation of living resources for the equivalent of approximately six hours per week. The project must centre on issues of biological conservation, such as habitat fragmentation, biodiversity, extinction, and species of special conservation status. Evaluation is based on a written appraisal from the agency, as well as a written report and an oral presentation by the student. Prerequisites: *Biology/ERS 202*, *Biology 362b*; Co-requisite: *Biology 439b*. Open to Honours students in Biology after the completion of at least 15 course equivalents.

Biology 440 may be taken jointly with *Biology 401* in cases where the scope of the internship project warrants, but in such cases the student may not receive credit for a single-credit thesis course in another department or program. Enrolment is limited and is competitive. Student must apply in the academic year prior to anticipated enrolment in the course. Applications are available in the Biology Office. *E. Nol and J. Schaefer*

Biology 490, 491a, 492b, 493c – 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 in their fourth quarter who have obtained credits in two full Biology courses taught by members of the Department of Biology and who have an average of at least 75% in the Biology courses they have taken. Students wishing to enrol in this course can obtain an application form from the Department Secretary. It is the responsibility of the applicant to find a course supervisor and a second reader. All University deadlines as specified in the University Calendar apply. These courses may not be taken in the same academic session as *Biology 390*, *391a*, *392b* and *393c*. *T.R. Matthews and staff*

Biology 495, 496a, 497b, 498c – 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.

CANADIAN STUDIES

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Professor and Chair of the Program

J.E. Struthers, M.A. (CARLETON), Ph.D. (TORONTO)

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 Emeriti

G. Roper, M.A., Ph.D. (CHICAGO); A. Wilson, M.A. (DALHOUSIE), Ph.D. (TORONTO)

Professors

C. Verduyn, B.A. (TRENT) M.A., Ph.D. (OTTAWA); J.H. Wadland, M.A. (WATERLOO), Ph.D. (YORK)

Associate Professors

D. Clarke, B.A. (TRENT), M.A. (McMASTER), Ph.D. (CARLETON); M. Lacombe, M.A., Ph.D. (YORK)

Conjunct Professor

S.G.D. Smith, B.A. (McGILL), M.A., B.LITT. (OXFORD), D.LITT. (TRENT)

Adjunct Faculty

S.D. Grant, M.A. (TRENT); J. Favreau, M.A. (TRENT)

Associated Faculty

Anthropology, J. Harrison, J. So, S.M. Jamieson, J.M. Vastokas; *Comparative Development Studies*, D.R. Morrison; *Cultural Studies*, J. Bordo; *Economics*, J. Muldoon; *English Literature*, G.A. Johnston, S.H.W. Kane, O.S. Mitchell, J.E. Neufeld, M.A. Peterman, Z. Pollock; *Environmental and Resource Studies*, S. Bocking, T. Whillans; *French*, J.-P. Lapointe; *Geography*, A.G. Brunger, J.S. Marsh; *History*, J.N. Jennings, E.H. Jones, D. McCalla, J. Sangster, S.D. Standen, K. Walden; *Native Studies*, P. Kulchyski, J.S. Milloy; *Political Studies*, R. Campbell, E. Helleiner, M. Neufeld, R.C. Paehle, D. Torgerson; *Sociology*, J. Conley, B. Marshall, G. Thibault; *Women's Studies*, S. Arat-Koc, M. Hobbs

The Canadian Studies Program is not founded upon a single department, but is the product of co-operation by members of several departments and programs within the University. At all levels the Program encourages the interdisciplinary examination of Canadian experience.

Notes and provisos

- A minimum of one Native Studies course will be included in degree requirements for the single-major Honours, joint-major Honours, and the joint-major General programs in Canadian Studies.
- Single-major and joint-major Honours students in Canadian Studies wishing a 20 course degree may include one fourth-quarter double-credit 400-level course (CA 499). Arrange with Program chair during registration period.
- Students normally must have completed 15 courses before enrolling in a 400-level course. Exceptions by permission of the instructor only, with notice to the Program Chair.
- The Program Brochure provides detailed information about course options for students in Canadian Studies, scholarships and prizes, reading course requirements, and graduate studies.

REQUIRED COURSES

The single-major Honours program consists of 19 courses including one in Native Studies, and a minimum nine in Canadian Studies. Required Canadian Studies courses include *Canadian Studies-History 101*, *Canadian Studies-Geography-Environmental Studies 200a* and *203b*, *Canadian Studies 300*, *Canadian Studies 352* and at least three 400-level Canadian Studies courses.

The joint-major Honours program consists of 19 courses, including one in Native Studies, and a minimum seven courses in Canadian Studies. Canadian Studies courses will include *Canadian Studies-History 101*, and *Canadian Studies 352*; two of *Canadian Studies-Geography-Environmental Studies 200a*, *Canadian Studies-Geography-Environmental Studies 203b*, *Canadian Studies 300*, *Canadian Studies 466*; and at least two 400-level Canadian Studies courses (one of which may be *Canadian Studies 466*).

The joint-major General program consists of 15 courses, including one in Native Studies, and a minimum of five in Canadian Studies. Canadian Studies courses will include *Canadian Studies-History 101*, *Canadian Studies 352*; and one of *Canadian Studies-Geography-Environmental Studies 200a*, *Canadian Studies-Geography-Environmental Studies 203b*, or *Canadian Studies 300*.

There is no single-major General program in Canadian Studies.

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

Canadian Studies – History 101 – Nation & 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. Weekly lectures, workshops and tutorials.
M. Lacombe, J. Sangster

Canadian Studies – Geography – Environmental and Resource Studies 200a –**Reconsidering Canada: Culturing the land**

This course examines evolving constructions of nature associated, in Canada, with rural space and place. It invites students to reconsider “the laws of the land” through an ecological language of relationships. Themes to be explored include colonialism, settlement, resource development, sustainability, bush, agrarian and frontier landscapes, Aboriginal rights, free trade, literary and visual representations of land. Lecture and seminar weekly. *J. Wadland*

Canadian Studies – Politics 201 – Canadian politics (See Political Studies)**Canadian Studies – Geography – Environmental and Resource Studies 203b –****Reconsidering Canada: The nature of urbanism** (See Geography)**Canadian Studies – History 221 – Modern Ontario**

Social, political and economic development in Ontario from Confederation to the present, emphasizing late nineteenth and twentieth century problems. Education, social policy, multiculturalism, economic change, northern regionalism, literature, and political culture. Lecture weekly; seminar weekly.

Canadian Studies – History 230 – The Making of Canada, 1760–1873 (See History)**Canadian Studies – History 235 – Canada since 1914** (See History)**Canadian Studies – Environmental Studies 250 – Canadian natural resource theory and management** (See Environmental Studies)**Canadian Studies – Anthropology – Native Studies 253 – Aboriginal Art of North America** (See Anthropology)**Canadian Studies – History 254 – Canada and the modern experience.** (See History)**Canadian Studies – Native Studies – History 255 – History of the Indians of Canada** (See Native Studies)**Canadian Studies – Economics 260a – Canadian economic development I: up to 1929** (See Economics)**Canadian Studies – Economics 261b – The Canadian Economy** (See Economics)**Canadian Studies – Geography 263a – Historical Geography** (See Geography)**Canadian Studies – English 265 – English Canadian Prose** (See English Literature)**Canadian Studies – English – Women’s Studies 266 – Canadian Women’s Writing**

Works by women in both English Canada and Quebec with special emphasis on the contemporary period and current literary theories (feminist, postmodern, postcolonial) and practices (including fiction-theory, lifewriting). Lecture, seminar weekly. *C. Verdun*

Canadian Studies – Environmental Studies – Political Studies 267a – Public policy (See Political Studies)**Canadian Studies – Political Studies 268b – Policy and democracy: ethics, law & politics** (See Political Studies)**Canadian Studies – Native Studies – History 270 – History and politics of the Métis** (See Native Studies)**Canadian Studies – Geography 271b – Urban systems** (See Geography)**Canadian Studies – Women’s Studies 275 – Women in Canada**

A survey of representative themes and approaches in Canadian women’s culture (especially sexuality, relation to family and community, and artistic expression) both past and present, focused primarily on women’s experience of place and region. Weekly lecture and tutorial. *M. Lacombe*

Canadian Studies – Native Studies 285 – Aboriginal People and the North (See Native Studies)**Canadian Studies – Women’s Studies – Sociology 286 – Immigrant women in Canada** (See Women’s Studies)

Canadian Studies – History – Sociology 300 – Canada: communities and identities

An interdisciplinary study of place, regionalism, ethnicity, race, and community in Canadian life. First Term: regional identity in Western, Atlantic, Central and Northern Canada. Second Term: immigration, multiculturalism, race, language, and ethnic identity. Lecture weekly; seminar fortnightly. *J. Struthers*

Canadian Studies – History 302 – Quebec since 1867 (See History)**Canadian Studies – History 303 – France in America to 1803** (See History)**Canadian Studies – Politics – Sociology 305 – Politics and society in Quebec**
(See Political Studies)**Canadian Studies – History 307 – Public history** (See History)**Canadian Studies – History 308 – Business history: The Canadian experience in international perspective** (See History)**Canadian Studies – Politics 309 – Ontario politics** (See Political Studies)**Canadian Studies – Environmental and Resource Studies-Politics 310 – Public policy and the Canadian environment** (See Environmental and Resource Studies.)**Canadian Studies – History – Women's Studies 316 – Women in North America**
(See History.)**Canadian Studies – Politics 321b – Ordering World Politics II: Canadian foreign policy in the 20th century** (See Political Studies.)**Canadian Studies – Geography – Women's Studies 322a – Gender, society and space**
(See Geography)**Canadian Studies – French 325 – Théâtre et poésie du Québec** (See MLL-French section.)**Canadian Studies – Politics 326b – Politics of North American economic integration**
(See Politics)**Canadian Studies – Geography 332a – Settlement geography** (See Geography.)**Canadian Studies – Environmental and Resource Studies – Geography 333a – Wilderness resources** (See Geography)**Canadian Studies – Geography 337a – Recreation geography issues** (See Geography)**Canadian Studies – Sociology 341a/b – Sociology of education** (See Sociology)**Canadian Studies – Anthropology 351 – Art, architecture and society** (See Anthropology)**Canadian Studies 352 – Quebec contexts**

An interdisciplinary study of communities and cultures, and social, political and historical contexts in Quebec and French Canada. Weekly lecture and seminar. *C. Verduyn*

Canadian Studies – Cultural Studies 356 – The Wilderness, modernity and the sublime
(See Cultural Studies)**Canadian Studies – English – Native Studies 360 – Native peoples in literature**
(See English Literature)**Canadian Studies – Politics 362 – Public policy and administration in Canada**
(See Political Studies)**Canadian Studies – Geography 363a/b – Historical geography of Canada before 1900**
(See Geography)**Canadian Studies – Geography 364a/b – Geography of the Polar regions** (See Geography)**Canadian Studies – Politics 366a – Canadian political economy** (See Political Studies.)**Canadian Studies – Geography 371a/b – Urban planning** (See Geography.)**Canadian Studies – Geography 373a/b – Internal city structure** (See Geography)**Canadian Studies – Geography 376a/b – The urban-rural fringe** (See Geography.)**Canadian Studies – Geography 380a/b – Regional economic development**
(See Geography)**Canadian Studies – French 383 – Le roman québécois** (See MLL-French Section)

Canadian Studies – Economics 384a/b – Health economics (See Economics)

Canadian Studies – Sociology 388a – Canada compared (See Sociology)

Canadian Studies 390, 391a, 392b, 393c – Reading course

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

Canadian Studies 395, 397b, 398c – Special topics

Special topic 1999-2000: *Canadian Studies – History 3952 – “Canada and the World”* (See History)

Canadian Studies – Politics – Women’s Studies 395 – Women, law and politics

(See Political Studies)

Canadian Studies – Sociology – Women’s Studies 396a – Immigrant women and the state in Canada (See Women’s Studies)

Canadian Studies – Women’s Studies 397b – Women, health and environment

(See Women’s Studies)

Canadian Studies 401 – Single credit Honours thesis

Arrangements to be made through the Program Chair.

Canadian Studies 402 – Double credit Honours thesis

Arrangements to be made through the Program Chair.

Canadian Studies – History 403 – History of night (See History)

Canadian Studies – Politics 405 – Contemporary Canadian problems

(See Political Studies)

Canadian Studies – History 406 – Upper Canada (See History)

Canadian Studies – History 407 – The Canadian-American frontier (See History)

Canadian Studies – Comparative Development Studies – Political Studies 424b – Canada and international development (See Comparative Development Studies)

Canadian Studies – History – Native Studies 425 – The evolution of the settlement commonwealth (See Native Studies)

Canadian Studies – Sociology 445 – The media and communications in Canada

Overview of the history and political economy of the media industries, including publishing, film, radio, television, and new communication technologies. Special topics include media ownership and control, the process of television news production, and the dynamics of media reception. Prerequisite: *Canadian Studies-History-Sociology 300*, or a 300-level sociology course, or permission of the instructor. Two-hour seminar weekly.
D. Clarke

Canadian Studies – Anthropology 450a/b – Anthropology of race and racism

(See Anthropology)

Canadian Studies – Environmental and Resource Studies – Politics 460a – Public policy in global perspective (See Political Studies)

Canadian Studies – English 4651 – Advanced studies in Canadian literature

The Literature of Ontario. (See English Literature)

Canadian Studies – English 4652 – Modern and contemporary Canadian fiction

(See English Literature)

Canadian Studies – English – Women’s Studies 466 – Canadian literary pluralities

An introduction to work by writers of immigrant, ethnic or racial minority identification in Canada. After an initial exploration of the theoretical issues involved in the study of this literature, the course will examine a selection of literary works. Prerequisite: *Canadian Studies 266* or *300*, or permission of the instructor.

Canadian Studies – Environmental and Resource Studies 467a –

History of environmental science and policy (See Environmental Studies)

Canadian Studies – Environmental and Resource Studies 470 –**Bioregionalism: The Otonabee River watershed, Haliburton section**

Ecology, history and culture; sustainable development; appropriate technology; regional planning. Permission of instructor required prior to pre-registration. Two-hour workshop and one-hour tutorial weekly. *J. Wadland, T. Whillans*

Canadian Studies – History 475 – History of everyday life (See History)**Canadian Studies – History 476 – Canadian working class history** (See History)**Canadian Studies – History 477 – Studies in Canadian social policy**

This research course examines the evolution of social policy from the early 19th to the late 20th century; governmental, professional and organizational responses to poverty, disease, old age, mental illness, physical disability, family fragmentation. Seminar weekly.

J. Struthers

Canadian Studies 485, 486a, 487b, 488c – Field course

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

Canadian Studies 490, 491a, 492b, 493c – Reading course

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

Canadian Studies 495, 496a, 497b, 498c Special topics**Canadian Studies 4951 – Studies in contemporary Canadian culture**

This research seminar will explore in interdisciplinary fashion a selection of contemporary debates and developments in a variety of cultural expressions across Canada, such as film, music, art and literature. Weekly seminar. *C. Verduyn*

Canadian Studies 499: Advanced topics in Canadian studies

Taken in conjunction with another of the Program's 400-level courses, offers advanced study of selected aspects thereof. Arrangement through Program Chair in consultation with course instructor.

Diploma Program in Canadian Studies

The Canadian Studies Program offers a special Diploma for students who wish to undertake a single academic year (September-April) focused directly upon Canadian political economy, society, environment and culture. Individuals wishing to enrol in the diploma program must apply, in writing, to the Chair of the Canadian Studies 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, will select 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 will 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 official Diploma will be awarded in the Spring. With it will be included an official Trent University transcript identifying all courses undertaken and grades received.

Course Requirements

All students admitted to the Diploma program will be required to take four courses, including *Canadian Studies-History 101*, one course from each of columns A, B, or C. *Native Studies 100*, *Canadian Studies 200*, *Canadian Studies 300*, *Canadian Studies 352* recommended. Students must complete their four courses with a mark of 60 % or better to qualify for the Diploma.

Column A <i>Studies in the Social Sciences</i>	Column B <i>Studies in Regionalism and the Environment</i>	Column C <i>Studies in Culture</i>
201	200a	253
235	203b	254
255	221	265
260a	230	266
261b	250	275
267a	263a	307
268b	285	325
270	302	351
271b	303	352
286	309	356
300	310	360
301	324	383
305	332a/b	403
308	333a	445
316	363a/b	465
320	364a/b	4652
322a	376a/b	466
341a	380b	475
362	382a/b	4951
366a	406	4952
371b	407	
373b	415	
384a/b	467a	
388b	470	
405		
425		
460a		
464		
476		
477		

CHEMISTRY

Telephone: (705) 748-1505

Fax: (705) 748-1625

E-mail: chemistry@trentu.ca

Web: www.trentu.ca/chemistry

Chair of the Department

J. M. Parnis, B.Sc., Ph.D. (TORONTO)

Professors Emeriti

P. F. Barrett, M.Sc. (QUEEN'S), Ph.D. (TORONTO), F.C.I.C.; S.A. Brown, B.S.A. (TORONTO), M.S., Ph.D. (MICHIGAN STATE); R.E. March, B.Sc. (LEEDS), Ph.D. (TORONTO), F.C.I.C.; K.B. Oldham, Ph.D., D.Sc. (MANCHESTER), F.C.I.C.; A.H. Rees, M.A., Ph.D. (CAMBRIDGE), M.A. (OXFORD), Ph.D. (LONDON), F.C.I.C., ASSOC. R.C.S.; R.A. Stairs, B.Sc. (McGILL), M.Sc. (WESTERN ONTARIO), Ph.D. (CORNELL), F.C.I.C.

Professor and NSERC Industrial Chair

D. Mackay, B.Sc., Ph.D. (GLASGOW)

Professor

E.G. Lewars, B.Sc. (LONDON), Ph.D. (TORONTO)

Assistant Professor and NSERC Industrial Junior Chair

H. Hintelmann, B.Sc., Ph.D. (HAMBURG)

Assistant Professors

S. P. Rafferty, B.Sc. (WATERLOO), Ph.D. (BRITISH COLUMBIA); I. Svishchev, M.Sc. (MOSCOW STATE), Ph.D. (USSR ACADEMY OF SCIENCES)

Conjunct Associate Professors

R.C. Makhija, M.Sc., Ph.D. (LUCKNOW), C.CHEM., F.C.I.C.; A.M. Zobel, M.Sc., Ph.D. (WARSAW)

Senior Demonstrator

H. Al-Haddad, B.Sc. (BAGHDAD), Ph.D. (STRATHCLYDE), M.C.I.C.

Demonstrators/Technicians

B. Best, B.Sc. (TRENT); S. Landry, B.Sc. (TRENT), J. LaPlante, J. Richardson B.Sc. (TRENT), M.C.I.C.

The Chemistry single-major degree program is designed to give students the courses required for accreditation by the Canadian Society for Chemistry. The joint major degree allows for considerable choice in Chemistry courses. The Chemistry Department also participates in offering the Biochemistry, Environmental Chemistry and Chemical Physics Programs described elsewhere in the Calendar.

REQUIRED COURSES

Single-major Honours program consists of 20 courses including *Physics 100*, one course in Mathematics in addition to *Mathematics 110* or the combination of *Mathematics 105a* and *Mathematics 155b* or *135a*, and at least 11 courses in Chemistry, including: *Chemistry 100*, *200*, *212*, *240a*, *321a*, *322b*, either *342b* or *343b*, two other 300-level Chemistry courses, and four 400-level Chemistry courses including at least three lecture half-courses. A student may take up to two course equivalents in Chemistry project courses. Up to one 400-level Chemistry course may be replaced by a 300-level Chemistry course or a 400-level course from another discipline.

Joint-major Honours program consists of 20 courses. To arrange an appropriate program, early consultation with both departments is urged. A minimum of seven courses in Chemistry is required, including: *Chemistry 100*, two 200-level, two 300-level and two 400-level Chemistry courses.

Single-major General program consists of 15 courses of which at least six must be in Chemistry, including: *Chemistry 100*, *200*, *212*, *240a* and 2.5 more Chemistry courses, two of which are at the 300- or 400-level.

Joint-major General program consists of 15 courses of which at least five must be in Chemistry, including: *Chemistry 100*, two 200-level and two 300-level Chemistry courses.

Notes and provisos

- *Chemistry 100* proceeds at a pace appropriate to students with an OAC or equivalent in Chemistry. Students without this background should contact the Chemistry Department during the weeks prior to registration for advice.
- All students taking one or more Chemistry courses which have a laboratory component must pay a breakage deposit of \$100. This deposit may be returned wholly or in part depending on breakages incurred.
- Students wishing to take *Chemistry 451, 452, 453a, 454b or 455c* must have at least an average of 75 % in their previous Chemistry courses and permission of the instructor.

Please consult the academic timetable to determine which of the courses listed will be offered in 1999–2000.

Chemistry 100 – Introductory Chemistry

Essential aspects of general, physical, inorganic, and organic chemistry, and bio-chemistry. Atoms, molecules, bonding, equilibrium, gases, liquids, solutions, crystals, redox chemistry, reaction kinetics and chemical thermodynamics. Introduction to organic and biologically important molecules and their chemistry. Prerequisite: OAC Chemistry or equivalent or permission of instructor (see notes). Three lectures weekly; laboratory and problem sessions in alternate weeks.

Chemistry 200 – Elementary physical chemistry

Introduction to the kinetic theory of gases; thermodynamics of physical and chemical processes, quantum mechanics, chemical kinetics, electrochemistry. Prerequisites: *Chemistry 100; Mathematics 110 or Mathematics 105a*, or permission of instructor. One laboratory and three lectures weekly. Tutorials to be arranged by instructor. *I. Svishchev, M. Parnis*

Chemistry 212 – Introductory organic chemistry

Functional group chemistry, with emphasis on the preparation and reactions of alkanes, alkenes, alkynes, alcohols, alkyl halides, ethers, aldehydes, ketones, carboxylic acids and derivatives, and aromatic compounds, using a mechanistic approach to reactions. Aromaticity and spectroscopy; stereochemistry and resonance. Prerequisite: *Chemistry 100*. Three lectures and laboratory weekly, and occasional tutorials.

Chemistry 240a – Analytical chemistry

The theory of chemical equilibrium as it applies to chemical analysis; experiments in gravimetric and volumetric analysis. Prerequisite: *Chemistry 100*. Two lectures and laboratory weekly; tutorials to be arranged by instructor. *H. Hintelmann*

Chemistry – Environmental and Resource Science 241b – Environmental chemistry

Chemical principles of environmental issues. Basics of aquatic and atmospheric chemistry, chemistry of the geosphere and soil, and hazardous wastes. Prerequisite: *Chemistry 100*. Two lectures weekly; tutorials to be arranged by the instructor. *I. Svishchev*

Chemistry 301a – 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: *Chemistry 200* and *Mathematics 110* or permission of the instructor. Recommended: *Mathematics 200*. Three lectures, one laboratory or tutorial weekly. *M. Parnis*

Chemistry 302b – Advanced thermodynamics

Fundamentals of chemical thermodynamics and statistical mechanics. Entropy and internal energy; molecular partition function. Reaction rate theories; surface and solution kinetics. Prerequisites: *Chemistry 200* and *Mathematics 110* or permission of the instructor. Recommended: *Mathematics 200*. Three lectures, one laboratory or tutorial weekly. *I. Svishchev*

Chemistry 310 – Advanced organic chemistry

A survey of organic chemistry. Theoretical and mechanistic aspects will be emphasized. Prerequisite: *Chemistry 212*. Two lectures or tutorials and one laboratory weekly. *E. Lewars*

Chemistry 321a – Chemistry of main group elements

Structure and bonding of inorganic compounds of the main group elements, and correlation of physical and chemical properties with electronic structure. Prerequisite: *Chemistry 200*. Two lectures and laboratory weekly; tutorial or seminar in alternate weeks.

Chemistry 322a – Transition metal chemistry

The chemical, 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: *Chemistry 200*. Two lectures and laboratory weekly; tutorial or seminar in alternate weeks.

Chemistry – Biology 330 – General biochemistry

Chemical processes in animals, higher plants and micro-organisms; composition of tissues; biocatalysis and the nature of enzymes; energy relationships; the formation and degradation of metabolically important compounds and the control of metabolism. Prerequisite: *Chemistry 200* or permission of instructor. Two lectures and laboratory weekly; tutorial or seminar in alternate weeks. *S. Rafferty*

Chemistry – Environmental and Resource Science 342b – Instrumental analysis I

Theory and practice of electrochemical and spectrophotometric methods in analysis. Prerequisite: *Chemistry 240a*. Laboratory and two lectures weekly, tutorials to be arranged by instructor. *M. Parnis*

Chemistry – Environmental and Resource Science 343b – Instrumental analysis II

Theory and practice of chromatography, mass spectrometry and sampling. Particular emphasis will be placed on applications in environmental analysis. Prerequisite: *Chemistry 240a*. Laboratory and two lectures weekly, tutorials to be arranged. *H. Hintelmann*

Chemistry 401a – 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.

Chemistry 404a – Gas phase reaction dynamics

The molecular mechanism of elementary physical and chemical rate processes. An examination of micro-level phenomena revealed by molecular dynamics. Prerequisite: *Chemistry 300*. Two lectures, tutorials or seminars weekly.

Chemistry 408a – Advanced physical environmental chemistry

How modern physical-chemical experiments, theoretical approaches and computer simulations provide molecular level insights into our environment. Fundamentals of colloid and surface chemistry with emphasis on colloid stability, surface hydration, hydrophobic effect; formation (nucleation) of aerosols, water droplets and ice crystals. Prerequisite: *Chemistry 200*. Recommended: *Chemistry 241b*. Two lectures or seminars per week. *I. Svishchev*

Chemistry 412a – 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. Prerequisite: *Chemistry 310*. Two lectures, tutorials or seminars weekly. *E. Lewars*

Chemistry 413b – Computational chemistry

The use of molecular mechanics, semi-empirical ab initio methods in the investigation of molecular structure and reactivity. Prerequisite: *Chemistry 200* and *Chemistry 212*. Two lectures, tutorials or seminars weekly. *E. Lewars*

Chemistry – Biology 434a – Protein chemistry

The complexity and diversity of organisms derives largely from the action of hosts of proteins, acting in concert as catalysts, transporters, signalling agents, and structural elements. Besides presenting important examples of these roles, this course will describe how such variety in protein structure and function can be generated from the application of a few simple concepts to a relatively small number of simple precursors. The techniques and applications of protein engineering will also be discussed. Prerequisite: *Chemistry-Biology 330*. Two to three hours per week of lectures and/or seminars. *S. Rafferty*

Chemistry – Biology 435b – 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, the spectroscopic techniques used to examine metalloproteins, and a survey of the roles of metals in enzyme catalysis, oxygen transport, biological electron transfer, gene expression, medicine, and environmental toxicity. Prerequisite: *Chemistry-Biology 330*. Two to three hours per week of lectures and/or seminars. S. Rafferty

Chemistry 442b – Advanced analytical chemistry

A detailed description of modern techniques in inductively coupled plasma mass spectrometry (ICP/MS) and liquid chromatography mass spectrometry (LC/MS). Hyphenated techniques and application in environmental analysis with emphasis on methods for determining metal species particularly in aqueous solution. Prerequisite: *Chemistry-Environmental and Resource Science 342b or 343 b*. Two to three hours of lectures and/or seminars weekly.

Chemistry 451 – Project course in chemistry or biochemistry

Study, usually involving experimental research, under the supervision of a faculty member. Seminars and written report. About eight hours per week. Prerequisite or corequisite: two chemistry lecture half-courses at the 400-level. Permission required. Contact Coordinator as soon as possible and no later than the end of the previous Winter term. Coordinator: I. Svishchev

Chemistry 452 – Double-credit project course in chemistry or biochemistry

About 16 hours per week; otherwise, as *Chemistry 451*. Coordinator: I. Svishchev

Chemistry 453a, 454b, 455c – Half-credit project courses in chemistry or biochemistry

As *Chemistry 451*; about eight hours per week (about four hours for *Chemistry 455c*)
Coordinator: I. Svishchev

Chemistry 490 – 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; see Chair.

CHEMICAL PHYSICS

Program Co-ordinators**Chair of the Department of Chemistry**

J.M. Parnis, B.Sc., Ph.D. (TORONTO)

Chair of the Department of Physics To be named**Professors**

See listing of faculty in Chemistry, Mathematics and Physics

Requirements for a Major

The program in Chemical Physics is a sequence of mutually supportive courses offered by the Departments of Chemistry, Physics and Mathematics that compose an integrated whole. Not available as a joint-major.

The General program consists of a minimum of 10 courses in the three disciplines, including: *Chemistry 100, 200, 301a, 302b, Physics 100, 202a, 203b, 321, Mathematics 110, 200, 301 or 205a and 305b*, a 200- or 300-level Physics or Chemistry course.

The Honours Program Requirements for the General program must be met, plus: *Chemistry 401a or 408a; Physics 400*; three more courses in Chemistry, Physics or Mathematics, of which two must be at the 400-level.

Notes and provisos

- For more detailed information, see Calendar entries for Chemistry and Physics.
- Students wishing to transfer to a single-major program should consult the appropriate Department Chair before commencing the third quarter.

COMPARATIVE DEVELOPMENT STUDIES

Telephone: (705) 748-1339

Fax: (705) 748-1624

E-mail: cds@trentu.ca

Web: www.trentu.ca/cds

Professor and Chair of the Program

J. Hillman, M.A. (OXFORD), Ph.D. (SUNY, BUFFALO)

Professors

C.V. Huxley, B.A. (YORK, ENGLAND), M.A. (SIMON FRASER), Ph.D. (TORONTO); D.R. Morrison, M.A. (SASKATCHEWAN), D.Phil. (SUSSEX)

Associate Professors

W. Lem, M.A., Ph.D. (TORONTO); R.D. Powell, LIC. EN HISTORIA (CORDOBA), Ph.D. (McGILL);

J. Solway, B.A. (OAKLAND), M.A., Ph.D. (TORONTO)

Assistant Professor

J. Clapp, B.A. (MICHIGAN), M.Sc., Ph.D. (LONDON)

Associated Faculty

Economics: S. Choudhry, *Cultural Studies*: A. O'Connor; *Environmental & Resource Studies*: S. Bocking; T. Whillans; *Geography*: J.S. Marsh; *Hispanic Studies*: T. Noriega; *History*: D. Sheinin; *Native Studies*: D.N. McCaskill; *Political Studies*: E. Helleiner, M. Neufeld, A. Pickel.

Honorary Professor

L.A. Costa Pinto, LIC.SOC. (BRAZIL)

Conjunct Professors

B. Beck, B.A. (CHICAGO), B.LITT. (OXFORD), D.Phil. (OXFORD), T. Korovkin, M.A. (MOSCOW), M.A. (YORK), Ph.D. (YORK), S. Langdon, B.A. (TORONTO), M.A. (CARLETON), D.Phil. (SUSSEX)

The Program in Comparative 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 cooperation of the following Departments and Programs: Anthropology, Cultural Studies, Economics, Environmental and Resource Studies, Geography, History, Hispanic Studies, Native Studies, Political Studies, Sociology and Women's Studies.

Students are strongly encouraged to enrol in some cognate courses. *Economics 101a/b*, *102a/b*, *Anthropology 100*, *Politics 100*, *History 170* and *Sociology 100* are recommended. Students are also advised that some Program courses offered by participating departments carry prerequisites.

REQUIRED COURSES

The single-major Honours program consists of 19 courses. Minimum nine courses in Comparative Development Studies, including: *CD 100*, *CD 200*, *ECCD 331a*, *333b* (prerequisite: *Economics 101a/b* and *102a/b*); one full course from *CD 400*, *422*, *423a*, *424b*, *475a*, *476b*; and one other 400-level course.

Joint-major Honours program. Minimum seven courses in Comparative Development Studies, including: *CD 100*, *CD 200*, and one full course from *CD 400*, *422*, *423a*, *424b*, *475a*, *476b*.

General joint-major. Minimum five courses in Comparative Development Studies, including: *CD 100* and *CD 200*.

Notes and provisos

- Only one support course can be counted towards the minimum requirements of each degree program. Courses from the student's other joint-major cannot be included among the minimum number of courses in each degree program.
- Anthropology students: Students undertaking joint-majors in Anthropology and Comparative Development Studies are advised that they may substitute *Comparative Development-Anthropology 221* for one of *Anthropology 212*, *230* or *240* in their Anthropology requirements.
- Depending upon their area of interest, students are encouraged to enrol in French or Spanish language courses.

Year Abroad Programs

These are designed primarily for CDS and Anthropology majors with high academic standing.

The Ecuador Program consists of the following courses:

- Spanish 250*, Intermediate Spanish
- CD 380*, Community Development
- CD 387*, Introduction to Quechua
- CD 388*, Ecuador Seminar
- CDAN 389*, Andean economy, society and culture
- Spanish 100* is a prerequisite.

The Ghana Program consists of the following courses:

- CD 377*, Society, Culture and Development in Africa
- CD 378*, Ghana Seminar
- CD 379*, Local Dynamics of Change
- CD 380*, Community Development

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

CORE COURSES***Comparative Development 100 – Human inequality in global perspective***

An introduction to the basic ideas and perspectives of development analysis including issues of population growth, food, transformation of rural life, gender, the environment, urbanization and industrialization. The investigation of development and under-development proceeds from comparative and historical perspectives with illustrations from widely differing societies. *Staff*

Comparative Development 200 – Development analysis

An examination of the strengths and limitations of the major perspectives that have informed development studies. Consideration of selected monographs which address critical issues on the basis of well-defined models and sound empirical research.

Prerequisite: *CD100* or departmental permission. *W.Lem*

Comparative Development – Anthropology 221 – Agrarian change and food production in a global context

A comparative analysis of changes in land tenure, land use and social organization of agrarian societies that are affected by the processes of commodification and globalization of food production. Ethnographic, political and economic material from the developing world will be used to illustrate these changes with a focus on the 'post-colonial' experience of these societies. Prerequisite: *CD100* or *AN100* or permission of the instructor. *D. Powell and J. Clapp*

Comparative Development 385b – Field course

An examination of the development experiences and strategies in a Caribbean country. Particular attention is devoted to relations with Canada.

Comparative Development 400 – Modernity and development

A study of selected theoretical and policy issues arising in the passage from local traditions and cultures to modernity as a result of industrialization and global integration.

C.Huxley

Comparative Development 422 – Assessment of development projects

An examination of techniques for analysing and assessing projects for industrial, rural and social development, and of selected case studies. Case studies will include Canadian projects for development assistance in third world countries. Introductory lectures and weekly seminars. Open only to students in the fourth quarter of the Honours degree.

Enrolment limit of 14. *R.D. Powell*

Comparative Development – Political Studies 423a – 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. Emphasis will be placed on the operation and impact of 'global civil society' in the context of current campaigns by non-governmental organizations regarding specific issues such as developing country debt, trade agreements, transnational investment, the global food market, and the environment. Two hour seminar weekly. Open only to students in the fourth quarter of the Honours degree. *J. Clapp*

Comparative Development – Political Studies – Canadian Studies 424b – Canada and international development

Canada's relations with developing countries and role in North-South issues, especially development assistance, ecologically sustainable development, human rights and democratization, trade and investment, and immigration and multiculturalism. Two hour seminar weekly. Prerequisite: One of CD200, CAEN 200, PO220 or permission of the instructor. Open only to students in the fourth quarter of the Honours degree. Enrolment limit of 16. *D.R. Morrison*

Comparative Development – Sociology 470a – Religion and social movements

An examination of the religious movements within the Catholic tradition generated by social upheaval in contemporary Latin America, with particular attention given to new forms of religious organization, and theology, together with the revitalization of popular religion. Two-hour seminar weekly. *J. Hillman*

Comparative Development – Anthropology 475a – 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: *Anthropology 200* or *Comparative Development 200* or permission of instructor. Open only to students in the fourth quarter of the Honours degree. *J. Solway*

Comparative Development – Anthropology 476b – Family and modernity

An examination of the dynamics of the family and kinship and their 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; 'fictive' kinship and 'fabricating' a family; and 'modern kinship dilemmas' such as those emerging from new reproductive technologies. Prerequisite: *Comparative Development 200* or *Anthropology 200*. Open only to students in the fourth quarter of the Honours degree or by permission of instructor. *J. Solway*

OTHER CORE COURSES**Comparative Development 390, 391a, 392b – Reading courses in comparative development**

Open only to students taking a major in Comparative Development Studies, and designed to provide an opportunity for specialized studies on selected topics. Periodic tutorials. Prerequisite: Permission of the Chair and the instructor concerned.

Comparative Development 490, 491a, 492b – Reading courses in comparative development

Open to students in the fourth quarter of the Honours program in Comparative Development Studies. Periodic tutorials. Prerequisite: Permission of the Chair and the instructor concerned.

Comparative Development 401/402 – Honours thesis

A specific scholarly project on a well-defined topic for which double credit or single credit will be given. Prerequisite: Permission of the Chair and instructor concerned.

Anthropology – Comparative Development 301 – African culture and society
(See Anthropology)**Anthropology – Comparative Development 304 – Latin America** (See Anthropology)**Anthropology – Comparative Development 306 – South Asian culture and society**
(See Anthropology)**Anthropology – Comparative Development 407 – Politics, economics and culture**
(See Anthropology)**Cultural Studies – Comparative Development 332 – Media and development**
(See Cultural Studies)

Economics – Comparative Development 231a – Economics of developing countries
(See Economics)

Environmental and Resource Studies – Comparative Development 360
– Environment and development (See Environmental and Resource Studies)

Environmental and Resource Studies – Comparative Development – Politics 461b –
Global environmental policy (See Environmental and Resource Studies)

History – Comparative Development 240 – The emergence of modern Africa
(See History)

History – Comparative Development 247 – Introduction to Latin American history
(See History)

Native Studies – Comparative Development 305 – Aboriginal community development
(See Native Studies)

Native Studies – Comparative Development 482 –
Aboriginal responses to cultural interaction (See Native Studies)

Politics – Comparative Development 427a – Democracy and the global order
(See Political Studies)

Women's Studies – Comparative Development 325
– Women and development (See Women's Studies)

SUPPORT COURSES

Anthropology 409: Ethnographic method and theory in cultural anthropology

Economics 311a: International trade

Economics 312b: International finance

English 315: Commonwealth fiction

Geography – Canadian Studies 380a/b: Regional economic development

History 4904: Rebellions in Colonial Africa

History 447: Topics in Latin American history

Politics 220: Global politics

Politics 322a: Global political economy

Politics – Canadian Studies 326b: Politics of North American economic integration

Sociology 480: Comparative social analysis

Spanish 326: Contemporary Latin-American novel

COMPUTER STUDIES

Telephone: (705) 748-1495

E-mail: compstudies@trentu.ca

Fax: (705) 748-1066

Web: www.trentu.ca/computerstudies

Associate Professor and Chair of the Program

Richard T. Hurley, B.Sc. (NEW BRUNSWICK), Ph.D. (WATERLOO)

Professor

James W. Jury, M.Sc., Ph.D. (TORONTO)

Associate Professors

Stephen B. Regoczei, M.Sc. (TORONTO), Morgan J. Tamplin, B.A. (TORONTO), M.A. (LONDON),
Ph.D. (ARIZONA)

Assistant Professor

Bart C. Dornzy, B.Sc., M.Sc. (ALBERTA), Ph.D. (WATERLOO)

Conjunct Associate Professor

Norman R. Ball, B.A. (McMASTER), M.A., Ph.D. (TORONTO)

Adjunct Faculty

Peter J. Northrop, ISP

Associated Faculty

Geography, J.G. Cogley; *Mathematics*, S. Bilaniuk, E.A. Maxwell, D.G. Poole, B. Zhou;
Philosophy, B. Hodgson, R.M. Neumann

Laboratory Demonstrator

Meredith E. Soper, B.A. (WESTERN ONTARIO), B.Sc. (TRENT)

The Program offers study in computer science, information systems and related cultural ideas. It approaches these from a specialist and generalist liberal arts and sciences point of view. It combines courses in computer science with courses in mathematics, philosophy and social and behavioral studies. The intent is to provide students with a sound basis in computer studies along with a comprehensive education in areas where the use of computer technology and computational ideas have a major influence. To meet these goals, many courses in the program deal with advanced technical material, and in addition, provide a humanities and social sciences perspective. Students in the Program pursue General or Honours Joint-major Degrees by combining core and cross-listed Computer Science/Studies courses with courses in another area of study, either in the arts or the sciences. Students may also pursue a single-major Honours degree in Computer Science.

The curriculum in Computer Studies includes courses in a broad range of topics. Computer Studies courses contribute to one or more streams within the subject: **Computer Science (CompSci)**, **Information Systems (InfSys)** and **Digital Techniculture (DigTech)** as indicated in the following list (cross-listed courses are followed by the two-letter designation of the Department/Program offering the courses):

CompSci		InfSys	DigTech
101a	340b	101a	101a
102a	341 (MA)	261a	210a
104b	345a	262b	240a (PI)
202a	347b	340b	280b
204b	350a	345a	283b
230	351 (MA)	347b	341b (PI)
250b	355a	348a	345a
260 (MA)	360b	351 (MA)	347b
262b	362a	360b	350b
300a	364b	362a	360b
304a	372 (MA)	364b	363a/b (AN)
305a	400	400	395 (PI)
321 (PY)	405 (MA)	490,1a,2b	490,1a,2b
325a (PY)	410a		
332a	431a		
335b	432b		
337b	490,1a,2b		

Courses labelled Computer Science (e.g. *CO 202a*) fulfill University science course requirements toward the B.Sc. degree. Courses labelled Computer Studies (e.g. *CR 280b*) are arts courses.

For further guidance in selecting courses within or across streams, students should consult the Computer Studies Student Handbook.

REQUIRED COURSES – Bachelor of Science

Students who are required to choose computer science courses from different categories should refer to the following:

A–Theory	B–Systems	C–Data Management	D–Applications
<i>CO 300a</i>	<i>Physics-CO 325a</i>	<i>CO 340b</i>	<i>CO 347b</i>
<i>CO 305a</i>	<i>CO 332a</i>	<i>CO 360b</i>	<i>CO 355a</i>
<i>CO 362a</i>	<i>CO 335b</i>	<i>CO 364b</i>	<i>Math-CO 372a</i>
	<i>CO 337a</i>		

Single-major Honours program in Computer Science

The single-major Honours Bachelor of Science program in Computer Science consists of 20 courses. Minimum 11 courses in Computer Science/Studies, of which nine must be Computer Science (CO) and two must be Computer Studies (CR). Seven courses must be at the 300-level or higher, of which two must be 400-level core Computer Science.

The courses must include: *Computer Science (CO) 102a, 104b, 202a, 204b, 230, 304a, 400, Mathematics 110, Mathematics 135a, Mathematics-Statistics 155b, Mathematics-Computer Science 260* and at least one half-course from each of categories A, B, C and D listed above.

Note that University regulations require at least 14 science courses for the B.Sc. (Honours).

Joint-major Honours program in Computer Science

The joint-major Honours Bachelor of Science program in Computer Science consists of 20 courses. Minimum seven courses in Computer Science/Studies, of which five must be Computer Science (CO) and one must be Computer Studies (CR). Four courses must be at the 300-level or higher, of which two must be 400-level core Computer Science.

The courses must include: *Computer Science (CO) 102a, 104b, 202a, 230, 304a, 400, Mathematics 110, Mathematics 135a, Mathematics-Statistics 155b, Mathematics-Computer Science 260* and at least one half-course from any two of categories A, B, C and D listed above.

Note that University regulations require at least 14 science courses for the B.Sc. (Honours).

Joint-major Honours program in Computer Studies

The joint-major Honours Bachelor of Science program in Computer Studies consists of 20 courses. Minimum seven courses in Computer Science/Studies, of which five must be Computer Science (CO) and one must be Computer Studies (CR). Three and a half courses must be at the 300-level or higher, of which 1.5 must be 400-level core Computer Science.

The courses must include: *Computer Science (CO) 102a, 104b, 202a, 304a, 400, Mathematics 110, or any two of Mathematics 105a, 135a, Mathematics-Statistics 155b, and at least one half-course from any two of categories A, B, C and D listed above.*

Note that University regulations require at least 14 science courses for the B.Sc. (Honours).

Joint-major General program in Computer Studies

The joint-major General Bachelor of Science program in Computer Studies consists of 15 courses. Minimum five courses in Computer Science/Studies, of which three must be Computer Science (CO) and one must be Computer Studies (CR). Two courses must be at the 300-level or higher.

Note that University regulations require one university mathematics course, and at least 11 science courses for the joint-major B.Sc. (General).

REQUIRED COURSES – Bachelor of Arts

Joint-major Honours program in Computer Studies

The joint-major Honours Bachelor of Arts program consists of 20 courses. Minimum seven courses in Computer Science/Studies, of which at least three must be at the 300-level or higher.

Joint-major General program in Computer Studies

The joint-major General Bachelor of Arts program consists of 15 courses. Minimum five courses in Computer Science/Studies, of which at least two must be at the 300-level or higher.

REQUIRED COURSES – Minor

Minor in Computer Science

Students enrolled in a single-major honours program in another discipline are eligible to apply for a minor in Computer Science on completion of the following requirements: Minimum five courses in Computer Science/Studies, of which four must be Computer Science. Two courses must be at the 300-level or higher.

The courses must include: *Computer Science (CO) 102a, 104b, 202a, 230, Mathematics 110 or any two of Mathematics 105a, 135a, Mathematics-Statistics 155b* and at least one half-course from any two of the four categories A, B, C, and D listed above in the Bachelor of Science section.

Minor in Computer Studies

Students enrolled in a single-major honours program in another discipline are eligible to apply for a minor in Computer Studies on completion of the following requirements: Minimum five courses in Computer Science/Studies, of which at least two must be at the 300-level or higher.

Notes and provisos

- Any student wishing to use a Computer Studies/Science course as a prerequisite for a later course must obtain a grade of at least C- in the prerequisite course.
- Students must review the prerequisites for upper year courses to ensure that they are qualified to enrol in those courses in the appropriate years of their programs. In particular, students should note where Mathematics courses are required and consult the Mathematics section of the academic Calendar.
- Many courses are offered on an alternate year basis. Students should consult the University Timetable and the Computer Studies Student Handbook for scheduling information.
- Computer SCIENCE courses are coded as CO, and Computer STUDIES courses are coded as CR. Courses labelled Computer Science (e.g. *CO 202a*, *MACO 260*) are considered to be Science courses and fulfil University science course requirements for the B.Sc. Courses labelled Computer Studies (e.g. *CR 280a*, *ANCR 363b*) are considered to be Arts courses.
- Students wishing to earn a joint-major Bachelor of Science degree must satisfy the requirements of one of the B.Sc. programs outlined above. Students who do not meet these requirements are not eligible to petition for a B.Sc. degree.
- *Computer Science 400* is open only to students who have completed *Computer Science 304a* and one full 300-level computer science credit, including at least one of *CO204b*, *CO 300a*, *CO301a*, *CO 305a*, *CO 337b*, or *CO 340b*. Students should verify eligibility with the program before registering. (For the 1999-2000 academic year, students may take *CO 304a* concurrently with *CO 400*.)
- Students whose interests cross the three disciplines of Computer Science, Physics and Mathematics may be interested in the new single-major honours program in Computing and Physics. Please consult the Computing and Physics section of the calendar for details.
- An information meeting concerning upper-year courses in Computer Science/Studies will be arranged in the Winter Term.

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

CORE COURSES

Computer Studies 101a – Introduction to computer studies with applications

An introduction to general principles of computing and programming with practical experience in modern applications including spreadsheets and database management systems. Topics include impact of computers on society, architecture/organization of computers, binary representation, I/O and secondary storage, operating systems, Basic programming and data communication. No prerequisite.

Computer Science 102a – Introduction to software engineering with C/C++ +

This course is the introductory programming course for Computer Science majors. Students will learn how to design, test, and debug computer programs using the C/C++ + programming languages. Topics to be covered include a general discussion of programming languages, algorithm design, program testing, program debugging, introductory data structures. No prerequisite.

Computer Science 104b – Programming methodologies

The purpose of this course is to provide experience in developing larger and more complex computer programs, including a more detailed examination of some of the advanced concepts of the C/C++ programming language. Topics to be covered include recursive programming, linked lists, program development techniques (such as top-down design, program testing, program structure and documentation), the preprocessor, bit manipulation, unions, and an introduction to data structures. Prerequisite: *Computer Science 102a*.

Computer Science 202a – Intermediate computer science: Data structures and algorithm design

Examination of data structures, abstract data types and algorithm design in a language-independent environment intended to develop knowledge and programming skills beyond an introductory level. Topics include algorithm and data structure design; abstract data types; queues, stacks, lists, trees and graphs; sorting and searching techniques; motivation and introduction of analysis for algorithm complexity. Prerequisite: *Computer Science 104b*; *Mathematics 110* or *Mathematics 105a* highly recommended. Note: In the 1999-2000 academic year only, *CO 102b* can be substituted for *CO 104b*.

Computer Science 204b – Object-oriented programming

This course is to familiarize students with the object-oriented programming paradigm in C++ . Topics to be covered include classes, inheritance, friendship, constructors and destructors, class libraries, operator overloading, virtual functions and polymorphism, templates and exception handling. These topics will be augmented with case studies. Prerequisite: *Computer Science 202a*. Excludes *Computer Science 301a*.

Computer Studies 210a – Computing in the social and natural sciences and humanities

A survey of various approaches to data analysis using microcomputers. It introduces data and problems not usually encountered by Computer Studies joint majors and is also intended for non-Computer Studies students who intend to use computers for research in their disciplines. Prerequisites: *Computer Studies 101a* and another course with computing content such as *Computer Science 102a*, *Geography 201*, *Mathematics-Statistics 155b*, or *Psychology 215*.

Computer Science 230 – Computer organization

An investigation of digital logic, computer architecture, and assembly language programming. Topics will include boolean algebra, sequential logic, circuit design, busing, main memory, secondary memory, the central processing unit, and I/O organization. Prerequisite: *Computer Science 102a*; *Mathematics 130* or *135a* recommended.

Computer Science 250b – Visual programming techniques

Software engineering using modern windows-type graphical structures and procedures. This course provides skills in analysing problems and developing computer programs using Visual BASIC. Included are procedures, arrays, strings, files, records, windows and graphics. Prerequisite: *Computer Studies 101a* or *Computer Science 102a*. Not available to students who have credit for *Computer Studies 150b*.

Computer Studies 261a – Information systems for business and government

An introduction to information systems based on digital information technology, including: administrative systems, records management, management information systems, and knowledge utilities. Organization theory, and the case study approach to problem solving. Using information technology for strategic competitive advantage in a knowledge-based economy. No prerequisite. Open to first-year students.

Computer Studies 262b – Structured systems analysis and design

Systems development methodologies for building information systems in organizations, including: conceptual analysis, requirements specifications, conceptual database design, systems analysis, and systems design. Diagramming techniques such as data flow diagrams and structure charts, are emphasized. Usability audits, user interface design, and project management for software development. Prerequisite: *Computer Studies 261a*.

Computer Studies 280b – Introduction to cyberspace

An introductory course emphasizing the cultural implications of interactive digital technology. Convergence of communications, public media, and entertainment industries. Emphasis on current concerns such as multimedia design, the Web, abstractions, abstract spaces and social constructs. No prerequisite. Open to first-year students.

Computer Studies 283b – Introduction to multimedia

Cultural implications of multimedia within the convergence of television, home entertainment, computing, and data communication technologies. Participation in large, public knowledge utilities, such as the Web, including HTML and Java authoring. The significance of digital audio, digital video, and graphics design for electronic publishing. Prerequisite: *Computer Studies 280b*.

Computer Science 300a – Advanced data structures and algorithms

Topics include design of effective and efficient data structures and algorithms; advanced data structures and algorithm design paradigms; algorithm analysis techniques; intractability. The course gives the student greater experience in program design in a language-independent setting and discusses pragmatic and mathematical aspects of program efficiency. Prerequisites: *Computer Science 202a*; *Mathematics-Computer Science 260*.

Computer Science 304a – Software requirements specification and analysis

This course introduces students to the requirements-definition phase of software development. It will discuss models, notations, and processes for software requirements identification, representation, validation and analysis. An important component is the preparation for a group project to be done in the *CO 400* course. *CO 304a* is a prerequisite for *CO 400* and is usually taken in a student's third year. Prerequisites: *Computer Science 202a*, and any two of *Computer Science 300a*, *305a*, *332a*, *335a*, *337b*, *340b*, *355a*, *360a*, *362b*. (For the 1999-2000 academic year only, students may complete one of the 300-level prerequisites concurrently with *CO 304a*.)

Computer Science 305a – Theory of computation with application to compiler construction

A basic introduction to the theoretical foundation of computer science and its application to the design and implementation of compilers. Topics include finite automata, regular expressions, context-free grammars and Turing Machines. These topics are studied in the context of their application to lexical, syntactic and semantic analysis, and code generation of programming languages. Prerequisites: *Computer Science 202a*, *Mathematics-Computer Science 260* and *Computer Science 230*.

Computer Science 332a – Fundamentals of operating systems

The objective of the course is to introduce students to the concepts of computer operating systems. Topics to be covered include process management, process synchronization, interprocess communication, processor allocation, primary and secondary storage management, file management, resource sharing, security, user interfaces. Illustrated with examples from contemporary operating systems such as UNIX, Windows NT, Windows 95/98 and DOS. Prerequisites: *Computer Science 202a* and *230*. Excludes *CO 430*.

Computer Science 335b – Advanced computer architectures

This course continues the examination of computer architectures that began in *Computer Science 230*. The course begins with a detailed examination of RISC architecture and then continues with superscalar and superpipelined architectures. Other topics to be covered include multiprocessor architectures, advanced issues in caching, parallel algorithms, and a variety of other current architectures. Prerequisite: *Computer Science 230*.

Computer Science 337b – Systems programming

Introduction to programming and systems management in multi-user, multi-tasking operating systems. Topics include shell programming, command language design and interpretation, and UNIX system-level programming using C. Additional topics may include interprocess communication, remote procedure calls, sockets and client/server architectures. Prerequisites: *Computer Science 202a* and *230*.

Computer Science 340b – Database management systems

Database systems and their use in the management of data. History and development of data base theory. Hierarchical, network and relational data base structures. Prerequisite: *Computer Science 202a*. Excludes *CR 348a*.

Computer Studies 345b – Social impact of computing technology

Applications, use and impact of computers and information technology on societies. Topics covered are chosen from the following: historical impact of computers and automated technology; ethical, legal and privacy issues for software, software development and computerized information storage and flow; software risks; computer technology in medicine, law and education. Prerequisite: One of *Computer Science 102a*, *Computer Studies 261a* or *280b*.

Computer Science 347b – Modelling and simulation

Introduction to the concepts of modelling and the quantitative tools used, with concentration on modelling and how it relates to computing. Topics include the foundations of modelling, discrete event simulation through third- and fourth-generation languages, and queueing theory as a mathematical foundation for modelling. Prerequisite: *Computer Science 202a* and *Mathematics-Statistics 155b* or equivalent.

Computer Studies 348a – Data modelling in information systems development

Database design for information systems fundamentally depends on data modelling – that is, the construction of a conceptual, working model of the enterprise. Various methodologies for data modelling are discussed, as well as diagramming techniques – both for entity-relationship modelling, and for object-oriented analysis and design. Newer forms of information systems, such as intranets, groupware, and knowledge utilities are discussed from the data modelling perspective. Prerequisite: *Computer Studies 262b*. Excludes *Computer Science 340b*.

Computer Studies 350b – Artificial intelligence and artificial life

Introduction to the ideas and paradigm shifts generated by artificial life and artificial intelligence research. As sciences of the artificial, their connection to “natural” sciences and other disciplines, such as biology, psychology, philosophy, and organization studies is explored. Current research, as well as conceptual and historical background is examined. Prerequisite: *Computer Studies 280b*; *Computer Science 102a* recommended.

Computer Science 355a – Software development for artificial intelligence

Introduction to the concepts of artificial intelligence (AI), and the programming languages and software development unique to AI. Topics may include knowledge representation, reasoning, reasoning with uncertain knowledge, expert systems, logic programming languages, Prolog, OPS5, and functional programming languages, LISP. Prerequisite: *Computer Science 202a*.

Computer Science 360b – Advanced systems theory

A comprehensive overview of the systems studies field, including general systems theory, cybernetics, and system dynamics. Systems analysis as a modelling discipline, with “limits-to-growth” global models and organizations as artificial lifeforms used as illustrations. Significance of holistic thinking and the systems approach to problem solving is emphasized. Prerequisite: *Computer Studies 261a*; *Computer Studies 350b* recommended.

Computer Science 362a – Object-oriented analysis and design

Systems analysis and systems modelling using the object-oriented conceptual framework. Requirements specifications, conceptual analysis, modelling the world in structures, methods, data, dynamic processes, and state spaces. Alternatives for implementing object-oriented designs on different software platforms. Prerequisites: *Computer Studies 262b* or *Computer Science 102a*.

Computer Science 364b – Data processing, file structures, and legacy systems

Introduction to file structures and processing. Use of COBOL for data processing, including use of advanced language features and modular software engineering techniques. Efficiency in data management. Prerequisites: *Computer Science 202a*; or both *Computer Studies 262b* and *Computer Science 102a*.

Computer Science 400 – Software engineering: theory and project

This course combines theory and project work to examine software engineering methodologies for the development of large software projects. Topics covered include: requirements analysis and feasibility studies; requirement specification; software design; implementation and installation; testing; system maintenance; impact assessment; quality assurance; project management; and CASE tools. Prerequisites: *Computer Science 202a* and *304a*; one of *Computer Science 204b, 300a, 337a, 340b* or *355a*; and an additional 300-level computer science half-course. Note: Normally students will be required to successfully complete *CO 304a* before being allowed to register in *CO 400*. However, in the 1999-2000 academic year only, students in *CO 400* will be permitted to take *CO 304a* concurrently.

Computer Science 410b – Comparative programming languages

Functional, declarative, and imperative programming languages, their structures as intellectual objects, and their future uses. General language design goals, data and control abstractions and structures, progressing from lower level assemblers to higher block structures languages (Ada), special purpose languages (such as Modula, FORTH, LISP), to concepts of verifiable and applicative languages, large programs, predicative programming and program transformation. Prerequisite: *Computer Science 202a* and one third-year Computer Science full-course equivalent.

Computer Science 431a – Computer networks

This course provides the student with a detailed examination of computer networks, with an emphasis on current trends. Topics to be covered include the fundamentals of data communication, network architecture, OSI protocols (with an emphasis on ISO, Model 802 standards), wireless networks, and ATM networks. Prerequisites: *Computer Science 202a, 230* and one third-year Computer Science full-course equivalent.

Computer Science 432b – Distributed systems

The objective of the course is to give students a thorough examination of issues pertaining to distributed systems. Topics to be covered include architectures for distributed systems, data communication, remote procedure calls, client/server communication, distributed file systems, concurrency control, and resource management. Examples will be drawn from contemporary distributed systems such as LOCUS, Amoeba, Mach, and Unix United. Prerequisite: *Computer Science 332a*. (Excludes *CO 430*)

Computer Science/Studies 490, 491a, 492b – Advanced reading course

Prerequisite: permission of the Program Committee.

CROSS-LISTED COURSES

Computer Studies – Philosophy 240a – Symbolic logic (See *Philosophy*)

Computer Science – Mathematics 260 – Discrete structures (See *Mathematics*)

Computer Science – Physics 321 – Electricity and Magnetism (See *Physics*)

Computer Science – Physics 325a – Electronics (See *Physics*)

Computer Science – Mathematics 341 – Linear & discrete optimization (See *Mathematics*)

Computer Studies – Philosophy 341b – Logic and logical theories (See *Philosophy*)

Computer Science – Mathematics – Statistics 351 – Linear statistical models (See *Math.*)

Computer Studies – Anthropology 363b – Computer applications in anthropology
(See *Anthropology*)

Computer Science – Mathematics 372a – Numerical analysis (See *Mathematics*)

Computer Studies – Philosophy 395 – Cybermorality (See *Philosophy*)

Computer Science – Mathematics 405 – Logic and computability (See *Mathematics*)

COMPUTING AND PHYSICS

Program Coordinators

Chair of Computer Studies

Richard T. Hurley, B.Sc. (NEW BRUNSWICK), Ph.D. (WATERLOO)

Chair of Physics

James W. Jury, M.Sc., Ph.D. (TORONTO)

Professors

See listing of faculty in Computer Studies, Mathematics and Physics.

REQUIRED COURSES

The program in Computing and Physics (leading to the honours degree B.Sc. in Computing and Physics") is a sequence of inter-related and mutually-supportive courses offered in the departments of Computer Studies, Mathematics and Physics that compose an integrated whole.

	Physics	Computer Science	Mathematics	Electives
Year I	<i>PY100</i>	<i>CR101</i> (or equiv.) <i>CO 102b</i>	<i>MA100, MA135a</i> <i>MA155b</i>	1 course
Year II	<i>PY202a</i> <i>PY203b</i>	<i>CO202a</i> <i>CO230</i>	<i>MA200</i> <i>MAPY205a</i>	1 course
Year III	<i>PYCO321</i>	Two of <i>301a, 347b,</i> <i>337b, 340b</i>	<i>MACO260</i> <i>MAPY305b</i>	1 course
Year IV	<i>PY400, PY420</i> or <i>PY430</i>	<i>CO400, CO430</i> <i>CO431a</i>		0.5 course
Total	5.5	6.0	5.0	3.5

Please refer to the details of the course descriptions in the Computer Studies, Physics and Mathematics sections of the Calendar.

Notes and provisos

- The program is a 4-year Honours program and is not available as a joint-major.
- *PY430* has *PY270b* as a prerequisite.
- *PYCO325a* is an optional course for CO majors who are not in the Computing and Physics program.

CULTURAL STUDIES

Telephone: (705) 748-1771

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E-mail: cultstudies@trentu.ca

Web: www.trentu.ca/cultural_studies

Professor and Chair of the Program

I. McLachlan, M.A. (OXFORD)

Professors Emeriti

D.F. Theall, B.A. (YALE), M.A., Ph.D. (TORONTO); D. Smith, M.A., D. PHIL. (OXFORD)

Professors

R.J. Dellamora, A.B. (DARTMOUTH COLLEGE), B.A. (CAMBRIDGE), M.PHIL., Ph.D. (YALE);

J. Fekete, M.A. (McGILL), Ph.D. (CAMBRIDGE); S. Kane, B.A. (CARLETON), M.A., Ph.D. (TORONTO) (*on leave Winter Term 2000*); A. Wernick, M.A. (CAMBRIDGE, TORONTO) Ph.D. (TORONTO)

Associate Professors

Z. Baross, B.A. (U.B.C.), M.A. (LONDON), Ph.D. (AMSTERDAM); J. Bordo, B.A. (McGILL, ALBERTA), M.A., M.PHIL., Ph.D. (YALE); A. O'Connor, B.A. (TRINITY COLLEGE, DUBLIN), M.A., Ph.D. (YORK); V.

Hollinger, M.A. (CONCORDIA), M.ED. (NEWCASTLE-UPON-TYNE), Ph.D. (CONCORDIA) (*on leave Winter Term 2000*); Y. Thomas, B.A. (UQAM), M.A., Ph.D. (MONTRÉAL)

Assistant Professor

E. Waterman, B.A. (MANITOBA), M.A., Ph.D. (CALIFORNIA S.D.);

Lecturer

S.S.F. Young, B.A. (SIMON FRASER), M.A., Ph.D. (CALIFORNIA)

Adjunct Faculty

D. Bateman, M.A. (TORONTO); M. Blyth, B.A. (TORONTO) M.A. (YORK); V. de Zwaan, B.A. (TRENT), M.A. (McGILL), Ph.D. (TORONTO); M. el Komos, M.A. (CAIRO); A. Hearn, M.A. (SIMON FRASER); M. Hoechsmann, B.A., M.A. (SIMON FRASER), Ph.D. (O.I.S.E. TORONTO); W. Pearson, M.A. (McGILL); J. Plecash, B.A., M.A. (BRITISH COLUMBIA); K. Walter, B.A., (QUEEN'S), B.F.A., (VANCOUVER), M.F.A., (MONTRÉAL); R. Wright, B.A. (TRENT), M.A., Ph.D. (QUEEN'S)

Associated Faculty

Sociology, S. Katz

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.

The 100-level course is the normal entry point to the Program for first-year students and should normally be taken by all students who are, or who are preparing to be, Cultural Studies majors or joint-majors. First-year students who also wish to take, in exceptional circumstances, a second Cultural Studies course, must obtain written permission from both the course instructor and the Chair of the Program. First-year students who may wish to major or joint-major in Cultural Studies are urged to take one or more of the following courses as well: *Classical Literature 100*, *English 100*, *History 120*, *Philosophy 101*, *Sociology 100*, and any of the first-year language courses in the department of Modern Languages and Literatures.

200- and 300-level courses are grouped into two categories:

- (a) 205, 225, 235, 245, 246, 250, 255, 305, 322, 325, 350, 355, 356, 370, 381 and
- (b) 211, 216, 217, 222, 226, 229, 260, 270, 280, 311, 315, 321, 329, 332, 345, 346, 375, 380, 385, 395.

Cultural Studies majors are required to choose at least two courses from each category. In so doing they may pursue a particular concentration within the different cultural areas that the Program draws together (e.g., Comparative Literature; Fine Arts; Performing Arts; Social and Cultural Theory).

Workshop courses (211, 217, 226, 311, 346, 375, 385) are open only to Cultural Studies majors or joint-majors; or 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.

REQUIRED COURSES

In addition to the general university requirements, the following are the requirements for Cultural Studies majors:

The single-major Honours program consists of 19 courses. Minimum nine courses in Cultural Studies including *Cultural Studies 100*, at least two from category (a), at least two from category (b), and at least two Cultural Studies courses at the 400-level.

Joint-major Honours program. Minimum seven courses in Cultural Studies including *Cultural Studies 100*, at least two from category (a), at least two from category (b), and at least two Cultural Studies courses at the 400-level.

Single-major General program. Minimum six courses in Cultural Studies including *Cultural Studies 100*, at least two from category (a) and at least two from category (b).

Joint-major General program. Minimum five courses in Cultural Studies. Same requirements as for single-majors.

Notes and provisos

- 200- and 300-level courses: any 200- or 300-level course is open to any upper-year student, subject only to the conditions specified below under the descriptions of certain individual courses.

- 400-level courses are normally limited to students in the fourth quarter of Honours Cultural Studies. However, students may petition the Program to enrol in a 400-level course as part of a General program. Students wishing to take more than one Cultural Studies 490 reading course must petition the Chair of the Program. The fourth quarter of the Honours program will normally consist of four courses.

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

Cultural Studies 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? Lecture and seminar, weekly. Field trip and reading package fee: \$40. (Excludes *Cultural Studies 200*.) *Staff*

Cultural Studies 211 – Drawing

An introduction to basic ideas and skills in the visual arts. The course will deal with concepts and realities of form and the making of signs and symbols in two and three dimensions. Lecture and studio instruction four to six hours weekly. Open to Cultural Studies majors and students with the pre- or co-requisite *Cultural Studies 216, 217 or 315* or permission of the Chair of the Program. Art materials fee: \$65. Enrolment limited to 20. *Staff*

Cultural Studies 216 – (Mostly) Western art, the monument and the picture

Considers such monumental vestiges as the glyph site, the temple, the cathedral, the gallery and the current "heritage" site as preparations for exploring the picture and its extraordinary emergence in Renaissance art and science and how this kind of picturing became and continues to be the predominant mode of cultural transmission inseparable from and defining the condition of "modernity." Field trip fee: \$40. Students may take the course for double credit by taking *Cultural Studies 217* (workshop) in conjunction with *Cultural Studies 216*. *J. Bordo*

Cultural Studies 217 – (Mostly) Western art, the monument and modernity

Workshop. The course follows the agenda of *Cultural Studies 216*. A workshop course, it will permit students to devise artmaking projects that give expression, articulate, and make materially discursive the issues discussed in *Cultural Studies 216*. Co-requisite: *Cultural Studies 216*. Studio space provided with regular group discussions. Workshop fee: \$75. *J. Bordo*

Cultural Studies 222 – Culture in the novel

A study of the nineteenth-century novel as a focus for current theories of culture, gender and narrative. Texts for discussion will include works by Balzac, Sand, the Brontës, Eliot, Flaubert, Dostoyevsky, Tolstoy and Huysmans. Particular attention will be given to the thought of Lukacs, Bakhtin, Barthes and Foucault. Lecture, seminar weekly. *Staff*

Cultural Studies 225 – Oral narrative

The world of story, improvisation and memory. Concepts, materials and exercises for the study of oral tradition, mythic thought, the wondertale and the art of the story in their ancestral and postmodern uses. With an emphasis on the First Literatures of North America and with a concern for voice in told and written story, the course involves creative experience in the telling, writing and critical framing of narrative. This course is especially useful to individuals with a background in creative writing or from a First Peoples' or other oral literary tradition. Offered as a full course in Term I. *S. Kane*

Cultural Studies 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. *Staff*

Cultural Studies – English 229 – Science fiction

Introduction to the history, theory, and representative works and authors, from Mary Shelley and H.G. Wells to Philip Dick, Ursula Le Guin, Marge Piercy, and William Gibson. Will examine alternate worlds, human destiny stories, space adventure, stories of alien encounters and non-contemporary earth life, new capacities, new technologies, or new belief systems. Two hours weekly. *J. Fekete / V. Hollinger*

Cultural Studies – Native Studies 230 – An introduction to the key concepts and issues in post-colonial theory (See Native Studies)**Cultural Studies 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. Two-hour lecture and seminar weekly. (Excludes *Cultural Studies-Sociology 240.*)

A. O'Connor

Cultural Studies 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. Lecture and seminar weekly. Field trip fee: \$45. *E. Waterman*

Cultural Studies 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. One hour lecture, seminar weekly. *A. Wernick*

Cultural Studies 260 – The making of the modern body

Focuses upon modernity's relation to the body as both project and work site; examines such contemporary obsessions as the expression and experience of (post)modern subjectivity. Diverse cultural and theoretical materials explore the burgeoning of body-images that exercise contemporary cultural imagination in various media. Writers in feminist criticism, film theory, psychoanalysis and social theory will explore the modern body as a site of power (relations), desire, signification, subjection and subjectification. Two-hour lecture and one-hour seminar weekly. *Z. Baross*

Cultural Studies 270 – History and theory of theatre

An introduction to theatre as a performing art. Examines the evolution of European theatrical practice and dramatic theory from Classical Greek tragedy to late nineteenth century naturalist drama. Topics include acting styles, theatre design and architecture, the audience, and the institution of theatre in relation to religion, morality and politics. Two hours weekly. *V. Hollinger and staff*

Cultural Studies 280 – History and theory of the cinema

An introduction to critical interest in the cinema through texts that represent film movements and major trends in film theory. A selection of films from around the world, and critical studies (Bazin, Eisenstein, Metz, Mulvey, Doane, Silverman, Williams) 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. Weekly films, lectures and seminars. Field trips fee: \$10. *S. Young*

Cultural Studies 305 – The aesthetic avant-garde

The course presents and examines tendencies, positions and actions of the historical avant-garde from 1918 to 1968. It discusses and problematizes such movements as Dada, Surrealism, COBRA and the Situationist International through each movement's criticism of everyday life. Lecture, seminar weekly. *Y. Thomas / J. Bordo*

Cultural Studies 311 – Visual arts studio: form, process, object (and image)

Introduction to the relationship between traditional ideas of form and dynamic process-oriented strategies in two and three dimensions. Emphasis on the free exploration of material and concepts; alternative directions and implications of any given problem; questions of scale and 'richness'; the development of active creative strategies. Open to Cultural Studies majors and students with the pre- or co-requisite *Cultural Studies 216, 305, or 315*, or permission of the Chair of the Program. Enrolment limited to 20. Art materials fee: \$65.00. Offered in Summer 1999, not in 1999-2000. *Staff*

Cultural Studies 315 – History and theory of modern art

"Why paint?" is the principal question that this course seeks to address. How painting came to be put in question, came to be endangered at the end of the twentieth century, calls for accounts, genealogies of how it came to be constituted as the model for and most precious object of art. Our focus, post-Renaissance, begins at the mid-nineteenth century when claims for the autonomy of art became inextricably meshed with discourses about the "modernity" of art. Manet, Baudelaire and the emergence of the avant-garde; Paris circa 1860, Cezanne into analytic cubism 1900–1908, Duchamp in Munich 1910 are the three episodes in the early history of modern painting that will provide the setting for addressing late high modernist, minimalist and contemporary art practices. Field trip fee: \$45. *J. Bordo*

Cultural Studies – English 321 – Literature and society (See English Literature)**Cultural Studies 322 – Experimental fiction**

A course in the work of some of the major twentieth-century writers of experimental fiction, ranging from Proust, Joyce, and Kafka to Pynchon and Borges. Individual works will be related to various theories of narrative which seek to explain and contextualize them. Weekly lectures and seminars. *Staff*

Cultural Studies 325 – Literary and critical theory

A study of ideas about the nature and function of literature, interpretation, and evaluation. The spectacle and background of competing contemporary theoretical models will be considered through such figures as Plato and Aristotle, Sidney, Coleridge and Arnold, Frye and McLuhan, Lukacs and Adorno, Barthes, Derrida and Foucault, Kristeva and Spivak. Two-hour seminar weekly. *J. Fekete*

Cultural Studies – English 329 – Utopia (future fiction)

A study of the speculative social imagination in utopian and anti-utopian literature from Plato to contemporary science fiction. Such topics as sexual politics, technology, communication, psychic evolution, and narrative form will be examined from More to Huxley, Orwell, Le Guin, Delany, Brunner, Dick, Lem, Piercy and Russ. Weekly lecture and seminar. *J. Fekete*

Cultural Studies – Comparative Development Studies 332 – Media and development

Issues of global media, cultural imperialism and alternatives such as Third Cinema and community radio. Considered in the context of Latin American cultural studies: debates about the lettered city, a hidden civilization, postmodernism, cultural memory and popular culture. Three-hour seminar weekly. *A. O'Connor*

Cultural Studies 345 – World music

Issues of globalization, hybridity and musical ethnography are explored through traditional musics and their current popular offspring. World music intersects with post-colonial and post-modern theories as well as concerns about the ethics of production. The course will offer a detailed examination of selected musics which will change each year, including Africa and the diaspora, Asia and the Americas. Prerequisite: *CU245* or permission of the instructor. Field trip fee: \$45. *E. Waterman*

Cultural Studies 346 – Audio production and performance

Practical introduction, through listening and playing, to the styles, forms, and conventions of twentieth century music. This year the focus will be on "popular" music. Pre- or co-requisite: *Cultural Studies 246 or 345* or permission of the Program. Workshop fee; \$40.

E. Waterman

Cultural Studies – Anthropology 350 – Modern cultural theory

Concepts of community and the figure of the exile. Taking an historical perspective, the course traces the concept of community and the figure of the exile (or alien, immigrant, madman, Jew, woman) in Plato, Sophocles, Freud, Arendt, Irigaray, Nietzsche, Foucault, Bataille, Derrida, Blanchot, Nancy. It studies structures and practices of exclusion/inclusion and reflects on origins of the crisis of the modern theoretical community and its discourse. Three hours weekly. *Z. Baross*

Cultural Studies – English 355 – Sexuality and textuality

A course in the study of how dissident sexualities are constituted in texts, especially literary ones. Topics included this year are: queer reinscriptions of Renaissance English drama; the invention of the modern homosexual; and contemporary performance. Three hours weekly. *R. Dellamora*

Cultural Studies – Canadian Studies 356 – The wilderness, modernity and the sublime

An exploration of the symbolics of “the wilderness.” Readings, ranging from scripture to explorer, travel narratives, and histories, to fictive narratives, contemporary theory and such thinkers of the sublime as Cusanus, Descartes, Rousseau, Burke, Kant, Melville, will be considered in the visual context of European and “new world” landscape art, modernist painting and contemporary environmental art practices. This course meets three times per month. Field trip fee: \$45. *J. Bordo*

Cultural Studies 370 – Theatre in the twentieth century

Investigates the changing roles of playwright, performers and audience with particular attention to the political implications of the theatre's social function. The theories and practices of Stanislavski, Brecht, Artaud, Pirandello, Beckett, Weiss, Soyinka, Boal and Churchill will be examined, so as to provide a basis for discussing the problems that face contemporary theatre workers. Students will be expected to attend a number of theatrical performances. Seminar weekly. Field trip fee: \$45. *I. McLachlan*

Cultural Studies 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: *Cultural Studies 270 or 370* or permission of the Chair of the Program. Workshop fee: \$50. Enrolment limited to 20. Four hours weekly. *Staff*

Cultural Studies 380 – Text and image in visual culture

From the age of our visual culture, the course turns to the relation between the word and the image as discussed in cultural theory and made manifest in literature, painting and the cinema. Critical texts by Panofsky, Barthes, Metz, Foucault, Mitchell, Deleuze, amongst others, will be supplemented by the films and writings of such film directors as Peter Greenaway, Jean-Luc Godard and Sergei Eisenstein. Weekly lectures, biweekly seminars and occasional screenings. *Z. Baross*

Cultural Studies – Women's Studies 381 – World cinema

A study of cinema in historical and aesthetic context. Focus for 1999-2000: *Chinese Cinemas*. Critical texts (Chow, Tan, Yau, Marchetti, Kristeva, Browne) concerning film as (auto) ethnography, and a selection of films from the People's Republic of China, Taiwan, and Hong Kong, will help us explore the contested terrains of home and exile, gender and nationhood, and hyphenated identities. Weekly films, lectures, and seminars. Field trip fee: \$10. (Interested students who have previously taken *Cultural Studies 381* for credit may contact the Program for special consideration.) *S. Young*

Cultural Studies 385 – Film workshop

Pre- or co-requisite: *Cultural Studies 280 or 381*. Workshop fee: \$50. *Staff*

Cultural Studies 402 – Honours thesis

A double-credit course for which double fee is charged, in which instruction in research methods leads to a thesis of about 15,000 words. The Program deadline for a thesis abstract and bibliography (signed by the thesis supervisor) is March 31 of the year prior to the student's entry to the fourth quarter of the Honours program.

Cultural Studies 424 – Creative writing and performance

Focussing 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. Cultural Studies 225 or 226 is a valuable pre- or co-requisite, but admission is by permission of the instructor following submission of a portfolio by May 1. *S. Kane*

Cultural Studies 435 – Advanced topics in mass media and popular culture

Social movements and avant-garde media. An overview of issues in identity politics through the writings of Frantz Fanon and others. Underground media and culture considered as sites for the emergence of complex social identities. Two-hour seminar weekly. *A. O'Connor*

Cultural Studies – Sociology 441a/b – The sociology of culture and knowledge

(See Sociology)

Cultural Studies 450 – Current issues in cultural theory

Focuses on the concept of postmodernism and how this term has been deployed to characterize contemporary theory, culture, and society. Explores what is meant by a break from the modern. In the light of this question, and by reflecting on key statements by Lyotard, Rorty, Jameson, Baudrillard, Jencks and others, considers such topics as the postmodern turn in architecture, the rise of deconstruction and ironic modes of theorizing, and the cultural centrality of television. Two-hour seminars weekly. *Z. Baross*

Cultural Studies 470 – Advanced studies in theatre and the performing arts

Special topics, which vary from year to year, have included: recent experimental directions taken by traditionally marginalized groups; parody and performance; the work of Bertolt Brecht; and feminist, gay and lesbian, and (post) colonial theories of subjectivity and narrative. Most recently, the focus was on performance theory, especially of contemporary forms of theatrical expression such as performance art, the monologue, and revisionary approaches to conventional dramatic genres. Pre-requisite: *Cultural Studies 270 or 370*. Three-hour seminar weekly. *V. Hollinger / I. McLachlan*

Cultural Studies – Women's Studies 480 – Feminist film theory

A critical consideration of Cinema and Film Studies as sites in which to explore or to enact feminist intervention. Feminist contributions to cultural theory, film studies, and cinema (Dubois, Russo, de Lauretis, Kaplan, Silverman, Gorris, Treut, Von Trotta) will help us consider the representation of the feminine body, the orchestration of the female voice, and the organization of woman's desire in theory and in cinema. Field trip fee: \$10. Excludes *Cultural Studies – Women's Studies 4955*. *S. Young*

Cultural Studies 495 – Special topics in cultural studies

Following are examples of special topics courses which may be offered by the Program in any given year:

Cultural Studies 4952 – Special Topic: Exchange, transgression and the symbolic

Examines the social and cultural theory of Georges Bataille, both in his own writings and as developed or commented on by contemporary thinkers like Baudrillard, Derrida and Nancy. The focus will be on such themes as general versus restricted economy, gift and sacrifice, eroticism, ecstatic community, and the cultural contradictions of "late" capitalism. Two-hour seminar weekly. *A. Wernick*

Cultural Studies 4953 – Special Topic: The subject of the text

A course in post-structural theories of subjectivity, with a special emphasis on textual processes in subject formation. Works by Barthes, Foucault, de Lauretis, Wittig and Spivak, among others, will be considered. Weekly lecture and seminar. *R. J. Dellamora*

For more information about these and other 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.

READING COURSES

Reading courses are available as *Cultural Studies 390 or 490*. Registration in reading courses is contingent on permission of the instructor and the Chair of the Program in advance of early registration. The **deadline for submission of an outline is March 31** of the year previous to undertaking the course.

ECONOMICS

Telephone: (705) 748-1331

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Web: www.trentu.ca/economics

Associate Professor and Chair of the Department

S. Choudhry, M.A. (CHITTAGONG, Bangladesh), M.A. (McGILL), Ph.D. (MANITOBA)

Professors Emeriti

M.J. Boote, B.A. (WALES), Ph.D. (McGILL), K.S.R. Murthy, B.Sc. (ANDHRA), M.Sc. (KARNATAK), M.A. (DELHI, WESTERN ONTARIO), Ph.D. (WESTERN ONTARIO)

Professors

D.C.A. Curtis, M.A. (QUEEN'S), Ph.D. (McGILL); H.M. Kitchen, M.A. (McMASTER)

Associate Professors

M. Arvin, B.Sc. (LONDON), M.Phil. (OXFORD), Ph.D. (QUEEN'S); T. Drewes, B.A. (LAKEHEAD), M.A., Ph.D. (QUEEN'S); J. Muldoon, B.Sc. (BROCK), M.A. (GUELPH), Ph.D. (McMASTER) (*on leave 1999-2000*)

Assistant Professor

B. Cater, M.A. (TORONTO), Ph.D. (YORK)

Notes and provisos

- *Economics 101a/b* and *102a/b* are prerequisites for all other courses in Economics. A standing of C- (60%) or higher is required in *Economics 101a/b* and *102a/b* for registration in upper year Economics courses. With the exception of *Economics-Administration 225a* and *Economics-Administration 220b*, 200-level courses in Economics are accepted as 300-level courses to meet the University requirements of a minimum number of 300-level courses.
- It is strongly recommended for single-majors, that *Economics 320a/b* and *Economics 325a/b*, and for joint-majors, that *Economics-Administration 225a* and *Economics-Administration 220b* be completed before students enter their fourth quarter.
- In order to be eligible to graduate with a B.Sc. degree, a student must have completed a university-level Mathematics course.
- For students majoring in Economics, *Economics-Administration 225a* and *Economics-Administration 220b* fulfill the Mathematics requirement for the B.Sc. Degree.

REQUIRED COURSES

The single-major Honours program consists of 20 courses. Minimum 10 courses in Economics, including:

<i>Economics</i>	<i>101a/b</i>	<i>102a/b</i>
	<i>200</i>	<i>201</i>
	<i>220b*</i>	<i>225a*</i>
	<i>320a/b</i>	<i>325a/b</i>
	<i>400a/b</i>	<i>401</i>
	<i>405a/b</i>	

plus one other 400-level Economics course. Or, one full course equivalent from the 300-level, approved by the Department, may be substituted in the fourth quarter of an Honours program.

Joint-major Honours program.

Minimum 7.5 courses in Economics, including:

<i>Economics</i>	<i>101a/b</i>	<i>102a/b</i>
	<i>200</i>	<i>201</i>
	<i>220b*</i>	<i>225a*</i>
	<i>400a/b</i>	<i>401</i>
	<i>405a/b</i>	

plus a further one-half 400-level Economics course. Or, one half course equivalent from the 300-level, approved by the Department, may be substituted in the fourth quarter of an Honours program.

Single-major General program. Minimum six courses in Economics, including:

<i>Economics</i>	101a/b	102a/b
	200	201
	220b*	225a*

Joint-major General program. Minimum five courses in Economics, including:

<i>Economics</i>	101a/b	102a/b
	200	201

*indicates that courses of equivalent content can be substituted for *Economics-Administration 225a/220b*. This will be determined by the Department Chair.

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

Economics 101a/b – Introductory microeconomics

An introductory treatment of markets, prices and outputs based on the behaviour of consumers, business firms and the structure and organization of industries. Competition policy and tax policy are examined. Selected aspects of international markets, trade and trade policy are also considered. Lectures three hours weekly. *Staff*

Economics 102a/b – Introductory macroeconomics

An introductory treatment of gross domestic product, employment, unemployment, prices and inflation based on current models of national income determination. The Canadian banking system, monetary policy, the role of government and fiscal policy are examined. Selected aspects of international trade, the balance of payments and exchange rates are included. Lectures three hours weekly. *Staff*

Economics 200 – Microeconomic theory and its applications

An examination of problems of demand and supply, market equilibrium, market structure, income distribution and economic welfare. 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. Two lectures weekly, seminar fortnightly. *B. Cater*

Economics 201 – Macroeconomic theory and policy

A study of the performance of the total economy in terms of output (GDP), employment and inflation, including the effects of monetary, fiscal and exchange rate policies. Current macroeconomic models and debates about structure, behaviour and policy effectiveness are explored. Three lectures weekly, workshop fortnightly. *D. Curtis*

Economics 217b – Canadian tax policy

Efficiency and equity criteria will be emphasized in evaluating personal income taxation, corporate income taxation, commodity taxation, local government taxation and income transfers. Two lectures weekly, seminar fortnightly. *H. Kitchen*

Economics – Administration 220b – Introduction to statistics for economics and management

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. Three hours weekly, tutorial fortnightly. *T. Drewes*

Economics – Administration 225a – Introduction to mathematics for economics and management

Topics include partial and general equilibrium, elementary linear algebra, elementary calculus, basic optimization theory, and comparative static analysis. These tools are integrated with and applied to micro and macroeconomic theory and managerial economics. Three lectures weekly, workshop fortnightly. *M. Arvin*

Economics – Comparative Development 231a – The economics of developing countries

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. Two lectures weekly, seminar fortnightly. (Excludes *Economics 330*.) *S. Choudhry*

Economics – Canadian Studies 260a – Canadian economic development

The application of economic analysis to the study of Canadian development to 1929. The Staples thesis, the colonial economies, Confederation, the national policy, prairie settlement, industrialization, regional income disparities, and the development of money, capital and labour markets. Two lectures weekly, seminar fortnightly. *Staff*

Economics – Canadian Studies 261b – The Canadian economy

Problems and policies in Canadian economic development since 1929. Models of long-run income growth and short-run depression/ recession, government policy on trade, foreign investment, macroeconomic stabilization and social welfare, and the economics of federal-provincial relations. Two lectures weekly, seminar fortnightly. *Staff*

Economics 301b – Monetary theory

An examination of the core propositions of monetary theory followed by an intensive examination of monetary and exchange rate policy issues in both Canadian and international contexts. Prerequisite: *Economics 201* or permission of the instructor. Two lectures weekly, seminar fortnightly. *D. Curtis*

Economics 302 a/b – Monetary institutions and policy

An exploration of money, banking, monetary control, financial intermediation, and financial markets in Canada. Recent Canadian experience with monetary, financial and exchange rate policy is examined. Two lectures weekly, seminar fortnightly. *Staff*

Economics 311a – International trade

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 (trade blocs). The role of multinational corporations in international trade and investment. Two lectures weekly, seminar fortnightly. (Support course for Comparative Development Studies). *Staff*

Economics 312b – International finance

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 and the world economy, and the evolution, management and reform of the international financial system. Two lectures weekly, seminar fortnightly. (Support course for Comparative Development Studies). *Staff*

Economics 316a – Government expenditure analysis

Efficiency criteria will be emphasized in the analysis of public goods, externalities, natural monopolies, cost-benefit analysis, voting behaviour and the structure and growth of government expenditures in Canada. Two lectures weekly, seminar fortnightly. *H. Kitchen*

Economics 320b – Econometrics

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: *Economics-Administration 225a, 220b* (or equivalents). Pre- and co-requisites: *Economics 200, 201*, or permission of the instructor. Three lectures weekly, seminar weekly. *B. Cater*

Economics 321a/b – Applied econometrics

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. Prerequisites: *Economics 320a/b*. Three hours weekly. *Staff*

Economics 325a – Mathematical economics and economic models

A continuation of *Economics-Administration 225a*. Mathematical techniques used to set and solve problems. Topics include total differentiation, comparative static analysis under specific and general equilibrium function models, unconstrained optimization, constrained optimization with equality constraints (classical programming), concavity, convexity, quasi-concavity and quasi-convexity, homogeneous functions, integral calculus, exponential and logarithmic functions, linear programming. Prerequisite: *Economics-Administration 225a, 220b* (or equivalents). Pre- and co-requisites: *Economics 200, 201*, or permission of the instructor. Three lectures weekly. *M. Arvin*

Economics – Comparative Development 333b – The economics of global interdependence

The world economy and the place of less developed nations in an increasingly interdependent global system. Topics include: rethinking development: a market-friendly strategy for the poor; the growing literature on foreign aid, debt and development; and increasing interdependence in areas such as technology and financial flows. Two lectures weekly, seminar fortnightly. (Excludes *Economics 330*.) *S. Choudhry*

Economics 341a/b – Industrial organization

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: *Economics 200*. Pre- and co-requisites: *Economics-Administration 225a* or equivalent. Two lectures weekly, seminar fortnightly. *M. Arvin*

Economics 350a/b – Economics of trade unions

What do unions really do? The application of economic analysis to explain the rise and impact of private and public sector unionism in Canada. Topics include: the effects of unions on wages, productivity and unemployment; collective bargaining; and the causes and consequences of strikes. Two lectures weekly, seminar fortnightly. *Staff*

Economics 351a/b – Labour economics

The economic theory of labour markets used to understand their outcomes and evaluate policies. Topics include wage differentials, investment in human capital, and structural unemployment problems. Prerequisites: *Economics 200*. Three hours weekly. *Staff*

Economics 361a/b – 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. Two lectures weekly, seminar fortnightly. (Excludes *Economics 360*). *Staff*

Economics 362a/b – International economic history, 1850 to present

Seeks to understand alternative paths to industrialization in the context of international capital, labour and goods markets. Topics include the classic gold standard, core-periphery relations, the inter-war years and growth after 1945. Emphasis on the European experience. Two lectures weekly, seminar fortnightly. (Excl. *Economics 360*). *Staff*

Economics – Environmental and Resource Studies 381a – Environmental economics

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. Prerequisites: *Economics 101a/b*, *102a/b*, or permission of instructor. Three hours weekly. *B. Cater*

Economics – Environmental and Resource Studies – Canadian Studies 382a/b – Canadian renewable resource policy

Prerequisite: the equivalent of one full 200-level Environmental and Resource Studies or Canadian Studies credit and *Economics 101a/b*, *Economics 102a/b*, or permission of instructor. (See Environmental and Resource Studies).

Economics – Canadian Studies 384a/b – 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. Two-hour lecture weekly, seminar weekly. *Staff*

Economics 398b – Special topics in economic analysis and policy:**International monetary relations**

The evolution of international monetary relations through four historical periods: the classical gold standard, the inter-war period, the Bretton Woods system, and era of flexible exchange rates. Particular emphasis on the balance of payments adjustment mechanism and distribution of the adjustment burden, the globalization of capital markets and effects on developing countries. Two lectures weekly, seminar fortnightly. *Staff*

Economics 400a – Topics in advanced microeconomic theory

Development of utility theory from axiomatic preference theory, the structure of utility and production functions; duality in consumer theory; decision-making under uncertainty; general equilibrium models; welfare economics; game theory. Prerequisites: *Economics 200, Economics-Administration 225a, 220b* (or equivalents). Three hours weekly. *T. Drewes*

Economics 401 – Research project

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.

Prerequisite: Open only to single or joint economics majors in the fourth quarter of the Honours program. *S. Choudhry and staff*

Economics 405b – Topics in advanced macroeconomics

This course examines the development of macroeconomic models from Classical models through Disequilibrium Keynesian and Rational Expectations. Integrating microfoundations of macroeconomic theory, the course examines the policy implications of implicit contract theory; theories of optimal choice of policy instruments and theories of efficiency wages and unemployment. Prerequisites: *Economics 201, Economics-Administration 225a, Economics-Administration 220b* (or equivalents). Two hour lecture weekly, seminar fortnightly. *D. Curtis*

Economics 420a/b – Topics in econometrics

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 the economy. Prerequisites: *Economics 320a* or permission of instructor. Two hour lecture weekly, seminar fortnightly. *Staff*

Economics 425b – Advanced topics in mathematical economics

Classical and nonlinear programming, comparative static analysis, differential equations, dynamic optimization, optimal control theory, phase diagrams, dynamic stability/instability in systems, economics of risk and uncertainty. Economic applications will be stressed throughout the course. Prerequisite: *Economics 325a* or permission of the instructor. Two lectures weekly, seminar fortnightly. *M. Arvin*

EDUCATION

Telephone: (705) 748-1464

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Coordinator Queen's-Trent Teacher Education Program

Mark Danby, B.A. (ACADIA), B.Ed. (QUEEN'S), M.Ed. (QUEEN'S)

Associate Professor Queen's-Trent Teacher Education Program

Deborah P. Berrill, B.A. (NORTHWESTERN), M.A. (TORONTO), Ph.D (EAST ANGLIA)

Students contemplating careers in teaching are able to undertake a four- or five-year program of studies at Trent and Queen's Universities. The Concurrent Teacher Education Program, co-sponsored by the Faculty of Education, Queen's University, enables students to enrol in a program which qualifies them for a Bachelor of Arts or a Bachelor of Science degree from Trent University and a Bachelor of Education degree from Queen's University.

Unlike consecutive teacher education programs where teacher candidates complete a university degree before doing any Education courses, the concurrent program is an enhanced education program, involving school placements and educational theory from the first year of university.

Whereas the consecutive degree requires five full Education courses, the Concurrent B.Ed. Degree requires completion of seven full Queen's Education courses. The first two full credits are completed at Trent University and the last five are completed in the final year at Queen's.

Successful teacher candidates will obtain a Bachelor of Education degree with either Primary-Junior (Grades K to 6) or Intermediate-Senior (Grades 7 to OAC) specialization.

Notes and provisos

- While responsibility for ensuring that all B.A./B.Sc. and B.Ed. requirements are fulfilled rests with the candidate, candidates are strongly encouraged to consult with the Queen's-Trent Teacher Education Program office to ensure that courses selected are acceptable in meeting these Program requirements. A list of acceptable courses is made available to Teacher Education candidates prior to registration at information sessions.
- Program requirements are subject to change without notice.

Program Options**1. Primary – Junior**

This option is designed for candidates who intend to begin their teaching careers in elementary schools. Candidates are prepared to teach all subjects in the Primary division (Kindergarten to Grade 3) and the Junior division (Grades 4 to 6).

Candidates admitted to this program are required to include in their overall Arts/Science program:

- 1 half-course in anthropology, psychology or sociology
- 1 course in language or linguistics (or OAC equivalent)
- 1 course in mathematics (or OAC Mathematics)
- 1 course in visual or performing arts (or OAC equivalent)
- 1 course in physical or natural science (or OAC Science)

2. Intermediate – Senior

This option prepares candidates to teach in the Intermediate division (Grades 7 to 10) and the Senior division (Grades 11 to OAC). Candidates admitted to this option must select two teaching subjects for the study and development of teaching methods in these divisions. They must include in the undergraduate degree five full courses in one teaching subject and four full courses in the other. Exception is French where five full undergraduate courses must be completed. Also included in the undergraduate degree must be one half-course in anthropology, psychology or sociology. Candidates may select teaching subjects from Biology, Chemistry, Computer Science, Dramatic Arts, English, French, Geography, History, Mathematics, Native Studies, Visual Arts and Physics.

Note:

- Students wishing to have Dramatic Arts or Visual Arts as teaching subjects may not be able to take the required number of courses at Trent University and may therefore need to take courses at other universities or by correspondence. Candidates planning Dramatic Arts or Visual Arts as teaching subjects should consult the Teacher Education office concerning suitable courses.

Program Design

Candidates must have obtained an overall B average (70 %) in all Arts/Science courses from a three-year B.A. or B.Sc. program, or an Honours degree, before proceeding to Queen's in the final year of the program.

Candidates are expected to complete both Trent Arts/Science and Queen's Education degrees within six years of their initial registration at Trent. All Trent degree requirements and prerequisites to the final year at Queen's must be completed by the end of July preceding final year enrolment.

The Concurrent Program is designed to make teacher preparation both academic and field centered. The program is spread over a four- or five-year period and places the teacher candidates in contact with schools in each of the years while at the same time allowing the students to pursue academic and professional studies. The students' involvement in the professional program increases from year to year and culminates in an extended practicum in the final year. Candidates elect to specialize in one of the two program options upon entry into second year.

The program encourages candidates to do an Honours degree. Candidates for an Honours B.A. or B.Sc. take a full fourth year in arts and science and complete the final year of the education program in their fifth year.

Approximately 110 candidates may be accepted in first year. Candidates will be selected on the following criteria:

1. Academic Profile 50% (6 OACs or equivalent).
2. Experience Profile 50% (showing candidate's related experience and stressing responsibility, leadership and initiative). The program is actively seeking candidates with experience with special needs populations and in multicultural settings.
3. The program actively seeks candidates who are interested in teaching science at both elementary and secondary school levels; and/or women interested in science at all levels.

REQUIRED COURSES

Year 1 – Up to five full B.A. or B.Sc. courses. Two education half-courses: Introduction to Schools and Teaching (0.5 credit), Year 1 Concurrent Practicum (0.5 credit). Includes the equivalent of 10 full days in classrooms.

Year 2 – Up to five full B.A. or B.Sc. courses. One education half-course: Year 2 Concurrent Practicum/Professional Development (0.5 credit). Includes the equivalent of two weeks in classrooms.

Year 3 – Up to five full B.A. or B.Sc. courses. One education half-course: Year 3 Concurrent Practicum/Program Focus (0.5 credit). Includes the equivalent of four weeks of practicum.

Year 4 – Up to five full B.A. or B.Sc. courses. No required education courses.

Final Year – Fall includes an extended practicum plus two field-based education half-courses. Winter includes courses at Queen's University: Curriculum Studies, Educational Studies, Program Focus and Practica. (5.0 credits)

Notes and provisos

- Students enrolling in the Queen's-Trent Concurrent Teacher Education Program are required to pay Queen's course fees for their Education courses. These are not covered by Trent University arts and science tuition fees.
- Students are expected to pay a nominal course materials fee in Education courses.

ENGLISH LITERATURE

Telephone: (705) 748-1733

Fax: (705) 748-1823

E-mail: english@trentu.ca

Web: www.trentu.ca/english

Professor and Chair of the Department

M.A. Peterman, A.B. (PRINCETON), M.A., Ph.D. (TORONTO)

Professors Emeriti

R.D. Chambers, B.A. (McGILL), B.LITT. (OXFORD); S.F. Gallagher, B.A. (IRELAND), M.A. (WESTERN ONTARIO), Ph.D. (IRELAND); E.M. Orsten, M.A. (OXFORD), Ph.D. (TORONTO); G. Roper, M.A., Ph.D. (CHICAGO)

Professors

L.W. Conolly, B.A. (WALES), M.A. (McMASTER), Ph.D. (WALES); 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); G.A. Johnston, B.A. (TORONTO), M.A. (HARVARD) (*on leave 1999-2000*); 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 2000*); J.M. Treadwell, B.A. (TORONTO), M.A. (CAMBRIDGE); F.B. Tromly, B.A. (GRINNELL), M.A., Ph.D. (CHICAGO)

Associate Professors

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. (MONTREAL); K.A. Chittick, B.A., M.A. (TORONTO), Ph.D. (EDINBURGH); L.J. Clark, B.A., M.A. (TORONTO), Ph.D. (VIRGINIA); G.D. Eathorne, B.A. (NEW ZEALAND), M.A. (CANTERBURY); M.C. Eddy, B.A., M.A. (WESTERN ONTARIO), Ph.D. (TORONTO); D.K. Glassco, B.A. (QUEEN'S), M.A. (MELBOURNE), Ph.D. (LONDON); S.L. Keefer, B.A., M.A., Ph.D. (TORONTO); E.A. Popham, B.A., M.A. (MANITOBA), Ph.D. (QUEEN'S)

The curriculum of the department has been designed to accommodate a wide range of approaches to the study of English Literature. With the exception of English 205 (see below), courses are arranged in six categories. Each of the first five categories (A to E) encompasses a single literary period, and courses within each category provide a variety of approaches to the period. These approaches include literary-historical surveys, studies of outstanding writers in relation to their age, and studies of literary topics or genres associated with a particular literary period. The sixth category (F) consists of courses which are not confined to any particular period, but which provide detailed inquiries into genres, literary theory and criticism, and the history of ideas. The department encourages students to explore as many different kinds of study as possible.

A 800 to 1500	B 1500 to 1642	C 1642 to 1790	D 1790 to 1900	E 1900 to Present	F Genres, etc.
230	220	201	210	105	100
331	253	300	231	229	120
332	420	301	232	265	215
431	433	4300	320	266	310
432	4253	434	321	340	315
			435	345	325
			436	350	329
				365	360
				371	370
				440	375
				450	381
				460	425
				4651	4951
				4652	4954
				475	4955
					4956

REQUIRED COURSES

The single-major Honours program in English consists of 19 courses. Minimum of 10 English courses, including *English 205*. At least one course must be chosen from each of the six categories listed above, and at least three of the final four must normally be 400-level English courses.

Joint-major Honours program. Minimum eight English courses, including *English 205*. Five courses are to be chosen from different categories listed above, and at least two of the final four must normally be 400-level English courses.

Single-major General program. Minimum six English courses, including *English 205*. Four courses are to be chosen from different categories listed above, including at least two from categories A to C, and at least two from categories D to F.

Joint-major General program. Minimum five English courses, including *English 205*. Three courses are to be chosen from different categories listed above, including at least one from categories A to C, and at least one from categories D to F.

Notes and provisos

- **100-level courses:** In 1995-96, the department introduced a new first year course, *English 100: Introduction to English Literature*, which took the place of the three existing first year courses. *English 100* excludes *English 120*, but not *English 105* or *English 115*. No more than two first year English courses may be counted towards a degree. First-year students wishing to take a second English course must obtain written permission from the department Chair.
- Normally, a student will be required to take a 100-level English course and obtain a grade of C- (60%) or better in order to major in English.

- **200- and 300-level courses:** Any 200- or 300-level English course is open to any upper-year student, with the exception of *English 205* which is not open to English majors in their fourth quarter. **A standing of C- (60%) or higher in English 100 or equivalent, or permission of the Department, is required to take English 205.**
- 200-level English courses are considered equivalent to 300-level courses to satisfy the University degree requirement of four full courses at the 300-level.
- *English 205 – Form and context in literature* is a requirement for all English majors in the second quarter of their program.
- **Fourth quarter:** The fourth quarter of the Honours program will normally consist of four courses.
- Information meetings for students intending to enter the fourth quarter of the Honours program are held during the Winter Term when the details of the next year's 400-level course offerings and application procedures are outlined. All inquiries should be directed to the Honours Advisor: Professor James Neufeld, Traill College, (705) 748-1702 (e-mail: jneufeld@trentu.ca).
- 400-level courses are normally limited to students in the fourth quarter of the Honours program. However, students wishing to apply for admission to a 400-level course before entering the fourth quarter of the Honours program may do so if they have been declared eligible to proceed in Honours and have obtained the permission of the Honours Advisor.
- 400-level ("Honours-stream") seminars in 200- and 300-level courses are provided for students lacking a prerequisite for a 400-level course in a category which they require, but they are open as well to any fourth-quarter students who have not already taken the related 200- or 300-level course. These seminars are equivalent to 400-level courses in workload and assessment, and will be recorded as 400-level courses on students' transcripts.
- English majors wishing to enrol in both of *English-Canadian Studies 4651* and *4652* must first obtain the permission of the Chair of the English Department.
- As one of the "optional" English courses allowed in the General and Honours programs in English, students may count one of the following full-, or two of the following half-courses: *Classical Literature 100, 200; Cultural Studies 205, 222, 225, 270, 322, 370; German 221a, 222b*. However, none of these courses may be used to satisfy the category requirements for English majors.
- The department recommends that students considering graduate studies in English literature complete an upper-year course in a second language.

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

*** Those courses marked with an asterisk are NOT offered in 1999-2000.**

English 100 – Introduction to English literature

This course focuses on selected periods, issues, forms, and movements from the broad spectrum of literature in English. For 1999-2000, the units will be: Finding America's Voices, Globalization and Its Discontents; New and Old Worlds in the Renaissance, and Colonialism and Cultural Encounters. One-hour lecture and seminar weekly; several two-hour workshops. *F.B. Tromly and staff*

English 201* – 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. Weekly lecture and seminar.

English 205 – Form and context in literature

An introduction to form in literature and to the cultural and critical contexts which influence writers' uses of form and readers' responses to it. The course explores a wide range of works, representing a variety of periods and perspectives. It also make reference to the relationship between literary and non-literary language and to the parallels between literature and the other arts. Emphasis will be placed upon learning through writing. Weekly three-hour workshop. *F.B. Tromly and J.E. Neufeld*

English 210 – The Romantics

A study of romanticism's representation of revolution in Burke, Rousseau, Wollstonecraft, Blake, Wordsworth, Coleridge, Byron, the Shelleys, Keats, and Jane Austen, with some attention to Hazlitt, De Quincey, and to the aesthetic and political implications of such modes of representation as the sublime, the grotesque, and Romantic orientalism.

Weekly lecture and seminar. *L.J. Clark*

English 215 – English drama before the 20th century

The course traces the development of English drama from its medieval beginnings to the end of the 19th century. The plays will be examined from a literary and theatrical perspective. Writers to be studied include Marlowe, Shakespeare, Jonson, Wycherley, Behn, Sheridan, Wilde, and Shaw. Weekly lecture and seminar. *L.W. Conolly*

English 220 – Studies in Shakespeare

An examination of Shakespeare's dramatic career through the study of about a dozen representative works spanning the period from the early comedies to the last plays.

Weekly lecture and seminar. Occasional workshops. *D.K. Glassco and L.W. Conolly*

English – Cultural Studies 229 – Science fiction (See Cultural Studies.)**English 230 – The history of the English language**

A study of the development and use of the English language, both spoken and written, from the Old and Middle English periods to modern colloquial usage standards and experimental fiction. The course emphasizes practical philological linguistics, structural analysis and the application of language skills to a wide range of prose and verse from 950 C.E. to current writing. Weekly lecture or language workshop and seminar. *S.L. Keefer*

English 231 * – The American renaissance

Studies in the literature of the pre-Civil War United States. Attention will focus on the work of Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson. Weekly lecture and seminar.

English 232 – American literature: The gilded age

A study of American literature from the Civil War to World War I, and the relation between historical change and culture in the period. Writers to be studied include Twain, James, Howells, Crane, Du Bois, Chopin, Cather, Dreiser, Wharton, and Adams. Weekly lecture and seminar. *K.A. Chittick*

English 253 – Elizabethan and Jacobean literature

This course deals with the poetry, prose and drama of the English Renaissance, a period when new ideas stimulated literary expression and unsettled established assumptions about human nature, gender relations, literature and language, and universal order.

Weekly lecture and seminar. *Z.H. Pollock (first term) / E.A. Popham (second term)*

English – Canadian Studies 265 – English Canadian prose

A study of principal Canadian writers of English prose from the 19th century to the present day, including some of Atwood, Callaghan, Davies, Duncan, Findley, Glassco, Haliburton, King, Kogawa, Kroetsch, Laurence, Leacock, MacLeod, MacLennan, Mistry, Mitchell, Moodie, Ondaatje, Richler, Ross, Watson, Wilson, and Wiseman. Weekly lecture and seminar. *J.E. Neufeld and O.S. Mitchell*

English – Canadian Studies-Women's Studies 266 – Canadian women's writing

(See Canadian Studies.)

English 300 – 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. Weekly lecture and seminar. *J.M. Treadwell*

English 301 * – The age of Johnson

Studies in English literature of the mid and late 18th century, 1740-1795. In addition to Johnson himself, writers to be studied include Boswell, Burney, Gibbon, Goldsmith, Gray, Richardson, R.B. Sheridan, and Sterne, as well as selected poets from Lonsdale's anthology *Eighteenth-Century Women Poets*. Weekly lecture and seminar.

English – Women's Studies 310 – Gender and literature

A study of relations between gender and genre in works of women. Works have been selected from different genres, periods and places in the English-speaking world. However, the emphasis will be on modern and contemporary works. Weekly lecture and seminar. *J.A. Buckman*

English 315 – Commonwealth fiction

A study of prose fiction of the Commonwealth with special emphasis on the West Indies, Africa, and Asia. Writers to be studied include V.S. Naipaul, Jean Rhys, Chinua Achebe, Ngugi wa Thiong'o, J. Coetzee, Nadine Gordimer, N.K. Narayan, Salman Rushdie, and Anita Desai. Weekly lecture and two-hour fortnightly seminar. *E.D. Eathorne*

English 320 – The age of Dickens

A study of Victorian literature and society. Writers to be studied include Carlyle, Dickens, Thackeray, George Eliot, Gaskell, Ruskin, and Arnold. Weekly lecture and seminar. *R.J. Dellamora*

English – Cultural Studies 321 * – Literature and society

Studies in the relation between literature and society in a number of 19th century works that deal with social, cultural and women's issues. Writers to be studied include Charles Dickens, Benjamin Disraeli, George Eliot, Anthony Trollope, Henry James, and Oscar Wilde. Weekly lecture and seminar.

English 325 – 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. Weekly lecture and seminar; several workshops. *M.C. Eddy*

English – Cultural Studies 329 – Utopia (future fiction) (See Cultural Studies)**English 331 * – Chaucer and his age**

A consideration of Chaucer's writing and the era in which he lived. Beginning with *The Canterbury Tales*, the course moves on to Chaucer's more immediately influential material, and then to the so-called 'Scottish Chaucerians' of the 15th century. As all works will be studied in their original language, *English 230* is a helpful preparation. Historical, social and literary research will provide material for essays or presentations. Weekly lecture/film and seminar/workshop.

English 332 – Medieval romance

The Arthurian romance tradition, from its Briton/Breton origins, focusing through the figure of Gawain on the martial and erotic faces of the genre in the form of male friendship, chivalric loyalty and courtly love. Middle English works include *Sir Orfeo*, *Ywain and Gawain*, *Sir Gawain and the Green Knight*, and later verse and prose selections. Weekly lecture or film and seminar. *S. L. Keefer and staff*

English 340 – 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. Weekly lecture and seminar. *K.A. Chittick*

English 345 * – Modern British fiction

A study of the major developments in British fiction in the 20th century, focusing on thematic, technical, and stylistic innovation as a response to unprecedented social change. Writers include Conrad, Ford, Joyce, Lawrence, Woolf, Forster, Waugh, Huxley, Greene, Rhys, Naipaul, and Gordimer. Weekly two-hour seminar.

English 350 * – Modern drama

Studies in the works of recent English, Irish, American, and Canadian dramatists. Writers to be studied include Shaw, O'Casey, O'Neill, Williams, Osborne, Pinter, Pollock, French, Stoppard, Mamet, Churchill, and Tremblay. Weekly lecture and seminar. *L.W. Conolly*

English – Cultural Studies 355 – Sexuality and textuality (See Cultural Studies)**English – Canadian Studies – Native Studies 360 * – Native peoples in literature**

A study of the nature, methods and contexts of narrative in a representative series of North American fictions by non-native and (primarily) native authors. Writers to be studied include Momaday, Silko, Erdrich, King, and Alexie. Weekly lecture and seminar.

English – Canadian Studies 365 * – English-Canadian poetry

An introduction to Canadian poetry written in English, from Confederation to the present. Representative writers from each period will be studied; they include Lampman, Pratt, Klein, Purdy, Cohen, Atwood, and Ondaatje. Weekly lecture and seminar.

English 370 – 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. Weekly lecture and seminar. *J.M. Treadwell*

English 371 * – Modern American fiction

A study of American fiction from 1920 to the present. Writers to be studied include Hemingway, Fitzgerald, Faulkner, West, and Steinbeck; and some of Bellow, Doctorow, Hurston, Morrison, Salinger, Silko, Walker, and Welty. Weekly lecture and seminar.

English 375 – An introduction to creative writing

A workshop course offering students a formal structure within which to pursue their interest in creative writing. Students will submit rough written work ("freefall") weekly and over the year will work towards a finished piece of fiction. Students seeking admission will submit a portfolio of written work to the instructor by August 1, and will be notified if they have been accepted into the course by August 30. Weekly three-hour workshop. *O.S. Mitchell*

English 381 * – Literature and psychology

A study of the contributions of certain psychological theories and concepts to an understanding of literary works. Among the major theories to be considered are those of Freud, Jung, and the modern humanistic psychologists. Weekly lecture and seminar.

English 402 – Honours thesis

A double-credit course, for which double fee is charged, 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 Honours brochure or website (www.trentu.ca/english) for details.

English 420 – Advanced studies in Shakespeare

Topic for 1999-2000: Shakespeare's Theatre. Northrop Frye suggests that the theatre itself is the central character in Shakespeare's work. This course will focus on the theatre and various issues implicit in the theatre. Among these will be: notions of role and role-playing; the question of the author and authority. Who is scripting the various roles being played? Who has authority? What is the relation between spectators and actors? What are the implications of such questions for us as the audience? These questions – and more – will be explored by looking at various plays chosen from a wide sampling of Shakespeare's works. Prerequisite: *English 220* or permission of the instructor.

D.K. Glasco

English – Cultural Studies 425 – Literary theory and critical theory (See Cultural Studies)**English 4253 – Issues and innovations in Elizabethan and Jacobean literature**

In the English Renaissance, new ideas stimulated literary expression and unsettled established assumptions about human potential, gender relations, literature and language, and universal order. We will examine the issues and innovations inherent in works by Sidney, Spenser, Marlowe, Shakespeare, Nashe, Donne, Jonson, Bacon and others, as well as contemporary and modern responses to them. Prerequisite: none (excludes *English 253*). Weekly lecture (with *English 253*) and 90-minute seminar. *Z.H. Pollock (1st term) / E.A. Popham (2nd term)*

English 4300 – Dryden, Swift, Pope and their contemporaries

Studies in the English literature of the Augustan period, 1660-1740, with particular attention to the work of Dryden, Swift, and Pope. Other writers to be studied include Addison, Behn, Congreve, Defoe, Etherege, Fielding, Gay, Lady Mary Wortley Montagu, Steele, and Wycherly. Besides major original works in the traditional genres of poetry, drama, the novel, and the essay, the course will also consider two of the greatest translations in the language, Dryden's *Aeneid* and Pope's *Iliad*. Prerequisite: none (excludes *English 300*). Weekly lecture (with *English 300*) and 90-minute seminar. *J.M. Treadwell*

English 431 – Studies in Old English language and literature

Topic for 1999-2000: The Anglo-Saxon Cultural Context of Heroism and *Beowulf*. In the fall term, we will read some of the elegies (*The Wanderer*, *The Seafarer*), some battle poems (*The Battle of Brunanburh*, *The Battle of Maldon*), a chronicle entry (*Cynwulf and Cyneheard*), and a saint's life (*Aelfric's Life of St Edmund*) by which we can establish a model for studying *Beowulf* in its entirety in the winter term. Emphasis will be placed equally on thematic and structural issues in Old English literary material. Background readings will provide an historical, cultural and aesthetic introduction to Anglo-Saxon England. Pre- or co-requisite: Grammar for Language Students course offered annually in September by ASC; 100-level German or 100-level Latin or *English 230* or permission of the instructor. Two-hour seminar weekly. *S.L. Keefer*

English 432 * – Advanced Studies in Medieval English**English 433 * – Advanced Studies in the Renaissance****English 4332 * – Medieval Romance****English 434 * – Advanced studies in Restoration and 18th century literature****English 435 – Advanced studies in the Romantics**

Topic for 1999-2000: Jane Austen and the Literature of Sensibility. The course explores Austen's fiction in the context of the society and literature of her time, and in particular its place within and against contemporary romantic, sentimental, and Gothic traditions, reading her novels in the light of works by Rousseau, Mackenzie, Goethe, Burney, Wollstonecraft, Edgeworth, and Scott. Prerequisite: none. Two-hour seminar weekly. *L.J. Clark*

English 436 * – Advanced studies in Victorian literature**English 440 – Advanced studies in modern poetry**

Topic for 1999-2000: Modernism. A study of four major poets and their relations to modernism: Robert Frost, T.S. Eliot, Wallace Stevens, and W. H. Auden. Two-hour seminar weekly. Prerequisite: none. *K.A. Chittick*

English 450 – Advanced studies in modern drama

Topic for 1999-2000: The plays of Bernard Shaw. A study of the major plays of Bernard Shaw, with particular emphasis on Shaw's social and political thought. Plays to be studied include *Mrs. Warren's Profession*, *Heartbreak House*, *Saint Joan*, *Arms and the Man*, *Candida*, *Major Barbara*, and *The Doctor's Dilemma*. Prerequisite: none. Two-hour seminar weekly. *L.W. Conolly*

English 460 – Advanced studies in modern fiction

Topic for 1999-2000: Bloomsbury. The course will focus on the works of many of the members of the Bloomsbury Group. It will explore the fiction of Virginia Woolf and E. M. Forster and the biographies of Lytton Strachey with their extensive use of fictional techniques. Prerequisite: none. Three-hour seminar fortnightly. *G.D. Eathorne*

English – Canadian Studies 4651 – Advanced studies in Canadian literature

Topic for 1999-2000: The literature of Ontario. A study of the evolution of a distinctive Ontario outlook, voice, and sense of place in Ontario (Upper Canada) writing from the early 19th century to the present. Writers studied may include Richardson, Traill, Moodie, Crawford, Duncan, Leacock, Davies, Findley, Hood, Callaghan, Matt Cohen, Atwood, Reaney, Munro, Engel, Shields, Ondaatje, Purdy, Lee, Hospital, Keefer, Austin Clarke, etc. Prerequisite: *English-Canadian Studies 265* or *266* or *365* or permission of the instructor. Two-hour seminar weekly. *M.A. Peterman*

English – Canadian Studies 4652 – Modern and contemporary Canadian fiction

For 1999-2000, the course examines the modern and contemporary Canadian short story, with emphasis on linked story cycles. Styles to be explored include romanticism, realism, surrealism, magic realism and postmodernism. Prerequisites: *ENCA 265* or *266* or *365* or permission of the instructor. Three-hour seminar weekly. *M. Lacombe*

English 475 – Advanced studies in American literature

Topic for 1999-2000: Modern and contemporary American literature. The central focus of the course in 1999-2000 will be on questions of sexuality and gender. Among the authors to be explored are: William Faulkner, Ernest Hemingway, John Irving, John Updike, Norman Mailer, Cormac McCarthy, and Djuna Barnes. Prerequisite: none. Three-hour seminar fortnightly. *D.K. Glassco*

English 490 – Reading course

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 are advised that Calendar deadlines for registration in courses apply to *English 490*. See Honours brochure or website (www.trentu.ca/english) for details.

English 4951 – Special topic

Topic for 1999-2000 (category F): Children's literature. Students will approach literature for children from two perspectives: first, through a brief historical appreciation of the origins of the genre in 17th through 19th century anthologized examples; and second, through an examination of how a proximity to the oral experience of language distinguishes the culture of the child from that of the adult. Prerequisite: none. Two-hour seminar weekly. *S.W. Brown*

English 4954 – Special topic

Topic for 1999-2000 (category F): The history of the book. An introduction to the rise of print culture in the West and particularly in the English-speaking world, from the 15th to the 20th centuries. Topics to be studied include the book as a physical object; orality, literacy, and reading habits; the development of printing, publishing, and bookselling; censorship and freedom of the press; copyright and intellectual property; book collecting and the development of libraries. Prerequisite: none. Two-hour seminar weekly. *J.M. Treadwell*

English 4955 – Special topic

Topic for 1999-2000 (category F): Travel Writing. While critics were proclaiming the death of the novel, story telling survived in modern travel writing. It has developed into an innovative, if ambiguous genre, where boundaries between fiction, fantasy, autobiography, adventure, history and meditation blur. We will explore some possibilities and concerns expressed in this genre. Prerequisite: none. Two-hour seminar weekly. *Staff*

English 4956 – Special topic

Topic for 1999-2000 (category F): Writing the Body. This course examines the relationship between representations of embodiment and the project of writing in literary and theoretical texts. We will examine representations of corporeal violation, the racial and gendered performativity of the body, the function of the corpse, and the mobility of the bodily symptom (along with other manifestations of embodiment). Theoretical texts will range from the psychoanalytical articulation of the body in Freud and Luce Irigaray to the theories of Judith Butler and Elizabeth Grosz. Literary texts will include Alice Walker's *The Color Purple*, Yvonne Vera's *Without A Name*, Toni Morrison's *Beloved*, and William Faulkner's *As I Lay Dying*. Prerequisite: none. Two-hour seminar weekly. *M.C. Eddy*

ENVIRONMENTAL AND RESOURCE STUDIES

Telephone: (705) 748-1261

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Associate Professor and Chair of the Program

M.G. Fox, B.Sc. (PENNSYLVANIA), M.E.DES. (CALGARY), Ph.D. (QUEEN'S)

Professor Emeritus

M.L. Rubinfoff, B.A. (QUEEN'S), M.A., Ph.D. (TORONTO)

Professor and NSERC Industrial Chair

D. Mackay, B.Sc., Ph.D. (GLASGOW) (*on leave Winter Term*)

Assistant Professor and NSERC Industrial Junior Chair

H. Hintelmann, B.Sc., Ph.D. (HAMBURG)

Professors

R.D. Evans, B.Sc. (TORONTO), Ph.D. (McGILL) (*on leave Winter Term*); 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.;

C.D. Metcalfe, B.Sc. (MANITOBA), M.Sc. (NEW BRUNSWICK), Ph.D. (McMASTER);

R.C. Paehlke, B.A. (LEHIGH), M.A. (NEW SCHOOL FOR SOCIAL RESEARCH), Ph.D. (BRITISH COLUMBIA) (*on leave Winter Term*); D. Torgerson, B.A. (CALIFORNIA-BERKELEY), M.E.S. (YORK), M.A., Ph.D. (TORONTO)

Associate Professors

M. Havas, B.Sc., Ph.D. (TORONTO); T.H. Whillans, B.A. (GUELPH), M.Sc., Ph.D. (TORONTO)

Assistant Professors

S. Bocking, B.Sc., M.A., Ph.D. (TORONTO) (*on leave Winter Term*); J. Clapp, B.A. (MICHIGAN), M.Sc., Ph.D. (LONDON), D.G. Holdsworth, B.Sc. (WATERLOO), M.Sc. (McMASTER), Ph.D. (WESTERN ONTARIO); R. Ponce-Hernandez, B.ENG., M.Sc. (CHAPINGO), D.PHIL. (OXFORD)

Conjunct Professor

P. Welbourn, B.Sc., Ph.D. (BRISTOL)

Demonstrator/Technicians

R.K. Loney, B.Sc. (TORONTO); T.L. Metcalfe, B.Sc. (TRENT); R.C. Williams, M.Sc. (TRENT)

Associated Faculty

Biology, E. Nol, D. Lasenby; *Canadian Studies*, J.H. Wadland; *Chemistry*, J.M. Parnis, I. Svishchev; *Computer Studies*, S. Regoczei; *Geography*, J.M. Buttle, P.M. Lafleur, J.S. Marsh; *Physics*, J.W. Earnshaw; *Sociology*, F. Nutch; *Women's Studies*, M. Hobbs

The Environmental and Resource Studies Program is an interdisciplinary program offered by Environmental and Resource Studies (ERS) in cooperation with 23 other University departments and programs. It provides an opportunity to take a single or joint major Honours or a single or joint major General B.A. (Environmental Studies, ER) or B.Sc. (Environmental Science, ES) degree, consisting of ERS core courses and support courses from other academic units. Students should note carefully the course descriptions to ensure that they have the necessary prerequisites for any support courses they may wish to take for ERS credit. Students who have not obtained prior written permission from instructors when prerequisites are not met will not be allowed to register in these courses. Enrolment limits will apply to some ERS courses. Please refer to the Academic Timetable for information about limited enrolment courses and Early Registration procedures.

Degree Requirements

Please read the section of the Calendar that describes the university-wide requirements for B.A. and B.Sc. degrees. Note also that a B.Sc. degree requires completion of a university-level Mathematics course. For a B.A. one of *Economics 101a/b/102a/b*, *Geography 101*, *Philosophy 105* or *Mathematics-Statistics 150* must be taken. Another course with quantitative content may be substituted with permission of the ERS Chair.

The Environmental and Resource Studies Program offers the student the opportunity to specialize in one of seven themes, each of which represents an informal stream of courses:

1. Environmental Thought and Communication (B.A.)
2. Environmental Policy and Planning (B.A.)
3. Community Economic and Resource Development (B.A.)

4. Natural Resource Management (B.Sc.)
5. Ecological Systems (B.Sc.)
6. Physical-Chemical Problems (B.Sc.)
7. Ecological Toxicology (B.Sc.)

A summary of the streams of specific core and support courses that are recommended for these themes is available from the ERS Program Office.

HONOURS DEGREE PROGRAMS

Single and joint-major Honours programs consist of 20 full-course equivalents, including a minimum of 10 ERS courses for a single-major and eight for a joint-major. Students who have taken Grade 12 Environmental Science in Ontario or the equivalent elsewhere may opt to write a test during introductory week, a grade of at least 60% on which will exempt them from taking *Environmental and Resource Science 100*, but will not alter the required minimum number of ERS courses.

The thesis course, *ER 402* or *ES 402*, is equivalent to two full courses, but requires permission of the ERS Chair and a minimum average in ERS credit courses of 75%. It is anticipated that most honours students will not do a thesis. Candidates for the thesis course that begins in September should apply for entry during Early Registration. Acceptance for the thesis course is dependent upon the candidate having made arrangements with a suitable ERS supervisor.

One listed support course may be taken for ERS credit in either the single- or joint-major Honours program. Occasionally a second of these courses may be approved by the ERS Chair for single-majors.

Additional requirements include:

Bachelor of Science

ES 100; *ES 221a* or a Chemistry or Physics 200-level half-course; *ES-GO-BI 208a/b* or a Mathematics half-course; one full course from *ES-BI 202*, *ER 210a/b*, *ES-GO 209a/b*, *ES 230*, *ES-BI 240*; five 300- or 400-level ERS courses (single major), or three 300- or 400-level ERS courses (joint major); one 200-level or higher ER arts course.

A total of 14 science courses is required for a B.Sc (Honours) degree.

Bachelor of Arts

ES 100; *ER-CA 250*; One full course from *ER-GO 251a/b*, *ES-GO 209a/b*, *ER 210a/b*, *ER-CA 200*, *ER-CA-GO 200a*, *ER-CA-GO 203b*; five 300- or 400-level ERS courses (single major), or three 300- or 400-level ERS courses (joint major); one 200-level or higher science course or two 100-level science courses excluding *ES 100*.

GENERAL DEGREE PROGRAMS

Single- and joint-major General programs consist of 15 full-course equivalents, including a minimum of six ERS courses for a single-major and five for a joint-major. Additional requirements include:

Bachelor of Science

ES 100; *ES 221a* or a Chemistry or Physics 200-level half-course; *ES-GO-BI 208a/b* or a Mathematics half-course; one full course from *ES-BI 202*, *ER 210a/b*, *ES-GO 209a/b*, *ES 230*, *ES-BI 240*; three 300- or 400-level ERS courses (single-major), or two 300- or 400-level ERS courses (joint-major).

A total of 11 science courses is required for a B.Sc. (General) degree.

Bachelor of Arts

ES 100; *ER-CA 250*; One full course from *ER-GO 251a/b*, *ES-GO 209a/b*, *ER 210a/b*, *ER-CA 200*, *ER-CA-GO 200a*, *ER-CA-GO 203b*; *ER-GO 251a* and *ER 210a/b* or one of *ER-CA 200*, *ER-CA 250*; three 300- or 400-level ERS courses (single-major), or two 300- or 400-level ERS courses (joint-major); One listed support course may be taken for ERS credit in either the single- or joint-major General program.

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

CORE COURSES***Environmental and Resource Science 100 – Introduction to environmental science and policy***

This course provides an interdisciplinary survey of environmental and resource studies, examining its physical, chemical, biological, political and economic dimensions. Emphasis will be on concepts and methods that can be applied to the analysis and understanding of a range of specific environmental problems. *Coordinators: S. Bocking (Term 1) / C. Metcalfe (Term 2)*

Environmental and Resource Studies – Canadian Studies – Geography 200a – Reconsidering Canada: Culturing the land (See Canadian Studies)***Environmental and Resource Science – Biology 202 – Ecology*** (See Biology)***Environmental and Resource Studies – Canadian Studies – Geography 203b – Reconsidering Canada: The nature of urbanism*** (See Geography)***Environmental and Resource Science – Geography – Biology 208a – Natural science statistics***

The course covers commonly used statistical tools in Environmental and Resource Science, Biology, and Geography. Lectures will address basic statistical methods and background theory. Workshops will provide practical experience in the context of each discipline. Prerequisite: *Geography 101* or *Environmental and Resource Science 100* or *Biology 101*. *Mathematics-Statistics 150* and 100-level computing experience are highly recommended. *P. Lafleur*

Environmental and Resource Science – Geography 209b – Introduction to geographical information systems (See Geography)***Environmental and Resource Studies 210a – Scientific expertise and environmental policy***

This course focuses on the role of science in policy formulation and implementation. Issues to be considered include: the communication of scientific results, the setting of research priorities, and the relationship between science and other forms of knowledge. Prerequisite: *Environmental and Resource Science 100*. *S. Bocking and M. Havas*

Environmental and Resource Science 221a – 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: one full 100-level Chemistry credit. *D. Evans and C. Metcalfe*

Environmental and Resource Science 230 – 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: *Physics 100* or one full 100-level Chemistry credit. *W. Evans*

Environmental and Resource Science – Biology 240 – Environmental microbiology

The first section lays the foundations of microbiology with an overview of essential biological chemistry, ecosystem science, cell biology, microscopy and cultivation techniques. Application is to bioremediation and site reclamation. Prerequisite: *Environmental and Resource Science 100* or OAC Biology. (Offered only in Oshawa. Interested students should consult the Part-Time Studies brochure.)

Environmental and Resource Science – Chemistry 241a – Environmental chemistry (See Chemistry)***Environmental and Resource Studies – Canadian Studies 250 – Canadian natural resource theory and management***

This course considers theories of renewable and non-renewable resource management, and examines these practices with respect to specific Canadian resources. Prerequisite: *Environmental and Resource Science 100*. *M. Fox and D. Holdsworth*

Environmental and Resource Studies – Geography 251b – Methods in human geography and environmental studies

This course will focus on methods used in both professional and academic contexts. Methods examined in the course include surveys, content analysis, depth interviews, ethnography, focus groups and action research. Emphasis will be on application of the methods to environmental problem-solving and environmental research contexts, particularly at the local/regional level. Prerequisite: *Environmental and Resource Science 100* or *Geography 101*.

Environmental and Resource Studies – Canadian Studies – Politics 267a – Public policy (See Political Studies)

Environmental and Resource Science – Biology 303b – Research design and data analysis (See Biology)**Environmental and Resource Studies/Science 307 – Environmental risk assessment: issues and techniques**

This course explores the practice of risk assessment/risk analysis in environmental regulation. It addresses both the social issues and the analytical techniques of risk evaluation within the policy process and examines the growing importance of risk assessment in Western industrial countries as a framework for standards-setting and decision-making. The course will include a section on ecological risk assessment as a subfield of industrial risk assessment. The course is normally taken as an arts credit but can be taken as a science credit by undertaking an appropriate analytic project which illustrates the mastery of some technique. Prerequisite: One 200-level Environmental and Resource Studies/Science full or half-course credit and a minimum of 10 university credits.

D. Holdsworth

Environmental and Resource Studies 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: *Environmental and Resource Studies-Canadian Studies 250*.

Environmental and Resource Studies – Canadian Studies – Politics 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. Prerequisites: one 200-level Environmental and Resource Studies, Canadian Studies, Political Studies or Administrative Studies credit. *R. Paehlke and D. Torgerson*

Environmental and Resource Studies 311a/b – Environmental and impact assessment: a case study approach

Environmental impact assessment brings together scientific, economic, social and political perspectives in an attempt to anticipate and manage the consequences of human actions for the environment. This course will examine different approaches to environmental impact assessment, contrasting provincial with federal, and social with biophysical. Case studies will be used to illustrate particular theoretical and practical approaches. Prerequisites: The equivalent of one 200-level Environmental and Resource Studies and a minimum of 10 university credits.

Environmental and Resource Science 313a/b – Introduction to nuclear science

Radioactivity, ionizing radiations, dosimetry concepts and calculations, health effects of ionizing radiations, sources and levels of environmental radiation. Particular attention will be focused on the nuclear power industry and production of nuclear weapons, and health and environmental risks associated with these activities. Prerequisites: 10 university credits including at least one full laboratory-based science course.

Environmental and Resource Science 314a/b – Tracer techniques in the environment

This course will present practical approaches to tracing environmental processes and pathways. It examines techniques for the use of various radioactive and stable isotopic tracers. Instruction in the use of these tracers will be included and practical applications of relevance to current environmental issues will be discussed. Prerequisites: 10 university credits including at least one full laboratory-based credit. *Environmental and Resource Science 313a/b* is recommended.

Environmental and Resource Science 316b – Community-based natural resource management

Community natural resource management. The 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: the equivalent of one full 200-level ERS course. *T. Whillans*

Environmental and Resource Science 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: *Environmental and Resource Science-Biology 202* or *Environmental and Resource Science 221a*.

Environmental and Resource Studies 325a – 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. Prerequisites: *Environmental and Resource Science 100* and minimum of 10 university credits.

Environmental and Resource Studies 330 – Environmental ethics

A critical examination of issues arising from the impact of industrial and development policies on the natural environment. The focus will be on such themes as: the domination of nature, the ethics of scarcity, animal and environmental rights, social benefit and technological risk, and the debate among deep ecologists, social ecologists and ecofeminists over the care of the earth. Prerequisite: one 200-level Philosophy course, or the equivalent of one full 200-level Environmental and Resource Studies course.

D. Holdsworth

Environmental and Resource Studies – Canadian Studies – Geography 333a – Wilderness resources (See Geography)**Environmental and Resource Science 335a – Ecological agriculture**

An exploration of the theory, scientific basis and practice of ecological agriculture, sustainable agriculture and intensive versus traditional systems. Nutrient cycles and genetic resources are considered. Prerequisites: *Environmental and Resource Science-Biology 202a*, or *Environmental and Resource Science 221a*. Interested students who do not have the required ecological science background, but who have successfully completed *Environmental and Resource Studies-Canadian Studies 250*, may enter the course but must be prepared to do additional background reading. *T. Hutchinson and D. Evans*

Environmental and Resource Science – Chemistry 342a – Instrumental analysis I (See Chemistry)**Environmental and Resource Science – Chemistry 343b – Instrumental analysis II (See Chemistry)****Environmental and Resource Science 345a – Air pollution chemistry**

The sources, distribution and impacts of atmospheric pollutants are examined. The course addresses alternative scientific approaches in investigating atmospheric pollution and modelling systemic responses. Emphasis will be on questions other than climatic change such as tropospheric ozone and acid rain. Prerequisite: *Chemistry 113a/123b* or *100*. *W. Evans*

Environmental and Resource Science 351a – 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: *Environmental and Resource Science-Biology 202* or *Environmental and Resource Science 221a* or *Environmental and Resource Studies-Canadian Studies 250*. *T. Whillans*

Environmental and Resource Science 355 – Pollution ecology

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, air and soil. Prerequisites: *Environmental and Resource Science 221a* or *Environmental and Resource Science 230* or *Environmental and Resource Science-Biology 202*.

Environmental and Resource Science – Geography 356a/b. – Pedology (See Geography)

Environmental and Resource Studies – Comparative Development Studies 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: *Comparative Development 200* or *Environmental and Resource Studies-Canadian Studies 250*. S. Bocking and J. Clapp

Environmental and Resource Science – Geography 365a – 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: *Environmental and Resource Science 221a* or *Geography 250* or *Geography-Science 240*. *Environmental and Resource Science-Geography 356a* is recommended. R. Ponce

Environmental and Resource Science 370 – Environmental toxicology

This course introduces students to the chemical, physical and toxicological properties of organic and inorganic toxicants in aquatic and terrestrial environments. All students taking *Environmental and Resource Science 370* are required to take the Animal Care course. Prerequisites: *Biology 101*, *Environmental and Resource Science-Geography-Biology 208a/b* and *221a*, or the equivalent of one 200-level Chemistry course. Previous completion of *Biology 206a/207b*, (*Biology 203*) and *Environmental and Resource Science – Chemistry 241a/b* is recommended. C. Metcalfe

Environmental and Resource Studies – Economics 381a – Environmental economics

(See Economics)

Environmental and Resource Studies/Science 382, 383a/b/c – Community research placement

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. Placements are arranged through the Trent Centre for Community-Based Education in consultation with relevant faculty, based on research needs identified by community organizations. For a fuller explanation, please consult the section of this Calendar on “Community-Based Education Program.”

Environmental and Resource Studies/Science 385, 386a, 387b, 388c – Field course

Courses are offered through the Ontario Universities Program in Field Biology.

Environmental and Resource Studies/Science 390, 391a, 392b, 393c – Reading course

This is a research course on a specific topic. The course is only open to ERS majors or joint majors with two B credits (or better) in ERS courses. Written permission must be obtained from the appropriate instructor and ERS Program Chair prior to early registration.

Environmental and Resource Science 395 – Special topic. Biological effects of electro/geomagnetic fields: BEEF

Students will be able to pursue their interest within the broader area of the biological effects of electro/geomagnetic fields. Projects will focus on one of a variety of topics, such as: the occupational exposure to EMFs, epidemiological studies and EMFs, cancer and EMFs, risk and EMFs, spatial geomagnetic pattern and health, air ionization and health, healing and energy fields, energy fields in living organisms, etc. Students will work independently but will share their findings with others in the course. Prerequisites: *Environmental and Resource Science 100* and a minimum of 10 university credits. First year Physics recommended. M. Havas

Environmental and Resource Studies/Science 401/402 – Thesis

This is a major research project combining one credit for Environmental and Resource Studies/Science and one for the other discipline in a joint major (*ER/ES 401*), or counting as two credits for Environmental and Resource Studies/Science (*ER/ES 402*). This project course requires permission of the ERS Chair and a minimum average in ERS credit courses of 75%. It is anticipated that most honours students will not do a thesis. Candidates for the thesis course that begins in September should apply for entry during Early Registration. Acceptance for the thesis course is dependent upon the candidate having made arrangements with a suitable ERS supervisor. Students are required to attend a regularly scheduled two-hour workshop in which techniques and approaches to thesis research are presented and discussed. Coordinator: D. Holdsworth

Environmental and Resource Science – Geography 404a/b – Hydrochemical fluxes in the hydrosphere (See Geography)

Environmental and Resource Science – Biology – Geography 406a – The geochemistry of natural waters

This course is a graduate level course open to a limited number of fourth-quarter students with appropriate qualifications. The course will examine the chemical and physical properties of water, snow and ice with an emphasis on those parameters which influence the distribution of biota, nutrients and contaminants in the aquatic environment. Topics will include the hydrologic cycle, the carbonate system and pH control, weathering and water chemistry, redox equilibria, hydrologic transport, and the properties of snow and ice. Prerequisites: students contemplating taking this course should have at least two Chemistry courses. *Biology 305* or *Geography 353a* are recommended as co- or prerequisites. *D. Evans*

Environmental and Resource Science – Biology – Geography 407b – The fate of contaminants in the aquatic environment

This course is a graduate level course open to a limited number of fourth-quarter students with appropriate qualifications. The course will emphasize the mathematical modelling of the fate and distribution of aquatic contaminants, including models for toxic metals, organic xenobiotics and groundwater contaminants. Basic algorithms and assumptions of contaminants models will be discussed and students will get hands-on experience in applying existing models (e.g. MINTEQA, QWASI). An emphasis will be placed on using models to determine the dominant pathways influencing the fate of inorganic and organic contaminants in the aquatic environment. Prerequisite: *Environmental and Resource Science-Geography-Biology 406a*.

Environmental and Resource Science – Biology 412a/b – Environmental carcinogenesis

This course introduces students to the epidemiological, toxicological and molecular basis of carcinogenesis in humans, with an emphasis on environmental carcinogenesis. Prerequisites: *Biology 101* and *Environmental and Resource Science-Geography-Biology 208a/b* and *Environmental and Resource Science 221a*. *Biology 206a/207b* (*Biology 203*) is highly recommended.

Environmental and Resource Science – Biology 423a – Aquaculture

The culture of fish, aquatic invertebrates and other organisms is a major and growing source of food in the world. This course examines techniques used in Canadian and worldwide aquaculture, their biological basis, current research to improve production, and environmental issues related to aquacultural practices. Excursions to aquacultural facilities are planned. Prerequisite: *Environmental and Resource Science-Biology 202* or *Environmental and Resource Science-Geography-Biology 208a/b* and *Environmental and Resource Science 221a*. Preference will be given to students with one of *Environmental and Resource Science 351a*, *Biology 305* or *Biology 314a*. There will be a total charge of \$10 for field trips.

Environmental and Resource Science – Biology 424b – Fisheries assessment and management

Biological and socioeconomic techniques and general approaches to fisheries assessment and management. Part of the focus will be on case studies where these techniques/approaches have been successfully or unsuccessfully applied. Prerequisite: *Environmental and Resource Science-Biology 202* or two of *Environmental and Resource Science 221a*, *Environmental and Resource Science-Geography-Biology 208a/b* or *Environmental and Resource Studies 210a/b*. *Biology 314a* and *305* are highly recommended. *M. Fox*

Environmental and Resource Studies 425b – 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. Prerequisites: minimum of 10 university credits. *Environmental and Resource Studies 325a* (Introduction to environmental law) is recommended.

Environmental and Resource Science 435b – 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: *Environmental and Resource Science 100* or *Geography 101* or *Physics 100* or *Biology 150*; minimum of 10 university credits. *W. Evans and T. Hutchinson*

Environmental and Resource Science – Biology 439a/b – Conservation biology
(See Biology)

Environmental and Resource Science – Geography 445b
– Spatial modelling and geographical information systems (See Geography)

Environmental and Resource Science 452b – 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: *Environmental and Resource Science-Biology 202* or *Environmental and Resource Studies-Canadian Studies 250*.
T. Hutchinson and T. Whillans

Environmental and Resource Studies – Politics – Canadian Studies 460a

– Public policy in global perspective (See Political Studies)

Environmental and Resource Studies – Comparative Development – Politics 461b – 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 *Environmental and Resource Studies-Comparative Development 360*, *Environmental and Resource Studies-Canadian Studies-Politics 460a*, or *Politics 220*. *J. Clapp*

Environmental and Resource Science – Geography 464b – Watershed management in developing countries

The Integrated Ecosystems Management (IEM) approach is used in this course as both a paradigm for watershed planning and management, and as a tool for analysis. The course will deal with methodological and practical aspects involving the different phases of watershed planning and management, including assessment and decision-making. The course focuses on management of watersheds in the developing world, and will introduce students to strategies for planning and managing watersheds through case studies. Prerequisites: *Environmental and Resource Science-Biology 202*, *Geography 250*, or *Environmental and Resource Studies-Canadian Studies 250*, plus one 300-level full-course equivalent in ERS or Geography. *R. Ponce*

Environmental and Resource Studies – Politics 465 – Green politics in theory and practice

An examination of theoretical and practical dimensions in the green movement from a perspective that combines attention to key concepts with case studies exploring concrete political dynamics in a variety of countries. Prerequisite: one of *Environmental and Resource Studies-Canadian Studies-Politics 310*, *Environmental and Resource Studies 330*, *3951*, *Politics 233*, *335*, *336* or permission of the instructor. *D. Torgerson*

Environmental and Resource Studies-Canadian Studies 467a – History of environmental science and policy

Ecologists and other scientists have studied the natural environment for many decades; their ideas and research practices have both reflected, and influenced, public values and priorities. This course examines this history, providing essential background to contemporary discussions about science and its political relevance. Prerequisite: *Environmental and Resource Studies-Canadian Studies 250* or *Environmental and Resource Studies 210b*.
S. Bocking

Environmental and Resource Studies – Canadian Studies 470 – Bioregionalism

A research course focused on ecological and community-based planning and development, applied to the Haliburton Highlands. The literature on bioregionalism is examined critically and then used constructively, if loosely, to frame primary research. Students undertake relatively intensive independent projects, often in cooperation with members of communities in Haliburton. *T. Whillans and J. Wadland*

Environmental and Resource Studies 475 – Group problem solving

This course focuses on group decision-making, problem recognition and problem resolution with respect to environmental matters. Concepts to be explored include communication, cooperation, shared vision, negotiation and group bias. Prerequisites: *Environmental and Resource Science 100* and a minimum of 10 university credits.

Environmental and Resource Studies/Science 482, 483a/b/c – Community research placement

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. Placements are arranged through the Trent Centre for Community-Based Education in consultation with relevant faculty, based on research needs identified by community organizations. For a fuller explanation, please consult the section of this Calendar on "Community-Based Education Program."

Environmental and Resource Studies/Science 485, 486a, 487b, 488c – Field course

Courses are offered through the Ontario Universities Program in Field Biology.

Environmental and Resource Studies/Science 490, 491a, 492b, 493c – Reading course

This is a research course on a specific topic. The course is only open to ES majors or joint majors with a B average (or better) in ERS courses. Written permission must be obtained from the appropriate instructor and ERS Chair prior to Early Registration.

SUPPORT COURSES**Arts**

Administration 410: Management thought

Administration 420: Business ethics

Comparative Development 400: Modernity and development

Economics 101a/b, 102a/b: Introductory microeconomics/macroeconomics

Economics – Canadian Studies 260a: Canadian economic development

Economics Canadian Studies 261b: The Canadian economy

Economics – Comparative Development 331a: Economics of developing countries

Economics – Comparative Development 333b: Economics of global interdependence

Native Studies 150a, 151b: Community development

Philosophy 105: Practical reasoning

Political Studies 100: Introduction

Science

Biology 101: Biological interactions

Biology 305: Limnology

Biology 314a/b: Fish ecology

Biology 321a/b: Plant ecology

Biology 328a/b: Stress ecology of plants

Biology 350a/b: Biogeography

Chemistry 100: Introduction

Chemistry 212: Organic

Chemistry 240a/b: Analytical chemistry

Computer Studies 101a/102b: Introduction

Computer Studies 202a: Intermediate

Geography 101: Human and physical environments

Geography 245: Climatology

Geography 303a: Statistical applications in geography

Geography 341a/b: Climatic change

Mathematics 110: Calculus

Mathematics – Statistics 150: Elementary statistics

Mathematics – Computer Studies 351: Linear statistical models

Physics 100: Elementary physics

Science 350: Communicating science

Note:

- Approval from the Program Chair may be given for other courses, not listed above, to be taken as support courses in a single or joint major Honours program.

ENVIRONMENTAL CHEMISTRY

Program Coordinators

Chair of Department of Chemistry

J. M. Parnis, B.Sc. Ph.D. (TORONTO)

Chair of Environmental and Resource Studies

Michael Fox, B.Sc. (PENNSYLVANIA), M.E. DES. (CALGARY), Ph.D. (QUEENS).

Professors

See listings of faculty in Chemistry and Environmental and Resource Studies

Solving many environmental problems requires a solid background in both chemistry and environmental science. This 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.

REQUIRED COURSES

Because it rests on the disciplines of Chemistry and Environmental and Resource Studies, Environmental Chemistry can be studied only as a Single Major. No joint-major programs exist.

The General program consists of *Biology 101*, *Mathematics 110 or 105a*, and 10 Chemistry and Environmental and Resource Science courses including *Chemistry 100*, *ERS 100*, *Chemistry 200*, *212*, *240a/b*, *Chemistry-ERS 241a/b*, *Chemistry 321a or 322a*, *Chemistry-ERS 342a/b or 343a/b*, *ERS 345a*, *ERS 370* and 1.5 more Environmental and Resource Science courses. Recommended additional courses include *ERS 314b*, *ERS 355*, and *ERS 435b*.

The Honours Program

Requirements for the General program must be met, plus: *Chemistry 321a or 322a and Chemistry-ERS 342a/b or 343a/b* (whichever not taken in Year 3), *Chemistry 408a*, *ERS-Biology-Geography 406a and 407b*, plus two other courses in Chemistry or Environmental and Resource Science (300- or 400-level).

Notes and provisos

- For more detailed information, see separate Calendar entries for Chemistry and Environmental and Resource Studies.

FRENCH

See Modern Languages

GEOGRAPHY

Telephone: (705) 748-1440

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E-mail: geography@trentu.ca

Web: www.trentu.ca/geography

Associate Professor and Chair of the Department

P. M. Lafleur, B.Sc. (BRANDON), M.Sc. (TRENT), Ph.D. (McMASTER) (on leave Winter Term 2000)

Professor Emeritus

F. M. Helleiner, M.A., Ph.D. (WESTERN ONTARIO)

Professors

W.P. Adams, B.A. (SHEFFIELD), M.Sc., Ph.D. (McGILL), (on leave); A.G. Brunger, B.Sc. (SOUTHAMPTON), M.Sc. (ALBERTA), Ph.D. (WESTERN ONTARIO) (Acting Chair Winter term 2000); J.M. Buttle, B.A. (TORONTO), Ph.D. (SOUTHAMPTON); J.G. Cogley, M.A. (OXFORD), M.Sc., Ph.D. (McMASTER); J.S. Marsh, B.A. (READING), M.Sc. (ALBERTA), Ph.D. (CALGARY); G.A. Nader, B.A. (LONDON), Ph.D. (DURHAM); C.H. Taylor, M.A. (CANTERBURY), Ph.D. (McGILL)

Associate Professor

C.L. McKenna Neuman, B.Sc. (QUEEN'S), M.Sc. (GUELPH), Ph.D. (QUEEN'S) (on leave Winter Term 2000)

Assistant Professors

R. Ponce-Hernandez, B.ENG., M.Sc. (CHAPINGO), D.PHIL (OXFORD); S. E. Wurtele, B.Sc. (TRENT), Ph.D. (QUEEN'S)

Technicians/Demonstrators

A.L. Crechiolo, M.A. (WILFRID LAURIER); M.A. Ecclestone, B.Sc. (TRENT), M.Sc. (GUELPH); S. Gardiner

Conjunct Professor

K. Beesley, B.E.S., Ph.D. (WATERLOO)

The Geography Department offers single- and joint-major Bachelor of Arts and Bachelor of Science degrees. There is a strong emphasis on field-based learning and interdisciplinary study. Many courses are cross-listed with other departments and programs. The Department also offers linked programs with Sir Sandford 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.

REQUIRED COURSES – THE BACHELOR OF ARTS PROGRAM

- Joint-majors with *Psychology 215* are exempt from the *Geography 208a/b* requirement.
- The B.A. degree in Geography must include courses chosen from the following categories, as indicated in the requirements below.

A	B	C	D		E
101	231a/b	303a/b	322a/b	371a/b	402
208a/b	263a/b	357a/b	332a/b	373a/b	470
251a/b	271a/b	411a/b	333a/b	376a/b	
			363a/b	380a/b	

Single-major Honours B.A. program consists of 20 full-course equivalents. Minimum of 10 full-course equivalents in Geography, including:

- all courses in category A
- two courses in category B
- two courses in category C (for GIS/SSFC program, only one is required)
- four courses in category D or any reading or special topic course (for GIS/SSFC program, only three required)
- one course in category E

Joint-major Honours B.A. program consists of 19.5 or 20 full-course equivalents depending on joint program. Minimum of 10 full-course equivalents in Geography, including:

- all courses in category A
- two courses in category B
- one course in category C
- two courses in category D or any reading or special topic course
- one course in category E or *Geography 401*

Single-major General B.A. program. Minimum of six full-course equivalents in Geography, including:

- all courses in category A
 - two courses in category B
 - two courses in category D or any reading or special topic course.
- Highly recommended: *Geography 386a/b* and one of *Geography 303a/b* and *411a/b*.

Joint-major General B.A. program. Minimum of five full-course equivalents in Geography, including:

- all courses in category A
 - two courses in category B
 - two courses in category D or any reading or special topic course.
- Highly recommended: *Geography 386a/b* and one of *Geography 303a/b* and *411a/b*.

REQUIRED COURSES – THE BACHELOR OF SCIENCE PROGRAM

- At least one university mathematics full-course equivalent is required for the B.Sc. program.
- At least 14 Science full-course equivalents are required for the Honours B.Sc. in Geography and at least 11 Science full-course equivalents for the General B.Sc.
- Courses which fulfill the Science requirement of B.Sc. are designated as (Sc) after the course name in course description section
- Joint majors with *Psychology 215* are exempt from the *Geography 208a/b* requirement
- The B.Sc. degree in Geography must include courses chosen from the following categories, as indicated in the requirements below.

A	B	C	D		E
101	240	303a/b	341a/b	356a/b	402
208a/b	245	357a/b	342a/b	365a/b	440
211a/b	250	411a/b	351a/b	404a/b	
			354a/b	407a/b	
			355a/b	445a/b	

Single-major Honours B.Sc. program consists of 20 full-course equivalents. Minimum of 10 full-course equivalents in Geography, including:

- all courses in category A
- one course in category B
- two courses in category C (for GIS/SSFC program, only one is required)
- four courses in category D or any reading or special topic course (for GIS/SSFC program, only three required)
- one course in category E
- one university-level Mathematics full-course equivalent

Joint-major Honours B.Sc. program. Minimum of eight full-course equivalents in Geography, including:

- all courses in category A
- one course in category B
- one course in category C
- two courses in category D or any reading or special topic course
- one course in category E or *Geography 401*
- one university-level Mathematics full-course equivalent (note: for joint Psychology majors PS215 fulfills this requirement.)

Single-major General B.Sc. program. Minimum of six full-course equivalents in Geography, including:

- all courses in category A
- one course in category B
- two courses in category D or any reading or special topic course.
- Highly recommended: *Geography 386a/b* and one course from category C.

Joint-major General B.Sc. program. Minimum of five full-course equivalents in Geography, including:

- all courses in category A
- one course in category B
- two courses in category D or any reading or special topic course.
- one university-level Mathematics full-course equivalent (note: for joint Psychology majors *PS215* fulfills this requirement.)
- Highly recommended: *Geography 386a/b* and one course from category C.

Notes and provisos

- *Geography 101* is a prerequisite for most upper-year Geography courses. Students should check individual course descriptions for prerequisites.
- It is possible to take certain 300-level courses after *Geography 101* and some 400-level courses after *Geography 208a/b* and *Geography 211a/b* or *251a/b*.
- Most 300-level courses are offered in alternate years.
- Students intending to teach Geography are advised to include a regional course, e.g., *Geography 203b* or *Geography 364a/b*. Students are reminded that several geography courses may be used for credit towards the Emphasis in Northern and Polar Studies (See Northern Studies).
- Students with an interest in Applied Geography are urged to consider incorporating the Geographic Information Systems (GIS) Diploma program, Sir Sandford Fleming College, into their Honours program. (Consult the Joint Programs section.)

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

Geography 101 – Human and physical environments (Sc)

Serves to indicate the scope and methods of geography. A survey of environmental systems, human interactions with them, and the use of distinctive areas on Earth. Emphasis on concepts, problems, research methods, and Canadian examples. Two-hour lecture weekly, three-hour laboratory exercises fortnightly, local field work. *C. McKenna Neuman and S. Wurtele*

Geography – Canadian Studies – Environmental and Resource Studies 200a – Reconsidering Canada: Culturing the land (see Canadian Studies)

Geography – Canadian Studies – Environmental and Resource Studies 203b – Reconsidering Canada: the nature of urbanism

Urban landscapes are often portrayed as the antithesis of wilderness. This course explores and challenges traditional conceptualizations and representations of Canadian cities. It considers various perspectives on the centrality of the natural environment within urban spaces. Emphasis is on the spatial dimensions of aesthetics and design, governance, resources, and the power of different groups within cities. Prerequisite: *Canadian Studies-Geography-Environmental and Resource Studies 200a*. Three-hour lecture and tutorial weekly. *S. Wurtele*

Geography – Environmental and Resource Science – Biology 208a – Natural science statistics (Sc)

The course covers commonly-used statistical tools in Biology, Geography, and Environmental and Resource Science. Lectures will address basic statistical methods and background theory. Laboratories involve computer-based assignments providing practical experience in statistical application. (Excludes *Geography 201*.) Prerequisite: *Geography 101* or *Environmental and Resource Science 100* or *Biology 101*. *Mathematics-Statistics 150* and 100-level computing experience are recommended. Two one-hour lectures and one three-hour laboratory weekly. *P. Lafleur*

Geography – Environmental and Resource Science 209b – Introduction to Geographical Information Systems (Sc)

The course provides an introductory level exposure to the fundamentals of GIS technology and applications. The components of GIS are described and its capabilities and related operations reviewed. The essentials of spatial data structures and data storage, and the retrieval and manipulation of data are examined. The course has laboratory exercises with different data structures to illustrate concepts and operations. Prerequisite: *Geography-Environmental and Resource Science-Biology 208a/b*. Elementary or intermediate-level experience with microcomputers and their operating systems is desirable. Two one-hour lectures weekly and three-hour laboratory work fortnightly. R. Ponce

Geography 211a – 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 Geography 101 or Environmental and Resource Science 100*. One-hour lecture and three-hour lab weekly. Field work. C. McKenna Neuman

Geography – Anthropology – Classical Civilization 223a – The ancient city

(See Ancient History and Classics)

Geography 231b – Recreation geography methods

Examines methods for determining the historical geography of recreation, the demand for recreation, the supply of land, facilities and services for recreation, and the economic, environmental and social impacts of tourism. Prerequisite: *Geography 101*. Two-hour lecture weekly and seminar weekly. J. Marsh

Geography – Science 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.

Geography 245 – Climatology (Sc)

A study of the physical mechanisms underlying the climate system. Course material is divided along two spatial scales: term one deals with the surface boundary layer and energy and mass exchanges between the surface and atmosphere, term two focuses on global and synoptic climate processes and highlights contemporary global climate issues. Prerequisite: *Geography 101 or Environmental and Resource Science 100*. Two-hour lecture weekly and occasional two-hour laboratory. G. Cogley

Geography 250 – Geomorphology (Sc)

Geomorphic processes and landscape evolution. Running water, ice, and other landforming agents. Geometrical and mechanical explanation of forms and processes. The imprint of the Ice Ages. The physical landscape and its interaction with the human environment. Prerequisite: *Geography 101 or Environmental and Resource Science 100*. Two-hour lecture weekly and two-hour laboratory fortnightly. G. Cogley

Geography – Environmental and Resource Studies 251b – Methods in human geography and environmental studies

This course will focus on methods used in both professional and academic contexts. Methods examined in the course include surveys, content analysis, depth interviews, ethnography, focus groups and action research. Emphasis will be on application of the methods to environmental problem-solving and environmental research contexts, particularly at the local/regional level. Prerequisite: *Geography 101 or Environmental and Resource Science 100*. Two-hour lecture and one-hour seminar weekly. Staff

Geography – Canadian Studies 263a – 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. (Excludes *Geography 330*) Prerequisite: *Geography 101*. Two-hour lecture and one-hour tutorial weekly, field work. A. Brunger

Geography – Canadian Studies 271b – Urban systems

The nature of urban geography; the historical development of urban systems, emphasizing Canada; the location, size, function, and spacing of cities at national and regional levels. (Excludes *Geography 270*) Prerequisite: *Geography 101*, or *Economics 101a/b* and *Economics 102a/b*, or *Sociology 100*. Two-hour lecture weekly and one-hour tutorial fortnightly. *Staff*

Geography 303a – 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. Computer packages such as SPSS and SAS will be used in the application of these techniques to geographical data. Prerequisite: *Geography 201* or *208a/b* or *Mathematics-Statistics 150*. Two-hour lecture weekly and occasional three-hour laboratory. *G. Nader*

Geography – Women's Studies – Canadian Studies 322a – 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. Excludes GOCAWS396a/b. Prerequisite: *Geography 101* or *Women's Studies 100* or permission of the instructor. Three-hour lecture and one-hour seminar weekly, occasional workshops. *S. Wurtele*

Geography – Canadian Studies 332a/b – Settlement geography

Process and forms of modern settlement in Canada and "New Frontier" lands such as Australia, Siberia, Brazil and Israel/Palestine. Discusses themes of emigration and immigration; frontier, group and ethnic settlement within both metropolitan and non-metropolitan settings. Prerequisite: *Geography 263a/b*.

Geography – Canadian Studies – Environmental and Resource Studies 333a – 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: *Geography 231a/b* or *Environmental and Resource Studies 200* or *Environmental and Resource Studies 250*. Two-hour lecture weekly and seminar fortnightly. *J. Marsh*

Geography – Canadian Studies 337b – Recreation geography issues

Examines the characteristics of, and issues pertaining to, recreation, tourism, and parks in various environments from the city to the wilderness and abroad. Prerequisite: *Geography 231a/b*. Two-hour lecture weekly and seminar fortnightly. *J. Marsh*

Geography 341a/b – 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: *Geography 245*.

Geography 342a/b – 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. A mandatory field trip is scheduled during the Winter Reading Week, at cost to the students. Prerequisite: *Geography 245* or permission of instructor.

Geography 351a – 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, including the next one. Prerequisite: *Geography 250* or *Geography-Science 240*. Two-hour lecture weekly and two-hour laboratory fortnightly. *Staff*

Geography 353a/b – 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: *Geography 245*. Lecture and tutorial weekly, field work.

Geography 354a – 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: *Geography 250* or *Geography-Science 240* or permission of instructor. Two-hour lecture weekly and two-hour lab fortnightly, field work. *Staff*

Geography 355b – 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: *Geography 353a/b* and *Mathematics 100* or equivalent. Two-hour lecture weekly and two-hour laboratory fortnightly. *J. Buttle*

Geography – Environmental and Resource Science 356a/b – 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: *Geography 250* or *Geography-Science 240* or *Environmental and Resource Science-Biology 202* or permission of instructor.

Geography 357b – Modelling applications in physical geography (Sc)

The course will emphasize the use of modelling techniques in various aspects of physical geography. Topics to be 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 a variety of aspects of physical geography. Prerequisite: *Geography 201* or *Geography 208a/b* and either *Geography 245* or *Geography 250* and either *Mathematics 100* or *Mathematics 110* or OAC Calculus. Two one-hour lectures weekly and two-hour laboratory fortnightly. *J. Buttle*

Geography – Canadian Studies 363b – Historical geography of Canada before 1900

Geography of late-eighteenth and nineteenth century Canada. Themes pursued include environmental perception and transformation, immigration, settlement, cultural and ethnic patterns, social institutions, industrialization, transportation, urbanization, and regional emergence within Confederation. Individual student research projects are encouraged on aspects of early Canada, particularly within the local setting of southern Ontario, using primary sources such as early maps, surveys, diaries, sketches, and photographs. Prerequisite: *Geography 263a/b*. (Excludes *Geography 330*.) Two-hour lecture and tutorial weekly, field work. *A. Brunger*

Geography – Canadian Studies 364a/b – Geography of the Polar regions

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: *Geography 101* or permission of instructor.

Geography – Environmental and Resource Science 365a – Soil management and conservation (Sc) (See Environmental and Resource Studies) *R. Ponce***Geography – Canadian Studies 371a – 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: *Geography 271a/b*. Two-hour lecture weekly and tutorial fortnightly. *Staff*

Geography – Canadian Studies 373a/b – Internal city structure

The city as a system; historical perspectives on urban change; the internal organization of cities; social and economic patterns and processes within cities; contemporary urban geographic problems. Prerequisite: *Geography 271a/b*.

Geography – Canadian Studies 376a – The urban-rural fringe

Urban-rural 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: *Geography 101*, or *Economics 101a/b* and *Economics 102a/b*, or *Sociology 100*. Two-hour lecture and tutorial weekly. *Staff*

Geography – Canadian Studies 380a/b – Regional economic development

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: *Geography 101* or *Economics 101a* and *102b*. (Support course for Comparative Development Studies.)

Geography 386a – Field research in geography (Sc)

This course is highly recommended, especially for those pursuing the honours thesis option. Students will learn the skills of research proposal writing, project design and field management and will design and carry out a research project in a geographical specialization of their own choosing. The course centers on a field trip during the Reading Week, when the research projects will be conducted. Prerequisite: *Geography 201* or *211a/b* or *251a/b*. Minimum of six days in the field at cost to the student. One-hour lecture weekly and two-hour seminar occasionally. *P. Lafleur and staff*

Geography 390, 391a, 392b, 393c – Reading course

Prerequisite: *Geography 101*. (Offered only if instructor is available.)

Geography 395, 396a, 397b, 398a – Special topic in geography

(Offered only occasionally)

Geography 397a/b – Special topic: Physical sedimentology: principles and applications (Sc)

This course is about (1) the interaction found within the earth's natural environment between solid particles and the fluids that may transport them, and (2) the nature of the sedimentary deposits formed as a result of this interaction. While emphasis is placed upon the mechanics underlying these processes, applications are extended to a variety of sedimentary environments which include river channels, dune fields, beaches, tidal flats, and the floors of oceans. Lab work, including wind tunnel and flume simulation, forms the core of the course. Prerequisite: *Geography 211a/b* and *Geography 250* or *Geography-Science 240*.

Geography 401, 402 – Honours thesis (Sc)

Students will engage in a major research project entailing periodic meetings with faculty. Seminar presentations in Fall and Winter terms on research. Students taking this course are strongly encouraged to obtain full details of it and begin preparation prior to registering for the course. *Geography 402* is double-credit in Geography. *Geography 401* is single-credit because the same thesis is submitted to the other department/program in a joint-major. Prerequisite: two 300-level Geography full-course equivalents and a 70% average in Geography courses. Students must obtain the approval of the Department before March 31, 1999. *P. Lafleur, J. Marsh and S. Wurtele*

Geography – Environmental and Resource Science 404a – Hydrochemical fluxes in the hydrosphere (Sc)

The course will examine techniques for monitoring hydrochemical fluxes within the hydrological cycle. The curriculum will cover problems relating to the measurement of variables such as discharge, soil moisture, organic and inorganic constituents in the saturated and unsaturated zones, atmospheric vapour fluxes, precipitation, and snowcover. The focus of the lectures and labs will be on measurement, sampling techniques, and instrumentation. Prerequisite: *Geography 201* or *Geography 211a/b* and permission of instructor. Two-hour lecture weekly and two-hour laboratory fortnightly. *Staff*

Environmental and Resource Science – Biology – Geography 406a – The geochemistry of natural waters (Sc)

This course is a graduate level course open to a limited number of fourth-quarter students with appropriate qualifications (See Environmental and Resource Studies) *D. Evans*

Environmental and Resource Science – Biology – Geography 407b – The fate of contaminants in the aquatic environment (Sc)

This course is a graduate level course open to a limited number of fourth-quarter students with appropriate qualifications. (See Environmental and Resource Studies)

Geography 411a – Philosophy of geography

The evolution of geographical ideas, particularly concepts of place, region, environment, or organization of space by nature and by society; philosophy of science and history; ethical issues, academic and social prejudice in geographical studies, radical geography. Prerequisite: *Geography 201 or Geography 208a/b and Geography 211a/b or Geography-Environmental Resource Studies 251a/b*. Two-hour lecture and tutorial weekly. Note: Open to students in third quarter. *A. Brunger*

Geography 440 – Research in physical geography (Sc)

A seminar course on themes, methodologies and approaches of current major interest. Individual presentations based on directed readings and study. Prerequisite: two of *Geography 341a/b, 342a/b, 351a/b, 353a/b, 354a/b, 355a/b, 356a/b, 357a/b, 365a/b, 386a/b, 397a/b*. Three hours fortnightly. *C. Taylor*

Geography – Environmental and Resource Science 445a – 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 Trent-Fleming joint program in GIS. Prerequisites: GIS Applications Specialist Certificate (or equivalent) and basic knowledge of Statistics (*Geography-Environmental and Resource Science 208a/b or Mathematics-Statistics 150*). Two-hour lecture weekly and two-hour laboratory fortnightly. *R. Ponce*

Geography – Environmental Resource Science 464b – Special topic. Watershed management in developing countries (Sc)

(See Environmental Resource Studies)

Geography 470 – Research in human geography

A seminar course on themes, methodologies and approaches of current interest. Individual presentations based on directed readings and study. Prerequisite: two of *Geography 322a/b, 332a/b, 333a/b, 337a/b, 363a/b, 371a/b, 373a/b, 376a/b, 380a/b, 386a/b*. Three hours fortnightly. *S. Wurtele and J. Marsh*

Geography 495, 496a, 498c – Special topic in Honours geography

Systematic and/or regional geography on themes, problems and questions of interest to individual faculty. Prerequisite: fourth quarter standing and permission of the instructor. (Offered only if instructor is available.)

GERMAN

See Modern Languages

GREEK

See Ancient History and Classics

HISTORY

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Professor and Chair of the Department

S.D. Standen, B.A. (BRITISH COLUMBIA), M.A. (OREGON), Ph.D. (TORONTO)

Professors Emeriti

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); A. Wilson, M.A. (DALHOUSIE), Ph.D. (TORONTO)

Professors

J.C. Barker, M.A. (CAMBRIDGE, TORONTO), M.DIV. (YALE), Ph.D. (TORONTO); 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) (*Killam Fellow 1999-2000*); J.S. Milloy, B.A. (ST. PATRICK'S), M.A. (CARLETON), D.Phil. (OXFORD); P.M. Morton, M.A., Ph.D. (TORONTO) (*on sabbatical 1999-2000*); S.T. Robson, B.A. (BRITISH COLUMBIA), D.Phil. (OXFORD); J. Sangster, B.A. (TRENT), M.A., Ph.D. (McMASTER); J.E. Struthers, M.A. (CARLETON), Ph.D. (TORONTO); J. Syrett, B.A. (COLUMBIA), M.A., Ph.D. (WISCONSIN); G. Taylor, B.A., Ph.D. (PENNSYLVANIA); K. Walden, M.A., Ph.D. (QUEEN'S) (*on sabbatical 1999-2000*)

Associate Professors

O. Andriewsky, B.A. (BROWN), M.A., Ph.D. (HARVARD); I. Elbl, M.A. (CHARLES), M.A., Ph.D. (TORONTO); J. Jennings, B.A. (TORONTO), M.A. (CALGARY), Ph.D. (TORONTO); C. Kay, B.A. (TORONTO), M. Phil. (OXFORD), M.A., Ph.D. (YALE); D. M. K. Sheinin, B.Sc. (TORONTO), M.A., Ph.D. (CONNECTICUT)

Assistant Professor

T. J. Stapleton, B.A. (MEMORIAL), M.A., Ph.D. (DALHOUSIE)

Lecturers

S. Posen, B.A. (TRENT), M.A. (McMASTER); F. Harris Stoertz, B.A. (CALGARY), M.A. (UCALIF)

Adjunct Faculty

M. Elbl, M.A. (CHARLES), M.A. (TORONTO); M. McIntyre, B.A., B.Ed., M.A. (ALBERTA); S.D. Grant, M.A. (TRENT); N. Thornton, B.A. (TRENT), B.Ed. (OTTAWA), Ph.D. (ADELAIDE); H. Vreugdenhil, B.A. (REDEEMER), M.A. (TORONTO); R.A. Wright, B.A. (TRENT), M.A., Ph.D. (QUEEN'S)

Associated Faculty

Ancient History, K.H. Kinzl, D.Phil. (VIENNA); D.F.R. Page, B.A. (SHEFFIELD)

REQUIRED COURSES

Single-major Honours program consists of 19 courses. Minimum nine History courses:

History 120, *170* or *History-Canadian Studies 101* (note that HI-CA may count as a History or Canadian Studies credit), five 200- and 300-level courses, of which two must be at the 300-level, plus four courses in the fourth quarter of the program, of which at least three must be 400-level courses. One course in the fourth quarter may be in a field other than History.

Joint-major Honours program. Minimum seven History courses: *History 120*, *170*, or *History-Canadian Studies 101*, four 200- and 300-level courses, with at least one at the 300-level, plus at least two 400-level courses.

Single-major General program. Minimum six History courses: *History 120*, *170*, or *History-Canadian Studies 101*, five 200- and 300-level courses with at least two at the 300-level.

Joint-major General program: Minimum five History courses: *History 120* or *170*, or *History-Canadian Studies 101*, four 200- and 300-level courses with at least one at the 300-level.

Notes and provisos

- After completion of four 100-level courses, students will normally enrol in 200-level courses before taking 300-level courses, but they can apply for 300-level courses and will be admitted pending enrolment limits and permission of the Instructor.
- Admission to 400-level courses normally requires prior completion of 15 courses including five History courses. Students may apply for admission after completion of 13 courses including five History courses, in which case the application must be approved by the Chair.
- a 200-level History course may substitute for a 100-level course with permission of the Chair.
- a student may count one 200-, 300- or 400-level Classical History course, except *Classical History 201*, as a History credit. A second Classical History may be counted as a History credit, with special permission of the Chair.
- History majors and joint-majors must complete, in addition to either *History 120*, *170*, or *History-Canadian Studies 101*, one course from each of the three lists from the History table below. Some courses appear in two lists and fulfil two requirements. Students considering a third-year abroad will simplify their program planning if they satisfy this requirement in their second year.
- Departures from patterns above must be authorized by the Department through the Chair.

List I	List II	List III
200	211	200
205	221	205
230	230	220
247	235	223
276	247	240
303	254	276
311	255	320
345	270	330
350	300	335
360	301	336
380	302	350
	303	351
	307	360
	308	370
	311	380
	312	399
	316	
	345	
	3952	
	3953	
	3954	

Enrolment limits

Allocation of places in restricted enrolment courses will be by departmental pre-registration, held before the deadline for submission of university registration forms. Details of the procedure may be obtained from the Office of the Chair, History instructors, and College Offices after the Winter Reading Week. Information regarding the availability of places in all courses with enrolment limitations will be published in the Calendar Supplement in September.

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

History – Canadian Studies 101 – 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. Weekly lectures, workshops and tutorials. *M. Lacombe and staff*

History 120 – Western European history from the Middle Ages to the present

Subjects covered include feudalism, 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. Weekly lectures and tutorials. *S. Robson and Staff*

History 170 – World history

Themes in world history since 1500. The course focuses on how the major continents – Africa, Asia, Europe and the Americas – have shaped our global community and emphasizes the richness and diversity of the human experience. Weekly lectures and tutorials. *J. Syrett and staff*

History 200 – 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. Two hour lecture and one hour workshop weekly. *I. Elbl*

History 205 – The Medieval Panorama

History of Western Europe from the birth of the Christian religion and the collapse of the Roman Empire in the West to the calamities and innovations of the fourteenth and fifteenth centuries. In addition to social, political, economic, and religious developments, special attention will be paid to the culture, experiences, and expectations of women and men. Two lectures and one tutorial weekly. *F. Harris Stoertz*

History 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. Two hour lecture and two hour workshop weekly. *E. Jones*

History 220 – Europe from the Enlightenment through World War II

A study of problems in the development of modern Western society from various perspectives, using a variety of modern and contemporary sources.

History – Sociology 223 – The other Europe

Eastern Europe from 1848 to the present, with special focus on the "small nations" and minorities of East Central Europe: the Czechs, Poles, Jews, and Ukrainians. Particular attention will be devoted to modernization and nation-building, the social aspects of integration and disintegration, the main features of the Communist system, and the problems of post-Communist cultural and economic reconstruction. Lecture and workshop weekly. *O. Andriewsky, A. Heitlinger*

History – Canadian Studies 230 – The making of Canada, 1760-1873

War, politics and society in British North America from the Conquest to Confederation. Weekly lecture and tutorial. *S. Posen*

History – Canadian Studies 235 – Canada since 1914

National history with a focus on domestic issues, development and policy in the 20th century. Weekly lecture and tutorial. *Staff*

History – Comparative Development 240 – The emergence of modern Africa

Political, economic and social changes since 1800, with emphasis on internal and external factors. Lectures and seminars. *T. Stapleton*

History – Comparative Development 247 – Introduction to Latin American history

Topics include native resistance, colonial domination, slavery, independence, neo-colonialism, nation building, dictatorship and revolutionary change. Lecture and tutorial weekly. *D. Sheinin*

History – Canadian Studies 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. Lecture and tutorial weekly.

History – Native Studies – Canadian Studies 255 – History of Indians of Canada

(See Native Studies)

History – Native Studies – Canadian Studies 270 – History and politics of the Métis

(See Native Studies)

History – Women's Studies 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. Lecture and tutorial weekly.

History – Canadian Studies – Sociology 300 – Canada: communities and identities

(See Canadian Studies)

History – Canadian Studies 302 – Quebec since 1867

Economic, social and political development from a regional perspective. Industrial and urban growth; war, prosperity and depression; institutional change; the Quiet Revolution; nationalism; minorities; recent issues. Lecture and tutorial weekly.

History – Canadian Studies 303 – France in America to 1803

The French encounter with the New World, including Amerindian relations, war, society, economy and ideology. Focus on Canada; comparisons with the Antilles and Louisiana. Weekly lectures and tutorials.

History – Canadian Studies 307 – Public history

Confronting history in real life. Issues in the practice of history outside the academy: archives, museums, sites, documentaries, films, popular history, the courts, business, policy. The Canadian experience in wider context. Lectures, seminars, workshops. Field trip fee of \$50. *D. Standen*

History – Canadian Studies 308 – Business history: The Canadian experience in international perspective

Financial, technological, marketing, organizational and managerial strategies and structures which shaped the emergence of the modern corporation. The relationship of Canadian companies with the changing international business system. Lecture weekly and tutorial fortnightly. *G. Taylor*

History 311 – Colonial and revolutionary America, 1630-1800

Explorations in the social, economic, religious and intellectual aspects of political change in the thirteen colonies. Lecture weekly and tutorial fortnightly. *Staff*

History 312 – Contemporary United States

Lecture course on the social, cultural, political and foreign policy developments from the 1929 Crash to the present. Two lectures weekly, occasional workshops. *J. Syrett*

History – Canadian Studies – Women's Studies 316 – Women in North America

Selected themes and topics about women from the seventeenth century to the present, with emphasis on the Canadian experience. Lecture weekly and tutorial weekly. *S. Posen*

History 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. Lecture weekly and tutorial fortnightly.

History 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. Lecture weekly and tutorial fortnightly. *C. Kay*

History 335 – The era of the First World War

Pairs of students meet the instructor every third week for a 90-minute class, to present and discuss brief research papers on topics of their choice concerning the war experience. Lecture weekly.

History 336 – The era of the Second World War

Pairs of students meet the instructor every third week for a 90-minute class, to present and discuss brief research papers on topics of their choice concerning the war experience. Lecture weekly. *S. Robson*

History – French 351 – La civilisation française

Offered in Nantes only (See Modern Languages, French Section)

History 370 – Russian history from the thirteenth century to the present

Special emphasis on the evolution of autocracy, the nature of the historic challenges to political authority, Russian attitudes towards the “West”, and the paradox of great power ambitions and economic backwardness. Lecture weekly, tutorial fortnightly. *O. Andriewsky*

History – Canadian Studies 3952 – Canada and the world

The transformation of Canada from a dependent colony to a nation with leading international responsibilities. Special emphasis upon relations with Britain and the United States; the two world wars; participation in international organizations (eg. U.N, NATO, Commonwealth); the influence of immigration and a multicultural society. Lectures and tutorials. *J. Jennings*

History – Canadian Studies 3953 – Canada and Japan/Japan and Canada, 1848-1990

A course in comparative history, focussing on myths and misunderstandings, missions and migration, comparisons and contrasts. Weekly two-hour seminar.

History 3954 – Topics in the history of the United States, 1880-1930

U.S. Imperialism in Latin America and the Caribbean. Cultural, political, ideological and economic aspects of U.S. expansionism South and West with a focus on forms of dominance as well as response and resistance to imperial rule. Weekly seminars only. *D. Sheinin*

History 399 – Historians and history

A critical study of how historians have aimed to understand the past and found differing interpretations. The impact of new disciplines and social interests on history-writing today. Lecture and tutorial weekly. *J. Barker*

History – Native Studies 400 – Research seminar in Aboriginal history

(See Native Studies)

History – Canadian Studies 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 nighttime.

History – Canadian Studies 406 – Upper Canada, 1784-1867

The foundations of Ontario society; selected studies in cultural, social, political, and intellectual history. Weekly seminar. *S. Posen*

History – Canadian Studies 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. Weekly seminars. *J. Jennings*

History 415 – The American South

From Slavery times to the Civil Rights era and the question of today’s “Changing South” An exploration of the shaping of the distinctive Identity of “The South,” with attention to the conflicts and dynamics of race, class, and gender, and to the role of stereotype and myth, in the shaping and making of Southernness. Fortnightly, two-hour seminar.

History 418 – The United States and the Vietnam War

Military, cultural, diplomatic, social and political developments related to the Vietnam War era in the United States. 90-minute seminar weekly. *J. Syrett*

History – Canadian Studies – Native Studies 425 – The evolution of the Settlement Commonwealth (See Native Studies)**History 440 – Aspects of modern history**

A combination seminar-reading course.

History 447 – Topics in Latin American history

Topics in Latin American history: dictatorship, state terror, and death in the twentieth century. An exploration through historical and other texts of military rule, dictatorship, and their impact on Latin American societies with emphasis on resistance through the early 1990s. Weekly seminars. *D. Sheinin*

History 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, individual research projects, and presentations.

History 451 – The enlightenment in Britain, France and America

An advanced study of intellectual development in the seventeenth and eighteenth centuries, reviewing the course of scientific discovery and the new outlook's effect on areas of social and cultural importance. *J. Barker*

History – Canadian Studies 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. There will be a field trip of two or three days during the Fall reading break; field trip fee is \$125. Weekly seminars and/or other meetings. *E. Jones*

History – Canadian Studies 476 – Canadian working-class history

Selected themes exploring the Canadian working-class experience from the late 19th century to the present. Topics include working-class culture and institutions, family life, the changing sexual and racial divisions of labour, politics and reform and the emergence of the trade union movement. Two hour seminar weekly. *J. Sangster*

History – Canadian Studies 477 – Studies in Canadian social policy

(See Canadian Studies)

History 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 quarter of the Honours program in History or by special permission. Prior consultation with relevant tutors is essential. Regular consultation during the year.

History 4901 – Reading course: World Wars I & II, or German history

Students will meet the instructor every third week for an hour, to present and discuss research papers on topics concerning World War I, World War II or modern Germany. Year essay follows from class papers. *S. Robson*

History 4902 – Reading course: The Holocaust

Reading seminar on the perpetrators and the victims of the Nazi Final Solution. Topics to be covered include European/German antisemitism, Hitler and the Final Solution, Nazi euthanasia, the death camps, the ghettos, Jewish resistance, and post war representations of the Holocaust in film, art and literature. *C. Kay*

History 4904 – Rebellions in Colonial Africa

Causes, leadership, objectives, methods, aftermaths and historiography of peasant rebellions throughout Colonial Africa since the late nineteenth century. Weekly seminars. *T. Stapleton*

History – Women's Studies 4905 – Reading course: Women and culture in the Middle Ages

Weekly seminar explores writings by and about medieval women which reflect the experiences, emotions, perceptions, and culture of women and men between 300 and 1500. The influence of gender and other factors upon medieval women writers. Individual research projects may be on any aspect of medieval history. *F. Harris Stoertz*

History 495 – Special topic

The Department occasionally offers one or two special topics courses. For details of offerings, consult the Department and the Supplement to the Calendar.

Other courses offered periodically:

History – Canadian Studies – Politics 301 – Canadian political culture 1864 to present

History – Anthropology 345 – History of slavery

History 350 – Studies in the history of France 1750 – 1914

History 360 – The Crusades 1095 – 1291

History 380 – Early modern Europe

INTERNATIONAL STUDIES

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Director of the Trent International Program

D.R. Morrison, M.A. (SASKATCHEWAN), D.PHIL. (SUSSEX)

Courses in global and international studies are offered by several departments and programs, including Anthropology, Comparative Development Studies, Cultural Studies, Economics, English Literature, Environmental and Resource Studies, Geography, History, Modern Languages and Literatures, Native Studies, Philosophy, Political Studies, Sociology and Women's Studies. While students interested in global studies are encouraged to pursue majors or joint majors in these fields, a Special Emphasis Program in International Studies is also available as an Honours degree combining internationally-oriented studies in three or more disciplines.

Students who are considering the Special Emphasis are strongly encouraged to study a language other than English, at least to the intermediate level, and to include among their courses: *Comparative Development 100* ("Human Inequality in Global Perspective"), *History 170* ("World History") and *Politics 220* ("International Politics"). The Special Emphasis Degree (Honours) in International Studies consists of 19 or 20 course credits, and at least two of the final four or five courses must be at the 400-level.

Students should contact the Director of the Trent International Program for information and guidance in selecting courses for the Special Emphasis in International Studies. Applications for entry, a list of proposed courses and a rationale for these choices should normally be submitted to the Director by February 1 in the first quarter of studies. Subsequently, the International Studies Advisory Committee reviews applications and, before approving them, ensures that proposed programs are coherent and meet University degree requirements.

Students admitted to the Special Emphasis in International Studies are required to spend one year of their undergraduate program in another country.

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, Australia and Asia. For more details, see International Educational Opportunities, near the beginning of this Calendar. 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 term in the year prior to the year of proposed study abroad. Applications are due January 15.

Year-abroad programs for students of French, German and Spanish are located in France, Germany and Mexico respectively (see Modern Languages and Literatures). Comparative Development Studies offers year-abroad programs in Ecuador and Ghana every year, and Native Studies sponsors a year of study in Thailand every second year. Both the Comparative Development Studies and Native Studies programs combine academic courses with work-placement experience.

Students receive full credit for all courses successfully completed in exchange and year-abroad programs, including courses in community development that involve work placements.

LATIN

See Ancient History and Classics

MATHEMATICS

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Professor and Chair of the Department

D.G. Poole, B.Sc. (ACADIA), M.Sc., Ph.D. (McMASTER)

Professors Emeriti

G.F. Hamilton, B.A.Sc., M.A., Ph.D. (TORONTO), P.ENG.; T.N. Murphy, B.Sc. (LIVERPOOL)

Professors

I.C. Chakravartty, M.Sc. (GAUHATI), Ph.D. (SASKATCHEWAN); E.A. Maxwell, M.Sc., Ph.D. (TORONTO)

Associate Professors

S. Bilaniuk, B.Sc. (TORONTO), A.M., Ph.D. (DARTMOUTH); J.P. Henniger, M.Sc., Ph.D. (McGILL);

B. Zhou, B.S. (SHANGHAI), Ph.D. (SOUTH CAROLINA)

Assistant Professors

K. Abdella, B.Sc. (TRENT), M.Sc. (ALBERTA), Ph.D. (WESTERN ONTARIO); R. Yassawi, B.Sc. (LONDON), M.Sc., Ph.D. (McGILL)

REQUIRED COURSES

The curriculum in Mathematics has been designed to accommodate a wide variety of interests in both pure and applied mathematics. Available courses have been divided into core courses, which all majors must take, and three streams from which students will select their remaining courses. The intent is to provide students with both breadth and depth in Mathematics while accommodating their areas of interest.

CORE COURSES

Mathematics 110, 135a, 200, 235b

A <i>Analysis & Topology</i>	B <i>Algebra, Geometry & Discrete Mathematics</i>	C <i>Modelling</i>	<i>Other</i>
205a	225	155b	380
206b	260	205a	390
306a	322	260	490
310b	330	305b	495
400	415a	311b	
425	416b	312a	
435	425	341	
470	430	355	
	460	411	
		451a	
		452b	

Single-major Honours program:

- core + eight additional credits
- including a minimum of two courses each from two of A, B and C
- each of A, B and C must be represented
- a minimum of six credits at the 300- and 400-level of which at least two courses must be at the 400-level

Joint-major Honours program:

- core + 4.5 additional credits
- including 1 credit each from two of A, B and C
- each of A, B and C must be represented
- a minimum of three credits at the 300- and 400-level of which at least 1 credit must be at the 400-level

Single-major General program:

- core + three additional credits
- two of A, B and C must be represented
- at least 1 credit at the 300-level or above

Joint-major General program:

- core + two additional courses from A, B or C
- at least 1 credit at the 300-level or above

Notes and provisos

- A course appearing in more than one stream may be counted for credit only once.
- For the purposes of the regulation controlling entry into a major program, the specified introductory course in Mathematics will normally be taken to be *Mathematics 110*.
- For the purposes of degree regulations, *Mathematics 206b* may be counted as a third-year half course.
- Students with D standing in any prerequisite for a course must have departmental permission before they may enrol in the course.
- An information meeting concerning upper-year courses in Mathematics will be arranged in the Winter Term.
- Up-to-date information is posted at our web site at www.trentu.ca/mathematics

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

Mathematics 105a – 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: An OAC mathematics course. Not available to students enrolled in or with credit for *Mathematics 110*. Not for credit towards a major in Mathematics. Three hour lecture and one-hour workshop weekly. *R. Yassawi*

Mathematics 110 – 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 13/OAC calculus with at least 60 % or equivalent. Three lectures and one seminar weekly. *Staff*

Mathematics 135a – Linear algebra I: matrix algebra

Systems of linear equations, matrices and vectors, determinants, Euclidean vector spaces, linear transformations, eigenvalues and eigenvectors. Prerequisite: A Grade 13/OAC Mathematics credit with at least 60 %. (Excludes *Mathematics 130*) Three hours lecture and one hour workshop weekly. *S. Bilaniuk*

Mathematics – Statistics 150 – 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. Not credited toward Mathematics major requirements, nor available to students enrolled in, or with credit for *Mathematics-Statistics 251a* or *Mathematics 110*. Three lectures weekly, two-hour problems session fortnightly. *E.A. Maxwell and staff*

Mathematics – Statistics 155b – Introduction to probability

Probability, random variables, probability distributions. Not available to students with credit for *Mathematics-Statistics 251a*. Co-requisite: *Mathematics 105b* or *Mathematics 110* concurrently. Three hours lecture and one hour workshop weekly. *E.A. Maxwell*

Mathematics 200 – Calculus in several dimensions

Vector geometry, curves, surfaces in three dimensions. Partial differentiation and applications, multiple integrals. Vector Calculus. Prerequisite: *Mathematics 110*. Three lectures and one tutorial weekly. *I. Chakravartty*

Mathematics – Physics 205a – Ordinary differential equations

First order equations; qualitative and numerical methods. Second order linear equations. Applications to physical and biological models. Laplace transforms. Power series solutions. Prerequisite: *Mathematics 110*. Corequisite: *Mathematics 200*. Recommended: *Mathematics 130 or 135a*. Three lectures and one tutorial weekly. K. Abdella

Mathematics 206b – Analysis

The real number system. Limits. Continuity. Differentiability. Mean-value theorem. Convergence of sequences and series. Uniform convergence. Prerequisite: *Mathematics 110*. Co-requisite: *Mathematics 200*. Three hours weekly. I. Chakravartty

Mathematics 225 – Introduction to geometry

Elements of Euclidean and non-Euclidean geometries stressing links to modern mathematical methods. Axiomatic systems. Geometric transformations and symmetry. Projective geometry. Recommended for Education students. Prerequisite: Either *Mathematics 110 or 130 or 135a*. Two lectures and one tutorial weekly.

Mathematics 235b – Linear Algebra II: vector spaces

Vector spaces, basis and dimension, inner product spaces, orthogonality, linear transformations, diagonalization, determinants, eigenvalues, quadratic forms, Jordan normal form. Three hours lecture and one hour tutorial weekly. Prerequisite: *Mathematics 135a*. (Excludes *Mathematics 130*) S. Bilaniuk

Mathematics – Computer Science 260 – Discrete Structures

Mathematics related to computer science including propositional logic, recursive functions, combinatorics, graphs and networks, Boolean algebras. Applications to languages, analysis of algorithms, optimization problems, coding theory, and circuit design. Prerequisite: *Mathematics 110 or 130 or 135a*; or *Computer Science 102b* together with one Grade 13/OAC credit in Mathematics. OAC Finite Mathematics recommended. Three hours weekly. B. Zhou

Mathematics – Science 280 – Mathematics for the contemporary classroom

A course in mathematics and mathematical thinking for prospective school teachers. Number systems and counting, graphs and networks, probability and statistics, measurement and growth, symmetry, computers and mathematics. Three hours weekly. Not available to students enrolled in or with credit for any of *Mathematics 110, 130 135a or Mathematics-Computer Science 260* or their equivalents. Not for credit towards any major in Mathematics. D.G. Poole

Mathematics – Physics 305b – Partial differential equations

An introduction to methods for the solution of partial differential equations. Fourier analysis. Prerequisite: *Mathematics 205a*. Corequisite: *Mathematics 200*. Three hours weekly. K. Abdella

Mathematics 306a – Complex analysis

Functions of a complex variable, analytic functions, complex integrals, Cauchy integral theorems, Taylor series, Laurent series, residue calculus. Prerequisite: *Mathematics 200*. Two lectures and one tutorial weekly. R. Yassawi

Mathematics 310b – Metric spaces

Limits and continuity. Completeness, compactness, the Heine-Borel theorem. Connectedness. Prerequisite: *Mathematics 206b*. Two lectures and one tutorial weekly. R. Yassawi

Mathematics – Physics 311b – Advanced classical mechanics (See Physics)**Mathematics – Physics 312a – Classical mechanics (See Physics)****Mathematics 322 – Number theory and related topics in algebra and analysis**

Prerequisites: *Mathematics 110 and 130 or 235b*. Three hours weekly. I. Chakravartty

Mathematics 330 – Algebra

An introduction to abstract algebraic structures. Groups, rings, integral domains, fields. Prerequisite: *Mathematics 130 or 235b*. Two lectures and one tutorial weekly. D.G. Poole

Mathematics – Computer Science 341 – Linear and discrete optimization

Introduction to the concepts, techniques and applications of linear programming and discrete optimization. Topics include the simplex method, duality, game theory, shortest path problems, matchings in graphs, network flow theory, and combinatorial optimization with emphasis on integer programming. Prerequisites: *Mathematics 130 or 135a, and Mathematics-Computer Science 260*. B. Zhou

Mathematics – Statistics 355 – An introduction to statistical analysis

An introduction to statistical analysis including statistical summarization, exploratory data analysis and statistical inference. Topics include: data sets, populations and samples, exploring and describing relationships, sampling, point and interval estimation, likelihood methods, hypothesis testing, inferences for comparisons, contingency tables, linear models, linear regression and correlation and introductory multiple regression, design and analysis of experiments, nonparametric methods. This course assumes a background in probability and calculus and uses introductory linear algebra.

Prerequisites: *MAST155b*, *MA110* or *MA105a*. Strongly recommended: *MA135a*. Excludes *MAST252b*. E.A. Maxwell

Mathematics – Science 380 – History of mathematics

A study of the major currents of mathematical thought from ancient to modern times

Prerequisites: *Mathematics 110* and *130*, or *Mathematics 110* and *235b*, or *Mathematics 110* and permission of the instructor. Second-year students wishing to take the course must have permission of the instructor. (*Offered in alternate years. Not offered this year.*)

Mathematics 390 – Reading-seminar course

Details may be obtained by consulting the Department.

Mathematics 400 – Analysis

Prerequisites: *Mathematics 130* (or *235b*), *200*, *306a*, *310b*. Recommended: *Mathematics-Physics 205a*.

Mathematics 411 – Introduction to mathematical modelling

Differential equations, ordinary and partial. Prerequisite: *Mathematics 305b*. K. Abdella

Mathematics 415a – Mathematical logic

An introduction to the syntax and semantics of propositional and first-order logics through the Soundness, Completeness and Compactness Theorems. Prerequisite: *Mathematics-Computer Science 260* or *Mathematics 330* or permission of the instructor. S. Bilaniuk

Mathematics 416b – 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: *Computer Science 305a* or *Mathematics 330* or *Mathematics-Computer Science 415a* or permission of the instructor. S. Bilaniuk

Mathematics 425 – Differential geometry

Prerequisite: *Mathematics 206b*. Recommended: *Mathematics 310b*.

Mathematics 430 – Algebra Prerequisite: *Mathematics 330*.**Mathematics 435 – Topology** Prerequisite: *Mathematics 310b*.**Mathematics – Statistics 451a – Sampling theory**

Prerequisite: *Mathematics-Statistics 355*

Mathematics – Statistics 452b – Theory of inference

Prerequisite: *Mathematics-Statistics 355*

Mathematics 460 – Combinatorics and graph theory

Prerequisite: *Mathematics-Computer Science 260* and *Mathematics 330*, or permission of the instructor. B. Zhou

Mathematics 470 – Dynamical systems, chaos and fractals

Prerequisites: *Mathematics 206b* and *235b*, or equivalents. Recommended: *Mathematics 306a*. R. Yassawi

Mathematics 490 – Reading-seminar course

Details may be obtained by consulting the Department.

Mathematics 495 – Special topics

Mathematics through problem-solving. Prerequisites: *Mathematics 200* and *235b*. Recommended: *Mathematics-Computer Science 260*.

MODERN LANGUAGES AND LITERATURES

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Associate Professor and Chair of the Department

Y. Thomas, B.A. (UQAM), M.A., Ph.D. (MONTREAL)

Associate Chair of French

Y. Thomas, B.A. (UQAM), M.A., Ph.D. (MONTREAL)

Associate Chair of German

J. C. Fewster, M.A. (MANCHESTER)

Associate Chair of Spanish

G. Aitken, B.A. (TRENT), M.A. (STANFORD)

French Studies Section

Professor Emeritus P. Royle, M.A. (OXFORD), Ph.D. (NATAL)

Associate Professors

A. Germain-Rutherford, MAÎTRISE, D.E.A. (PROVENCE-AIX-MARSEILLE I), DOCTORAT (SORBONNE);
H. Benbaruk-Lapointe, B.A. (BALDWIN-WALLACE), M.A. (McGILL); J.-P. Lapointe, B.A. (R.M.C.), M.A.
(McGILL) (on leave 1999-2000); Y. Thomas, B.A. (UQAM), M.A., Ph.D. (MONTREAL)

REQUIRED COURSES

Single-major Honours program consists of 20 courses.

- Minimum of 11 courses in French, including: *French 110, 215, 245*, and
- one of *French 317, 318, 319, 320*, and
- one of *French 325, 383*, and
- four 400-level courses

Joint-major Honours program.

- Minimum of eight courses in French, including: *French 110, 215, 245*, and
- one of *French 317, 318, 319, 320*, and
- one of *French 325, 383*, and
- two 400-level courses

Single-major General program.

- Minimum of six courses in French including: *French 110, 215, 245*, and
- one of *French 317, 318, 319, 320*, and
- one of *French 325, 383*

Joint-major General program.

- Minimum of five courses in French including: *French 110, 215, 245*, and
- one of *French 317, 318, 319, 320*, and
- one of *French 325, 383*

Québec Studies Emphasis

Students who, in satisfying all of the current requirements for a degree, elect to take a total of three or more Québec courses, will be granted a B.A. in French (Québec Studies Emphasis). *French 245* counts as a Québec course.

Notes and provisos

- In order to register in 200- and 300-level courses, students must have attained a minimum of C- (60 % or better) in the prerequisite indicated or its equivalent.
- Students who do not have the prerequisite for a course must obtain the Chair's written permission to enrol in the course.
- 400-level courses are not normally open to students in their third year.

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

French 100 – Elementary French

An intensive course in oral and written French for students who do not have Ontario OAC French or its equivalent. Four hours weekly. Not credited toward French Major requirements. (May not be taken concurrently with or subsequent to any other French course.)

French 101a/b – Oral French – Level 1

This course will focus on developing functional oral skills through the integrative use of authentic audiovisual resources and different types of communicative situations. Two seminars, one conversation hour and one lab weekly. Prerequisite: one OAC French or equivalent. Not credited towards French major requirements. (May not be taken concurrently with or following *French 110*).

French 103a/b – French composition – Level 1

This course will explore different types of writing and review grammatical concepts in order to develop skills in composition through writing exercises. Two seminars and one computer-assisted grammar period weekly. Prerequisite: one OAC French or equivalent. Not credited towards French major requirements. (May not be taken concurrently with or following *French 110*).

French 110 – Découverte des langues et cultures francophones

Designed to provide an exploration of the diversity of francophone cultures, this course will rely on textual, but as well on extensive audio-visual and electronic support material. Students will be required to use the Web as a learning tool. Two-hour lecture, workshop fortnightly. A. Germain-Rutherford, Y. Thomas

French 201a/b – Oral French – Level 2

This course will develop: 1) advanced functional oral skills in French; 2) an understanding of socio-cultural aspects of oral French; 3) an awareness of national and regional varieties in spoken French. Three hours weekly. Credited towards French major requirements. Prerequisite: placement interview or a mark of C- 60% or better in *French 101a/b* or *French 110*.

French 203a/b – French composition – Level 2

Exploring the conventions of style and form in written French (reports, argumentative writing, fiction) through writing and rewriting exercises. Complete review of grammar. Two seminars weekly. Credited towards French major requirements. Prerequisite: a placement interview or a mark of C- 60% or better in *French 103a/b* or *French 110*.

French 215 – Introduction à la linguistique structurale du français contemporain

Introduction to the fundamental elements of Linguistics. Two hours weekly. This course is required of all students majoring in French. Prerequisite: *French 110*.

French 245 – Civilisations française et québécoise

A survey of the social and cultural histories of France and Québec from the sixteenth century to the present. Two hours weekly. This course is required of all students majoring in French. Prerequisite: *French 110* or equivalent.

French 305 – Traduction

An introduction to the techniques of translation (theory and practice). Two hours weekly. Prerequisite: *French 110* or *French 201a/b* and *203a/b* or permission of the instructor.

French 317 – La vie littéraire française au XVII^e siècle

Baroque and Classicism. Poetry, theatre, novels, correspondence. Two hours weekly. Pre- or co-requisite: *French 245*.

French 318 – La vie littéraire française au 18^e siècle

In the aftermath of the “fêtes galantes” and the splendour of Louis the XV’s court, Voltaire, Diderot, Rousseau, Beaumarchais and Sade were preoccupied with man’s struggles with ideas of responsibility and liberty. This course will examine representations of this struggle from Prévost’s *Manon Lescaut* in the 1730s to Sade’s *Les infortunes de la vertu* closer to the Revolutionary period.

French 319 – La vie littéraire au 19^e siècle

As this course attempts to offer a better grasp of literary life in the 19th century, it will focus on the grotesque, the fantastic and the carnivalesque in literary writings from the Romantic period to the Naturalist project.

French 320 – La vie littéraire française au XXe siècle

Modern and contemporary trends in literature. Poetry, novels, theatre. Pre- or co-requisite: *French 245*.

French – Canadian Studies 325 – Théâtre et poésie du Québec

A survey of the beginnings and evolution of Québec theatre and poetry, concentrating on modern and contemporary works. Two hours weekly. Pre- or co-requisite: *French 245*.

French 331 – La pensée française (Offered only in Nantes.)**French 351 – La civilisation française** (Offered only in Nantes)**French – Canadian Studies 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. Two hours weekly. Pre- or co-requisite: *French 245*.

French 401 – Initiation à la recherche littéraire

Supervised research. Single credit course. 8,000 words thesis. Two hours weekly. Candidates must submit a written proposal to the Chair before May 1. (Excludes *French 402*)

French 402 – Recherche littéraire avancée

Supervised research. Double credit course. 15,000-word thesis. Three hours weekly. Candidates must submit a written proposal to the Chair before May 1. (Excludes *French 401*)

French 405 – Didactique du français langue seconde

This course is intended primarily for future teachers of French as a second language. Areas covered will include: the parameters of didacticology, language and culture, oral techniques in the classroom, teaching grammar, self-directed learning and evaluation. Two hours weekly. Prerequisite: *French 215* or permission of the instructor.

French 420 – La critique littéraire**French 450 – Le roman féminin en France au 20e siècle**

Simone de Beauvoir's essay *Le Deuxième Sexe* had called upon women to speak out. This course will examine the specificity of women's writings in 20th century France as it focuses on the questions of feminine identity, femininity, feminitude and feminism. The course will also attempt to show how French women novelists of the past sixty years have mapped out the territories of the feminine imaginary. *H. Benbaruk*

French 460 – Tendances littéraires et culturelles modernes : Paysages urbains : utopies et mondes perdus

A study of Paris and its aesthetic representations in the 19th and 20th centuries. This course will also examine how urban space itself becomes an artistic medium in the early 20th century. *Y. Thomas*

French 495 – Avant-garde littéraire, avant-garde politique aux années 1920

This course discusses how the French Dada and surrealist movements attempted to go beyond institutional interferences through art and literature in a general process of re-evaluation of everyday life. *Y. Thomas*

Year Abroad Program

French Majors may apply to spend their second or third year at the University of Nantes, France, for which they will receive Trent credits. Normally, in order to be eligible, a student must achieve a minimum 60% average on all Trent French courses (or equivalent courses). Enrolment is limited to 15 students from Trent. Honours candidates are especially encouraged to spend a year at Nantes.

For further details, please consult the Chair.

German Studies Section**Professors Emeriti**

G. Baumgaertel, M.A. (BROWN), DR. PHIL. (TÜBINGEN); D.D. Stewart, M.A., Ph.D. (TORONTO)

Associate Professors

J.C. Fewster, M.A. (MANCHESTER) (on leave Winter term 2000); A.A. Krüger, STAATSEXAMEN (MÜNCHEN)

REQUIRED COURSES

Single-major General program. Minimum six courses in German, including:

German 105, 205a, 310a, 316b, 360a

Joint-major General program. Minimum five courses in German, including:

German 105, 205a, and two of 310a, 316b, 360a.

Year Abroad Program

Courses offered at Freiburg in the Year Abroad Program are listed at the end of this section.

Notes and provisos

- A joint-major Honours degree in German may be possible for students who successfully complete an approved course of study in the Year Abroad Program in Freiburg. For further details consult the Associate Chair of German Studies.
- More advanced students may enrol in *German 205a* after passing a placement test.
- Two out of three half-courses taught in English (*German 232a, 233b, 240b*) may be counted towards a major in German.
- To achieve a coherent combination, majors are urged to co-ordinate their studies in German with studies in related disciplines.

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

German 100

Designed for students with little or no knowledge of German. This course provides an introduction to spoken and written German with an integrated computer-assisted language learning program, language laboratory as well as an introduction to present-day Germany. Three lecture/seminars, one laboratory hour weekly. Not open to students with OAC German or equivalent standing. Not credited toward a major in German. *Staff*

German 105

Intermediate German language course with comprehensive grammar review, intensive language practice and computer-assisted language learning program. Introduction to German literature and culture in the Winter Term. Prerequisite: *German 100*, Grade 12 German, OAC German or equivalent. Four lecture-seminars, one laboratory weekly. *Staff*

German 205a – Advanced language practice I

Written and oral practice. Prerequisite: *German 105* or permission of the Department. Three lectures/seminars weekly. *J. C. Fewster*

German 206b – German literature and thought from Nietzsche to Brecht

Modern writers and events. Prerequisite: *German 205a* or permission of the Department. One lecture, two seminars weekly. *Staff*

German 231 – German civilization

(See *German 232a/233b*, offered in German only in Freiburg)

German 232a – German civilization I

Taught in English. A survey of 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 tapes. Prerequisites: None. May be counted towards a major in German (see Special Provisos). Two lectures, one seminar weekly. *Not offered in 1999-2000.*

German 233b – German civilization II

Taught in English. A survey of 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 films, slides and music tapes. Prerequisites: *German 232a* desirable. May be counted towards a major in German (see Special Provisos). Two lectures, one seminar weekly. *A.A. Krüger*

German 240a – 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 films, slides and music tapes. Open to all students. May be counted towards a major in German (see Special Provisos). Two lectures, one seminar weekly. *J. C. Fewster*

German 305b – Advanced language practice II

Special aspects of German grammar. Written and oral exercises. Prerequisite: *German 205a* or permission of Department. Three lectures/seminars weekly. *A.A. Krüger*

German 310a – The Age of Enlightenment and "Sturm und Drang"

A study of the beginnings of modern German literature, with special attention to Lessing, Goethe and Schiller. Prerequisite: *German 205* or permission. Two lectures, one seminar weekly.

German 316b – Studies in German Romanticism in the European context

Prerequisite: German 205a or permission. One lecture, two seminars weekly.

German 330a – The German Novelle and Erzählung of the nineteenth and twentieth centuries

Prerequisite: *German 205* or permission of Department. One lecture, two seminars weekly. *J.C.Fewster*

German 341b – East German literature

Prerequisite: *German 205a* or permission of Department. One lecture, two seminars weekly. *Staff*

German – Women's Studies 351b – Women and socialism: the East German context

Taught in English this course will explore sociological, political and literary discourses pertaining to women in former East Germany from the country's birth in 1949 to the collapse of the Berlin Wall in 1989. Prerequisite: None; German majors only, require *German 205a*. Lecture, seminar weekly. German majors enrol in a separate seminar section taught in German. *Staff*

German 360a – Studies in German literature and cultural developments, 1780-1832

With special attention to Goethe, Schiller and Kleist. Prerequisite: *German 205a* or permission of the Department. Two lectures, one seminar weekly. *Staff*

German 390 – Special topics**German 391a – Special topics****German 392b – Special topics****Year Abroad Program**

Normally, in order to be eligible to study for a year at the University of Freiburg, Germany, for Trent credits with a Trent/ Brock professor, a student must achieve a minimum of a B- average on all Trent courses (or equivalent courses) and a B- standing in German 105 or equivalent. For further details please consult the Chair of the Section.

Hispanic Studies Section

Telephone: (705) 748-1394

E-mail: spanish@trentu.ca

Fax: (705) 748-1630

Web: www.trentu.ca/academic/modernlanguages/spanish

Associate Professor and Chair of the Section

G.D. Aitken, B.A. (TRENT), M.A. (STANFORD)

Professors Emeriti

R.M. Garrido, LIC.DER., DR.DER., DR. FILOLOGIA (SEVILLA), M.A. (TORONTO); J.P. González-Martin, LIC.DER. (OVIEDO), DR.DER. (ZARAGOZA); D.L. Smith, M.A., D.PHIL. (OXFORD)

Professor

T.A. Noriega, LIC. EN FILOLOGIA (COLOMBIA), M.A., Ph.D. (ALBERTA)

Associate Professor

F.B. García-Sánchez, B.A. (HAVANA), M.A., Ph.D. (LAVAL)

REQUIRED COURSES

The curriculum in Hispanic Studies consists of five core courses, which all majors must take, and additional courses which students select to complete program requirements. However, in exceptional cases, students with sufficient knowledge of Spanish may be admitted directly into *Spanish 200, 211* or *250*, or they may take civilization and literature courses exclusively. Nevertheless, such students must still comply with the minimum number of required courses in each program.

CORE COURSES

Spanish 100 or *200*, and *211, 250, 300* and *310*

ADDITIONAL COURSES

Offered at Trent Campus: *Spanish 311a, 312b, 326, 330, 401, 415a, 416b, 420, 495, 4951, 4952, 496a, 497b*

Offered only in Mexico: *Spanish 322a* and *323b*

MINIMUM COURSE REQUIREMENTS FOR DEGREE PROGRAMS

Single-major Honours program: five core courses + five additional courses

Joint-major Honours program: five core courses + two additional courses

Single-major General program: five core courses + one additional course

Joint-major General program: five core courses

Notes and provisos

- Students majoring in Hispanic Studies are urged to take courses in at least one other modern language.
- *Spanish 200* and *250* may not be taken concurrently.
- **Year Abroad Program:** Courses offered at the Universidad del Valle de México, at its campuses in Querétaro and San Miguel de Allende, are listed at the end of this section.
- **Recommended Related Courses:** *Anthropology 230, 304, 332a/b, 430, 432a/b, Cultural Studies 222, 270, 332, 325 and 425, Ancient History and Classics 100, 200, English 205, 325, Latin Language and Literature 100, History 247, 447.*

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

Spanish 100 – Beginners' course in Spanish

An introduction to the Spanish language, with an emphasis on oral Spanish, pronunciation, reading and writing as a preparation for *Spanish 250* (required course for Spanish majors) and *Spanish 200*. Three seminars, one computer program hour, and one laboratory hour weekly. *G. Aitken and staff*

Spanish 200 – Continuing Spanish

A language course with comprehensive review and practice, designed for students with high-school credits, or *Spanish 100* or other previous exposure to the language. An alternative course in preparation for *Spanish 250*. Two seminars, one conversation hour and one laboratory hour weekly. *G. Aitken and staff*

Spanish 211 – Introduction to Hispanic literature and culture

One lecture and one seminar weekly with fortnightly cultural workshops conducted in English and Spanish. Students enrolled in this course are also normally required to register in *Spanish 250*. Prerequisite: *Spanish 100*, or *200*, or permission of the instructor. *T.A. Noriega and F.B. García-Sánchez*

Spanish 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. Two seminars, one conversation hour and one laboratory hour weekly. Prerequisite: *Spanish 100* (with 70 % or better), *Spanish 200* or permission of the instructor. *F.B. García-Sánchez and staff*

Spanish 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. Four hours weekly. One seminar/workshop, one conversation hour and one laboratory hour. Prerequisite: *Spanish 250* or permission of the instructor. *T.A. Noriega and staff*

Spanish 310 – Spanish and Spanish-American civilization

A study of civilization in the Hispanic world: history, political and economical issues, social development, artistic and cultural manifestations including architecture, literature, painting, film, music and folklore. Conducted in English and Spanish. One lecture, one seminar weekly. Prerequisite: *Spanish 250*, or permission of the instructor. *F.B. García-Sánchez and T. A. Noriega*

Spanish 311a – Spanish contemporary prose

Prose from the generation of 1898 to our times. Lecture and seminar weekly. Prerequisite: *Spanish 211*. *F.B. García-Sánchez*

Spanish 312b – 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. Lecture and seminar weekly. Prerequisite: *Spanish 211*. *F.B. García-Sánchez*

Spanish 322a – Spanish-American poetry (offered only in Mexico)

A survey of Spanish-American poetry with special emphasis on the contemporary period. Lecture and seminar weekly. Prerequisite: *Spanish 211*. *T. A. Noriega*

Spanish 323b – Spanish-American prose (offered only in Mexico)

A survey of Spanish-American prose with special emphasis on the contemporary period. Lecture and seminar weekly. Prerequisite: *Spanish 211*. *T. A. Noriega*

Spanish 326 – The contemporary Latin-American novel: adventure and commitment

Conducted 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. Lecture and seminar weekly. (Support course for Comparative Development Studies) *T. A. Noriega*

Spanish 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. Lecture and seminar weekly. Prerequisite: *Spanish 211*. *F. B. García-Sánchez*

Spanish 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. *Staff*

Spanish 415a – 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. Lecture and seminar weekly. *G. Aitken*

Spanish 416b – Medieval Spanish literature

Studies of the Spanish literature from *El Cid* (twelfth century) to *La Celestina* (end of the fifteenth century). Lecture and seminar weekly. *Staff*

Spanish 420 – Contemporary Spanish-American novel

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. Lecture and seminar weekly. Prerequisite: Permission of the instructor. *T. A. Noriega*

Spanish 495 – Special topic in Hispanic Studies

Prerequisite: Permission of the instructor. *Staff*

Spanish 4951 – Special topic in Hispanic Studies

Prerequisite: Permission of the instructor. *Staff*

Spanish 4952 – Special topic in Hispanic studies

Prerequisite: Permission of the instructor. *Staff*

Spanish 496a, 497b – Special topics in Hispanic studies

Prerequisite: Permission of the instructor. *Staff*

Year Abroad Program

The location of the Year Abroad Program in Hispanic Studies is the Universidad del Valle de México, at its campuses in Querétaro and San Miguel de Allende. Normally, in order to be eligible to study for a year in Mexico for Trent credits, a student must achieve a minimum of a B- average on all Trent (or equivalent) courses and a B- in *Spanish 100, 200* or equivalent. For further details, please consult the Section Chair.

The courses to be offered at the Universidad del Valle de México in 1999-2000 are the following:

Language:

- Spanish Immersion – An initial, 2-week intensive course (not for credit)
- *Spanish 250* – Intermediate Spanish
- *Spanish 300* – Advanced Spanish and translation

Civilization:

- *Spanish 310* – Spanish and Spanish-American civilization

Literature:

- *Spanish 211* – Introduction to Hispanic literature and culture, and two of the following:
- *Spanish 311a* – Spanish contemporary prose
- *Spanish 312b* – Spanish contemporary theatre and poetry
- *Spanish 322a* – Spanish-American poetry
- *Spanish 323b* – Spanish-American prose

Special topics in Hispanic Studies (for students who have completed *Spanish 211* and *250*):

- *Spanish 4951* – Special topic
- *Spanish 4952* – Special topic

NATIVE MANAGEMENT AND ECONOMIC DEVELOPMENT PROGRAM

Telephone: (705) 748-1466

E-mail: nativestudies@trentu.ca

Fax: (705) 748-1416

Web: www.trentu.ca/nativestudies

This Program provides an interdisciplinary and integrated approach to the development of management, community and economic development knowledge and skills appropriate for working within an aboriginal environment. The Program is offered by the Department of Native Studies and the Administrative Studies Program, thus blending a study of native culture with management and economic development skills.

The Program offers:

- a. A two-year Diploma for students who have the equivalent of Ontario Grade 12 or qualify as mature students. Students are required to complete a Summer pre-session course (*Communications 91*) plus a minimum of 7.5 university credits. Students are required to complete the courses listed below.

Native Studies 100 – Introduction to Native studies

Native Studies 150a – Introduction to community development

Native Studies 151b – Introduction to economic development

Administration Studies – Native Studies 190 – Introduction to management decision-making

- one other 100-level course: *Administration 105*, *Anthropology 100*, *Comparative Development Studies 100*, *Philosophy 105*, *Politics 100* are recommended.
- one of *Native Studies 200* (Native Politics), *Native Studies 290* (Native Economic Development), *Native Studies 300* (Aboriginal Governance), *Native Studies 305* *Aboriginal Community Development*.

Administrative Studies 201a – Financial accounting

Administrative Studies – Native Studies 272 – Organizational behaviour in contemporary aboriginal organizations

- one further course in Administrative Studies or Native Studies.

Students are required to include *Communications 92c* in their first quarter of studies.

- b. a Bachelor of Arts in Native Studies (NMED emphasis). 15 courses. Students are required to take at least six courses in Native Studies and at least four courses in Administrative Studies. This course of study must include the core courses listed above plus:

Administrative Studies 202b – Fundamentals of management accounting

Administrative Studies 250 – Organization theory

Administrative Studies 350 – Planning, budgeting and control

Economics 101a/102b is highly recommended.

- c. an Honours (4 year) Degree Program.

Option 1:

Bachelor of Arts (Honours) in Native Studies (NMED emphasis). As in b. above plus an additional academic year and successful completion of a minimum of four additional credits of which three must be 400-level. *Administration 400* is highly recommended.

Option 2:

Bachelor of Administrative Studies (NMED emphasis). Students are required to take the courses listed above at some time over the four years of the program. Students intending to complete the B.A.S. degree should consult with the Director of the Program or designate prior to the start of the second quarter.

NATIVE STUDIES

Telephone: (705) 748-1466

Fax: (705) 748-1416

E-mail: nativestudies@trentu.ca

Web: www.trentu.ca/nativestudies

Chair of the Department

P. Kulchyski, B.A. (WINNIPEG), M.A., Ph.D. (YORK)

Professors Emeriti

M.J. Castellano, (MOHAWK), B.A. (QUEEN'S), M.S.W. (TORONTO)

Professors

D.N. McCaskill, B.A. (WINNIPEG), M.A. (CARLETON), Ph.D. (YORK); J.S. Milloy, B.A. (ST. PATRICK'S), M.A. (CARLETON), D.PHIL. (OXFORD)

Associate Professor

P. Kulchyski, B.A. (WINNIPEG), M.A., Ph.D. (YORK); D. Newhouse, (ONONDAGA), B.Sc., M.B.A. (WESTERN ONTARIO); S.I. Williams, (ANISHNAABE KWE) B.A. (TRENT), NLIP Dip. (LAKEHEAD), M.A. (YORK), Mide I (3 FIRES)

Assistant Professors

M. Dockstator, (ONEIDA) B.Sc. (WATERLOO), L.L.B. (YORK), D.Jur (YORK), E. Manitowabi, (ANISHINABE KWE), MIDE.III (3-FIRES) (on leave 1999-2000)

Adjunct Faculty

S. Brascoupe, (ALGONKIAN/MOHAWK), M.A. (NEW YORK STATE, BUFFALO); L. Davis, B.A. (QUEEN'S), M.A. (SUSSEX), M.A. (ALBERTA), Ph.D. (TORONTO); J. Davison, B.A. (WESTERN), M.A. (TRENT); W. Fournier; D. Lazore, (MOHAWK), B.Ed. (MONTREAL); D. McNab, B.A. (WATERLOO), M.A. (McMASTER), Ph.D. (LANCASTER); D. Williams, (MISSISSAUGA/OJIBWAY), B.A. (TRENT)

Cultural Advisor

P. Bourgeois, (ANISHINABE), MIDE.II (3-FIRES), B.A. (TRENT)

REQUIRED COURSES

The single-major Honours program consists of 19 courses.

Minimum nine courses in Native Studies including: *Native Studies 100, 200*; one of *225, 280 or 310; 381a/b* and *383a/b* and three 400-level courses.

Joint-major Honours program. Minimum seven courses in Native Studies including: *Native Studies 100, 200*, one of *225, 280 or 310; 381a/b* and *383a/b* and two 400-level courses.

Single-major General program. Minimum six courses in Native Studies, including: *Native Studies 100, 200*, one of *225, 280 or 310*

Joint-major General program. Minimum five courses in Native Studies. Same required courses as for single-major.

Special Proviso

- Students will not normally be permitted to count more than two selections from *Native Studies 280, 380, 225* and *310* in the minimum five or six courses required for a major.

Year Abroad Program

The Native Studies Thailand Year Abroad Program is offered in Chiang Mai, Thailand, every second academic year. The program is designed to afford students the opportunity to study the culture and development of indigenous peoples of South East Asia and apply their learning in a practical situation. It is an integrated five course program for third and fourth year students. To be eligible, students must achieve a minimum of a B-average in their academic program the year prior to going to Thailand. The program consists of the following courses:

Native Studies 180: Introduction to Thai language

Native Studies 311: Hill tribes and Thai culture

Native Studies – Comparative Development 305 OR *Native Studies – Comparative Development 482*: Native community development

Native Studies 386 and *Native Studies 390* OR *Native Studies 402*: Practicum field placement

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

Native Studies 100 – Introduction to Native Studies

The course examines the contemporary situation of Aboriginal people in Canada in the context of their cultural traditions and the historical interactions between Aboriginal and non-Aboriginal societies. Seminar and two lectures weekly. *Mark Dockstator and staff*

Native Studies 150a – Introduction to Aboriginal community development

An overview and examination of the concepts of “community” and “development” in an Aboriginal context. The course will examine traditional and contemporary Aboriginal communities and the utilization of human and natural resources to improve life in the community. Lecture and seminar weekly. *D. McCaskill*

Native Studies 151b – Introduction to Aboriginal community-based economic development

An overview of the formal and informal, traditional and modern, economies of Aboriginal communities. Factors affecting the location and viability of economic activities, as well as the roles played by women and elders in their communities, will be examined. Lecture and seminar weekly. *D. McCaskill*

Native Studies – Administration 190 – Introduction to management and decision-making in contemporary aboriginal organizations (See Administrative Studies.)

Native Studies 200 – Politics and Aboriginal communities

The course will focus both on the traditional political culture of Aboriginal peoples and on the political structures of colonialism (Indian Acts, Treaties, etc.) viewed from legal and historical perspectives. Contemporary analysis will treat Aboriginal self-government including models of development, cultural and ideological foundations, government policy and implementation strategies. Lecture and seminar weekly. *P. Kulchyski*

Native Studies 210 – The Algonkian identity

A study of Aboriginal values, culture and tradition. The course will concentrate on the Algonkian-Anishinabe speaking peoples which include the Ojibway, Cree, Saulteaux, Odawa and Potawatomie in the exploration of topics such as religion, spirituality, humour, men and women's roles and problems of contemporary life. Lecture and seminar weekly.

Native Studies 211 – Aboriginal identity development

This course examines the processes of Aboriginal identity development in various life stages. Emphasis is placed on the self in historical and contemporary time periods, and the problems of self identity in a post-modern world. Aboriginal religion and spiritual philosophies and world view is examined. Lecture and seminar weekly. *S. Williams*

Native Studies 220 – Iroquois culture and traditions

A study of the political, economic, kinship and religious institutions of traditional Iroquois society including prehistoric background, establishment of the Six Nations Confederacy, the longhouse religion, and contemporary situation. Lecture and tutorial weekly.

Native Studies 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. Three hours weekly.

Native Studies 230 – An introduction to the key concepts and issues in postcolonial theory

The course focuses on theories of hybrid identity, resistance and agency within a contemporary Aboriginal context specifically as they apply to debates on essentialism, identity politics and cultural appropriation.

Native Studies – Anthropology – Canadian Studies 253 – Aboriginal Art of North America (See Anthropology)

Native Studies – Canadian Studies – History 255 – History of the Indians of Canada

Emphasis will be placed on Aboriginal 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 Aboriginal political movement. Seminar and lecture weekly. *J.S. Milloy*

Native Studies – Canadian Studies – History 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.

Native Studies – Administration 272 – Organizational behaviour in contemporary aboriginal organizations (See Administrative Studies)**Native Studies 280 – An introduction to Ojibway designed for students with little or no knowledge of the language**

This is a conversational course, emphasizing the use and understanding of Ojibway through the learning of the basic vocabulary and sentence patterns in class and in the language laboratory. Three classroom hours weekly plus lab work. *S.I. Williams*

Native Studies – Canadian Studies 285 – Aboriginal people and the North

A study of political, economic, social and cultural factors which affect the Aboriginal peoples of Northern Canada. The course will closely examine each of the Northern comprehensive land claims, as well as the development of the new Nunavut territory. Lecture and seminar weekly.

Native Studies 290 – Aboriginal economic development

Provides an overview of the economic development process with specific reference to Aboriginal communities. The course examines types of economic activities, where they locate and why. Planning for community economic development as well as business feasibility studies will be covered. Prerequisite: *Economics 101a/b* and *102a/b* or *Native Studies 150a* and *151b*.

Native Studies 300 – Aboriginal governance

This course examines and analyses the development of Aboriginal forms of governance in Canada with a particular emphasis upon cultural, philosophical and political foundations. Prerequisites: *Native Studies 100* and *200*. *D. Newhouse*

Native Studies – Comparative Development 305 – Aboriginal community development

A study of various approaches to community development in Aboriginal 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. Prerequisite: *NS100* and/or *CDS100*. Lecture and seminar weekly.

Native Studies 310 – Culture and community

A study of cultural continuity, change and revitalization in Aboriginal communities in Canada. The dynamic nature of cultural adaptation and the significance of tribal language, spirituality and social responsibilities will be emphasized. Prerequisite: *Native Studies 100* and one other Native Studies course. Lecture and seminar weekly.

Native Studies 320 – Urbanization and the Aboriginal peoples

An analysis of migration, adjustment and integration of Aboriginal people into urban areas, examining various assimilation and acculturation models as well as cultural interaction between Aboriginal and white society in rural Aboriginal communities.

Prerequisite: *Native Studies 100*. Lecture and seminar weekly

Native Studies 330 – Education and Aboriginal peoples

The course will examine issues pertaining to the development of an appropriate educational system for Aboriginal people including Aboriginal control of Aboriginal education, learning theories, Aboriginal culture, values and identity, teaching and learning styles, pedagogy and curriculum planning. Prerequisite: *Native Studies 100*. Lecture and seminar weekly.

Native Studies 340 – Aboriginal law

This course will review the legal history of Aboriginal rights and Aboriginal title, focusing on significant court decisions that have interpreted key legal documents. Special topics to be discussed will include traditional justice and the administration of justice.

Prerequisites: *Native Studies 100* and *200*. Lecture and seminar weekly. *M. Dockstator*

Native Studies – Women's Studies 350 – First Nations women

This course examines the experience of First Nations women in Canada today with respect to cultural expression in the arts, education, work, family, health, politics and the law. Contemporary issues facing First Nations women will be examined. Prerequisite: *Native Studies 100*.

Native Studies – Canadian Studies – English 360 – Native peoples in literature

(See English)

Native Studies 380 – Intermediate oral Ojibway

A general course in conversation and pronunciation using language laboratory and classroom participation. Three hours weekly. Enrolment may be limited. Prerequisite: *Native Studies 280* or permission of instructor. *S.I. Williams*

Native Studies 381a/b – 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 Native studies. The ideological base of participatory and action research is examined along with case studies exemplifying alternative methodologies. Prerequisites: *Native Studies 100* and *200*. *Native Studies 383a/b* recommended.

Lecture and seminar weekly. *D. McCaskill*

Native Studies 383a/b – Community-based oral history methods

Emphasis is upon the cultural and strategic approaches which enhance oral history methods in Aboriginal communities. Topics include research design, community rapport, administration, community-based data collection and analysis. A small-scale field project will be developed. Prerequisites: *Native Studies 100* and *200*. *Native Studies 381a/b* recommended. Weekly lecture and seminar.

Native Studies 390, 391a, 392b – Reading course

Intended for third-year majors and for second-year students, by application to the department, who wish to carry out independent research. Details must be arranged with the Department Chair before the end of the preceding academic year. Prerequisite: B average in Native Studies courses.

Native Studies – History 400 – Research seminar in Aboriginal history

The seminar will focus on ethnohistorical methods and Aboriginal historiography.

Prerequisites: *Native Studies 381a/b* and *383a/b* or permission of the instructor.

Native Studies 402 – Thesis

A double credit in-depth study course in library or field-oriented research, supervised by a Research Project Committee for which a double fee is charged. Students are to arrange all details with the Department Chair before the end of the preceding academic year.

Prerequisites: *Native Studies 381a/b* and *383a/b* and B+ average in Native Studies courses.

Native Studies 410 – Seminar on indigenous knowledge

Will explore contemporary indigenous expressions and interpretations of traditional thought and beliefs. Modes of organizing, validating and communicating knowledge form central themes.

Native Studies 420 – Native Studies Honours Collegium

This seminar concentrates upon a reading of texts considered basic to the definition of contemporary aboriginal realities. It will explore issues surrounding history, identity, development, epistemology, ontology, using a multi-disciplinary model of inquiry and analysis. Prerequisites: *Native Studies 381a/b* and *383a/b* or permission of the instructor.

J.S. Milloy/D. Newhouse

Native Studies – Canadian Studies – History 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 aboriginal peoples. *J.S. Milloy*

Native Studies 430 – Critical theory and native studies

A seminar on the relevance of contemporary western social and political thought to Aboriginal issues. The course will apply a broad range of theoretical approaches to develop understandings and insights of Aboriginal and western societies and the specific character of the interactions between them. Prerequisite: *Native Studies 200* or *310* or *Native Studies 381a/b* and *383a/b* or permission of the instructor. *P. Kulchyski*

Native Studies – Anthropology 455 – Anthropology and Aboriginal Peoples of Canada

(See Anthropology)

Native Studies 480 – Advanced Ojibwa/Odawa language

This fourth year course will be a continuation of the study of the Ojibwa language. This course will study four different styles of Ojibwa verbs. Pre-requisites: *Native Studies 280* and *380* or permission of instructor.

Native Studies 481 – Selected topics

Aboriginal people of the Arctic. This course will examine the political, social, economic, and cultural development of the Indigenous people of Siberia, Alaska, Canada and Greenland. Prerequisite: *Native Studies 200* or *285* or *Native Studies 381a/b* and *383a/b* or permission of the instructor.

Native Studies – Comparative Development 482 – Aboriginal responses to cultural interaction

Focus will be on social and psychological processes involved when cultures meet, examining acculturation and conflict models, culture and personality, interaction perspectives and ethnic identity studies. Prerequisite: *Native Studies 100* or *310* or *NS 381a/b* and *383a/b*.

Native Studies 490 – Reading course

Students may select an area of study under the direction of an adviser. Details are to be arranged through the Department Chair before the end of the preceding academic year. Prerequisites: *Native Studies 381a/b* and *383a/b* and B+ average in Native Studies courses.

Diploma Program in Native Studies

Telephone: (705) 748-1466 Web: www.trentu.ca/nativestudies

Fax: (705) 748-1416

This program is open to students who have the equivalent of Grade 12, or who qualify as mature students. Students of Aboriginal ancestry are encouraged to enrol. Over a two-year period, students are required to complete seven undergraduate courses, four of which must be drawn from Native Studies course offerings.

Students must enrol in *Communications 91*, a three-week Summer pre-session prior to their first year. In their first year, students will also take *Communications 92c*. Both courses are required. For description of Native Studies course options see Native Studies.

On completion of the diploma requirements, students may apply for admission to the B.A. program. Undergraduate course credits earned in the Diploma program are transferable to meet requirements for a degree.

Application for admission to the program should be made to the Office of the Registrar.

Inquiries should be directed to the Academic Programs Co-ordinator, Department of Native Studies.

REQUIRED COURSES**Summer prior to Year 1**

Communications 91 (Pre-session)

Year 1

Communications 92c, *Native Studies 100*, and two additional courses, one of which may be a 100-level course in a discipline other than Native Studies. Some 200-level Native Studies courses are available with permission of the instructor.

Year 2

Four courses selected from 200- or 300-level Native Studies courses exclusive of *Native Studies 390*. A 100-level course from a discipline other than Native Studies may be substituted for any of these courses.

Communications 91 (Pre-session)

An intensive three-week Summer course providing skill-development in study skills, writing, reading, speaking and listening. Focus is on Aboriginal content. Successful completion leads to admission to the Diploma Program in the Fall.

Communications 92C

A course to provide specific research skills for both Native Studies and Native Management and Economic Development streams. Class instruction, seminars and individual tutoring focus on content relevant to undergraduate course work of participants.

NORTHERN AND POLAR STUDIES

Telephone: (705) 748-1440

E-mail: geography@trentu.ca

Fax: (705) 748-1205

Web: www.trentu.ca/geography

Program Coordinator

P.M. Lafleur, B.Sc. (BRANDON), M.Sc. (TRENT), Ph.D. (McMASTER), Department of Geography

The Emphasis in Northern and Polar Studies 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 Emphasis takes the form of an annotation on the transcript of students graduating in the General or Honours programs at Trent. It reads "... with an Emphasis in Northern and Polar Studies."

It can be earned in the following manner:

- 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 Coordinator at least six months prior to graduation. The definition of "North polar regions" used here is that of the Northern Scientific Training Grants Program of Indian and Northern Affairs Canada. This definition includes northern parts of most provinces. In the South, the continent of Antarctica and the sub-Antarctic islands qualify. The Committee on Northern and Polar Studies shall rule where eligibility is in doubt.
- Credits from Yukon and Arctic Colleges, acceptable to Trent University, may be counted towards this emphasis to a maximum of 2.5 courses. Students are encouraged to consult the Program Coordinator about their selection of courses for the Emphasis at the start of their second year. They must do so at least six months prior to graduation. Early contact with the Coordinator has the advantage of putting the student in touch with others, students and faculty, with like interests.

Students must have successfully completed five full course equivalents selected, as indicated, from the following, before they graduate.

- (a) Two or more of the following: with the exception of those courses marked with an asterisk, consent of the instructor must be obtained, before the course begins. This is to ensure that a northern emphasis for the student in question will be provided.

Anthropology 311

Anthropology – Canadian Studies – Native Studies 253

Canadian Studies – Geography – Environmental and Resource Studies 200a

Canadian Studies – History 300

Environmental and Resource Studies – Canadian Studies 250

Environmental and Resource Studies – Comparative Development 360

Geography 342b

Geography – Canadian Studies – Environmental and Resource Studies 203b

**Geography – Canadian Studies 364a/b*

History 370

History – Canadian Studies 407

History – Canadian Studies – Native Studies 425

Native Studies 200

**Native Studies – Canadian Studies 285*

Native Studies – Comparative Development Studies 305

Native Studies 340

**Native Studies 481*

Politics 425

- (b) No more than three of the following: all reading, special topic, thesis courses for which acceptable subject matter can be arranged. In all courses permission of the instructor and the Program Coordinator must be obtained. Permission forms are available from the Coordinator.

PHILOSOPHY

Telephone: (705) 748-1814
Fax: (705) 748-1721

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

Professor and Chair of the Department

F. C. McKinnon, B.A. (McGILL), B.PHIL., D.PHIL. (OXFORD)

Professors Emeriti

J.W. Burbidge, M.A. (YALE), B.D., Ph.D. (TORONTO); D. Gallop, M.A. (OXFORD); J.I. MacAdam, B.A. (NEW BRUNSWICK), M.A. (QUEEN'S), Ph.D. (LONDON); M.L. Rubino, B.A. (QUEEN'S), M.A., Ph.D. (TORONTO)

Professors

C.V. Boundas, M.A., Ph.D. (PURDUE) (on leave 1999-2000); R.E. Carter, A.B. (TUFTS), M.DIV. (HARVARD), M.A., Ph.D. (TORONTO) (on leave 1999-2000)

Associate Professors

B.J. Hodgson, M.A. (TORONTO), Ph.D. (WESTERN ONTARIO); D. Morris, M.A. Ph.D. (TORONTO); R.M. Neumann, B.A. (COLUMBIA), M.A., Ph.D. (TORONTO); C.W. Tindale, B.A. (WILFRID LAURIER), M.A., Ph.D. (WATERLOO)

REQUIRED COURSES

The single-major Honours program consists of 20 courses. Minimum nine courses in Philosophy, (*Philosophy 101* or *105* strongly recommended) including: *Philosophy 210*, *310*, *105* or *240a*, and two 400-level courses.

Joint-major Honours program. Minimum seven courses in Philosophy, (*Philosophy 101* or *105* strongly recommended) including: *Philosophy 210*, *310*, and one 400-level course.

Single-major General program. Minimum six courses in Philosophy, (*Philosophy 101* or *105* strongly recommended) including: *Philosophy 210*, *310*.

Joint-major General program.

Minimum five courses in Philosophy, (*Philosophy 101* or *105* strongly recommended) including: *Philosophy 210*, *310*.

Notes and provisos

- *Philosophy 101* and *Philosophy 105*, although not formal prerequisites, offer a preparation for all other courses in the subject.
- Four upper-year courses in Philosophy as a minimum are required for all degrees.
- First quarter students will occasionally be permitted to enrol in 200-level courses after consultation with the chair of the department.
- All 200-level courses in Philosophy may be counted as fulfilling the university requirements for 300-level courses.
- *Philosophy 240a* is strongly recommended; students wishing to do graduate work in Philosophy are advised to include *Philosophy 240a* in their program.
- The Logic requirement for a single-major Honours degree shall normally be completed prior to commencement of the fourth quarter of an Honours program.

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

Philosophy 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 such as Plato, Descartes, Kant and Nietzsche. *B.J. Hodgson, F.C. McKinnon, D. Morris, M. Neumann*

Philosophy 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. Lecture and tutorial weekly. *C. Tindale and staff*

Philosophy 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. Two hours weekly. *C. Tindale*,

Philosophy 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, and Sartre, Marcel, de Beauvoir, Merleau-Ponty, Heidegger, Ricoeur and Barthes. Two hours weekly. *D. Morris*

Philosophy 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. Two hours weekly. *Staff*

Philosophy – Women's Studies 231 – Feminist philosophy

An inquiry into the notions of sex and gender. Explores the "difference" of woman as it has been taken up by feminist philosophers in both France and North America, including the exchange between feminism and psychoanalysis. Topics include the encounter of self and other; love; language and desire; and the construction of the female body in (post) modernity's discourse of subjection and the subject. Texts will be selected from the writings of de Beauvoir, Irigaray, Kristeva, Butler, Hooks and others. *Staff*

Philosophy 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. Weekly two-hour seminar. *Staff*

Philosophy – Computer Studies 240a – Symbolic logic

An introductory study of formal logical systems, together with their use in the analysis of various types of arguments. Two hours weekly. (Excludes *Philosophy-Computer Studies 240*.) *M. Neumann*

Philosophy 275 – 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. Two hours weekly. *Staff*

Philosophy – Psychology 277 – Philosophy of mind

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, animal minds, artificial intelligence, the nature of machines. Two hours weekly. (Excludes *Philosophy-Psychology 377a*.) *F.C. McKinnon*

Philosophy – Psychology 278b – Philosophy of science

A philosophical examination of the construction and validation of scientific theories with special emphasis on the question of whether science has a reliable claim to provide our 'objective' truth about the material and human world on the basis of a uniquely 'rational' form of inquiry. *B.J. Hodgson*

Philosophy 279 – Philosophy of art

The philosophy of art has traditionally concerned 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. Two hours weekly. *Staff*

Philosophy 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. The relation between knowledge and experience as a means to understanding the primacy of the aesthetic in Japanese culture. Two hours weekly. *Staff*

Philosophy 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. Two hours weekly. (Excludes *Philosophy 212*) *B.J. Hodgson*

Philosophy 315 – Descriptive and existential phenomenology

Themes and texts will be selected from the writings of Husserl, Heidegger, Merleau-Ponty, Ricoeur and others. Two hours weekly. Prerequisite: *Philosophy 214* or permission of instructor. *D. Morris*

Philosophy 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. Two hours weekly. Prerequisite: *Philosophy 214* or permission of the instructor. *Staff*

Philosophy 330 – Moral and political philosophy

A study of some of the following: the relation between morality and rationality, the notion of freedom in morals and politics, the limits of utilitarianism, and the limits to rights. Weekly two-hour seminar. *M. Neumann*

Philosophy – Computer Studies 341b – Logics and logical theories

A look at selected topics in logic, including some of: modal and 3-valued logics, the foundations of arithmetic, formal semantics, the theory of rational choice, completeness, soundness, and truth. Prerequisite: *Philosophy-Computer Studies 240a* or permission of the instructor. Two hours weekly. *Staff*

Philosophy 378a – 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: *Philosophy 105* or *240a* or permission of the instructor. Two hours weekly. *Staff*

Philosophy 382 – Indian philosophy

An introduction to Indian intellectual culture; a discussion of a selected set of philosophical issues; and an examination of the association of philosophy with religion and science. Prerequisite: At least one previous philosophy course. *Staff*

Philosophy 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 between April 15-30 of the preceding academic year.

Philosophy 395 – Special topics: Cybermorality

A course which enables students to develop their own positions about the most important social and moral problems raised by computers. These include such concerns as whether computers can become moral persons with moral rights, the fragmentation of society into computer 'haves' and 'have-nots', Internet censorship, and software piracy. No formal background is required, but students must be prepared to tackle the formal presentation of certain topics. Two hours weekly. *Staff*

Philosophy 410 – Major texts. Plato's styles

A study of language and literary device in the dialogues with particular attention paid to the *Phaedrus* and the *Symposium*. Two hours weekly. Prerequisite: *Philosophy 210*, or permission of the instructor. *C. Tindale*

Philosophy 411 – Medieval philosophy

The development, range and variety of philosophical thought in the Middle Ages, with special emphasis upon selected writings of St. Augustine and St. Thomas Aquinas. Weekly two-hour seminar. Prerequisite: *Philosophy 210* or permission of instructor. (Excludes *Philosophy 311*) *Staff*

Philosophy 412 – Nineteenth century philosophy

The main movements of thought as found in selected writings of Fichte, Hegel, James, J.S. Mill, Marx, Nietzsche, C.S. Peirce, and others. Prerequisite: *Philosophy 310* or permission of the instructor. Two hours weekly. (Excludes *Philosophy 312*). *Staff*

Philosophy 421a – Advanced epistemology-metaphysics

An investigation of the classic foundationalist account of knowledge and its implications for the “objectivity” of our belief systems, followed by an examination of recent rejections of this “modernist” point of view in neo-pragmatist defences of “theoretical pluralism.” Two hours weekly. Prerequisite: *Philosophy 310* or permission of the instructor. *Staff*

Philosophy 490 – Reading course

Students will be encouraged to pursue a special interest, through independent study, for full-course credit. Details to be arranged in consultation with the staff in Philosophy between April 15-30 of the preceding academic year.

Philosophy 4951 – Special Topics: Embodiment and intersubjectivity

This course, which centres around the studies of Husserl, Sartre, Merleau-Ponty, and Grosz in PI315, will explore issues of intersubjectivity in relation to embodiment; our seminars will extend to related figures, for example, Deleuze, Irigaray, Foucault, and Lingis. Two hours weekly in PI315 and one-and-a-half hour weekly seminar. Prerequisite: *Philosophy 214* or equivalent or permission of the instructor. *D. Morris*

Philosophy 496a – Special topics: Analytical postmodernism

The course studies postmodern themes developed within the analytic philosophical tradition: anti-foundationalism and anti-essentialism in epistemology; post-empiricist and social constructivist theories of science, irrealism in aesthetics; historicist compunitarianism in ethics and alternative logics. *B. J. Hodgson*

Philosophy 497b – Special topics: Truth, meaning and objectivity

Foundationalism and anti-foundationalism from Frege to the present. *M. Neumann*

PHYSICS

Telephone: (705) 748-1225

Fax: (705) 748- 1652

E-mail: physics@trentu.ca

Web: www.trentu.ca/physics

Professor and Chair of the Department

To be named

Professors Emeriti

L.C.R. Alfred, M.Sc. (BOMBAY), Ph.D. (SHEFFIELD); J.I. Lodge, M.A. (QUEEN'S), Ph.D. (VIRGINIA)

Professors

P.C. Dawson, Ph.D (VICTORIA); W.F.J. Evans, M.A., Ph.D. D.SC. (SASKATCHEWAN), F.R.S.C.; R.G. Johnson, M.Sc.(QUEEN'S), Ph.D. (LIVERPOOL); J.W. Jury, M.Sc., Ph.D. (TORONTO); A.J. Slavin, M.Sc. (TORONTO), Ph.D. (CAMBRIDGE)

Associate Professor

J.W. Earnshaw, B.A.SC. (TORONTO), Ph.D. (CAMBRIDGE)

Senior Demonstrator

J. Breukelaar, B.Sc. (YORK), M.Sc. (TRENT)

Demonstrator

D. Marshall, B.Sc. (WATERLOO)

REQUIRED COURSES

The single-major Honours program consists of 20 courses. Minimum 10 courses in Physics, including: *Physics 100, 202a, 203b, 205a, 270b, 305b, 311b, 312a, 321, 380b, 400, 420, 461c**, and one other 400-level Physics course.

*A student may substitute *Physics 460* for *461c* under exceptional circumstances and with approval of the department.

Joint-major Honours program. Minimum seven courses in Physics, including: *Physics 100, 202a, 203b, 205a, 270b, 312a, 321, 400*, and one other 400-level Physics course.

Single-major General program. Minimum six courses in Physics, including: *Physics 100, 202a, 203b, 205a, 270b, 312a, 321, 380b*.

Joint-major General program. Minimum five courses in Physics including: *Physics 100, 202a, 203b, 205a, 270b, 312a, 321, 380b*.

Notes and provisos

- First quarter students may take *Physics 100* and *Physics 150* as courses counting as two different disciplines.
- Students electing no more than two courses in Physics will normally elect *Physics 100* and *Physics 202a*, or *Physics 150* and *Physics 250*.
- Students wishing to deviate from programs outlined above, or to obtain exemption from course prerequisites, should consult the chair.
- Course prerequisites should be carefully noted by the student.
- See also under Chemical Physics, Science, Computing and Physics.
- *Mathematics 110, 200* and *Physics-Mathematics 205a* are required for Physics majors, and *Physics-Mathematics 305b* is required for Honours Physics. *Mathematics 135a* is strongly recommended for the Honours programs.
- *Physics 355a* may be counted as a 400-level course.
- The word "course" under "Required Courses" means one full-course or two half-courses.
- Courses may be entered in any quarter, provided that all prerequisites have been completed for credit.
- *Physics 470a* and *Physics 430* are mutually exclusive.

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

Physics 100 – Elementary physics

Particle dynamics, translational and rotational motion, electricity, magnetism, optics, special relativity. Prerequisite: OAC Calculus or Algebra, or equivalent, or permission of the department. OAC credits in Physics and Calculus are recommended, and concurrent enrolment in first-year calculus is strongly recommended. *Mathematics 110* is required for upper-level Physics courses. Three class meetings and three-hour laboratory weekly, tutorial fortnightly.

Physics 150 – Introductory astronomy: a non-mathematical treatment

The solar system, sun, and stars. Stellar evolution, supernovae, neutron stars, black holes. Galaxies, quasars, introductory cosmology. The Big Bang. No prerequisite. Not to be counted toward a major in Physics. Two lectures weekly plus periodic workshops for astronomical observations.

Physics 202a – 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. Prerequisites: *Physics 100* and *Mathematics 110*. Pre- or co-requisite: *Physics-Mathematics 205a*. Three lectures and three-hour laboratory weekly, tutorial fortnightly.

Physics 203b – Quantum 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. Prerequisites: *Physics 202a* and *Physics-Mathematics 205a*. Co-requisite: *Mathematics 200*. Three lectures and tutorial weekly, three-hour laboratory weekly.

Physics – Mathematics 205a – First order equations; qualitative and numerical methods

(See Mathematics, and under Notes and provisos)

Physics – Science 209 – Introduction to physics (See Science)

Physics 250 – Special topics in astronomy and cosmology: a course for nonscientists

Subjects to be discussed include Olbers' Paradox, the Fermi-Hart Paradox, the Cosmic Anthropic Principle, and the fate of the Universe. Prerequisite: *Physics 150* or permission. Not to be counted toward a major in Physics. Two lectures weekly, periodic workshops.

Physics 270b – Thermal physics

First and second laws of thermodynamics and applications, heat transfer, blackbody radiation, kinetic theory of gases, statistical thermodynamics. Prerequisite: *Physics 100*. Corequisite: *Mathematics 200*. Three lectures weekly, tutorial fortnightly.

Physics – Mathematics 305b – Partial differential equations

(See Mathematics, and under Notes)

Physics – Mathematics 311b – 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. Prerequisites: *Mathematics 200* and *Physics-Mathematics 312a*. Three class meetings weekly.

Physics – Mathematics 312a – 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. Prerequisites: *Mathematics 110* and *Physics 100* or permission of the instructor. Corequisite: *Mathematics 200*. Three lectures and tutorial weekly.

Physics – Computer Science 321 – Electricity and magnetism

Electrostatics, magnetostatics, electric and magnetic properties of matter, Maxwell's equations, electromagnetic wave propagation. Prerequisites: *Physics 100* and *Mathematics 200*. Three class meetings, laboratory or problems session weekly.

Physics – Computer Science 325a – Electronics

A basic 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. Prerequisite: *Physics 100* and OAC Calculus or equivalent. Three class meetings weekly, three-hour laboratory weekly.

Physics 355a – Relativity and tensor analysis

Special relativity-kinematics: events and spacetime, Minkowski geometry, four vectors, tensors in spacetime. Dynamics: conservation of momentum and energy, covariant equations of motion. General relativity: geometry and space, the curvature tensor, equivalence principle and curved spacetime, principle of general relativity, metric form of spacetime, Einstein's theory of gravitation. Prerequisites: *Physics 202a* and *Mathematics 200*. Three lectures and tutorial weekly.

Physics 380b – 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. Prerequisites: *Physics 100*, *Mathematics 200* and *Physics – Mathematics 205a*. Three lectures weekly and tutorial fortnightly, three-hour laboratory weekly.

Physics 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. Prerequisites: *Physics 203b*, *Physics-Mathematics 305b*, *Physics-Computer Science 321*. Three lectures and tutorial weekly.

Physics 420 – Electromagnetic theory

Maxwell's equations, the interactions of electromagnetic fields with matter, the relativistic formulation of electromagnetism and its applications. Prerequisites: *Physics-Computer Science 321*, *Physics-Mathematics 305b*.

Physics 430 – Solid state physics and thermal physics

Review of essential thermodynamics; ensembles: microcanonical, canonical, grand canonical; derivation of occupation numbers, equilibrium considerations, phase space, Liouville's theorem, Boltzmann transport equation. Lattice vibrations and thermal properties of solids, band theory, electron transport, crystallography, crystal binding, semiconductors, magnetism. Prerequisites: *Physics 270b, Physics 203b, Physics-Mathematics 205a, Mathematics 200*. Pre- or co-requisites: *Physics-Computer Science 321, Physics-Mathematics 305b*. Excludes *Physics 470a*.

Physics 440 – Nuclear and particle physics

Nuclear properties, forces, models and reactions; accelerators, detectors; high energy physics including elementary particles and their composition and interactions; quarks and gluons; electroweak unification; grand unified theories. May be taken in the third or fourth quarter. Prerequisite: *Physics 203b*, Pre- or co-requisites: *Physics-Mathematics 305b, Physics-Computer Science 321*.

Physics 460 – Project course

An experimental or theoretical project on some topic of advanced physics. Past projects have included construction of a laser, field emission electron microscopy, atomic potential theory, wind turbine testing, surface physics, high temperature super-conductivity, 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 80% in physics and mathematics will normally be required.

Physics 461c – 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.

Physics 470a – Statistical and thermal physics

Review of essential thermodynamics; ensembles: microcanonical, canonical, grand canonical; derivation of occupation numbers, equilibrium considerations, phase space, Liouville's theorem, Boltzmann transport equation. Applications from the thermal properties of solids. Prerequisites: *Physics 270b, Physics 203b, Physics-Mathematics 205a, Mathematics 200*. Pre- or co-requisites: *Physics 321, Physics-Mathematics 305b*. Excludes *Physics 430*.

Physics 490 – Reading course

A course designed to allow advanced students in Physics to pursue independent study under the direction of departmental faculty. This course will be available only in exceptional circumstances, and with the approval of the Department of Physics.

POLITICAL STUDIES

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Professor and Chair of the Department

D. Torgerson, B.A. (CALIFORNIA-BERKELEY), M.E.S.(YORK), M.A., Ph.D. (TORONTO)

Professors Emeriti

M.P. Doxey, B.Sc., Ph.D. (LONDON); M. Gunther, B.A. (WITWATERSRAND), Ph.D. (NORTH CAROLINA); D. Kettler, M.A., Ph.D. (COLUMBIA); K.R.V. Lyon, Ph.D. (BRITISH COLUMBIA); J. Wearing, B.A. (WESTERN ONTARIO), M.A. (TORONTO, OXFORD), D. PHIL. (OXFORD).

Professors

R. Campbell, B.A. (TRENT), M.A. (TORONTO), Ph.D. (LONDON); D.R. Morrison, M.A. (SASKATCHEWAN), D. PHIL. (SUSSEX); R.C. Paehlke, B.A. (LEHIGH), M.A. (NEW SCHOOL FOR SOCIAL RESEARCH), Ph.D. (BRITISH COLUMBIA).

Associate Professors

J.D. Driscoll, M.A., Ph.D. (QUEEN'S); E. Helleiner, B.A. (TORONTO), M.A., Ph.D. (LONDON); M. Neufeld, B.A. (WATERLOO), M.A., Ph.D. (CARLETON); A. Pickel, M.A. (GUELPH), DIPL. POL. (BERLIN), Ph.D. (YORK).

Assistant Professor

E. Stavro, M.A., Ph.D. (TORONTO)

Conjunct Professor

S.G.D. Smith, B.A. (McGILL), M.A., B.LITT (OXFORD), D.LITT. (TRENT).

REQUIRED COURSES

The department provides for general study and for concentration in one or more fields – global politics, Canadian politics, public policy, and political theory. Political theory is important for every field because all political analysis is theoretically informed. Students of politics are thus strongly advised to plan their studies in a way that will advance their theoretical development. The requirements for honours (see below) indicate the minimum a student needs to develop the theoretical understanding necessary for work at an advanced undergraduate level. A theory course is a prerequisite for entry to the fourth quarter.

The single-major Honours program consists of 19 courses. Minimum nine courses in Politics, including *Politics 100*, at least two courses at the 300-level, and at least three courses at the 400-level, and two political theory courses chosen from 233, 333, 334, 335, 336, 430, 432, 435 (and others as designated by the department). Alternatively, the requirement for a second political theory course may be fulfilled by taking two 400-level courses for which a prior course in political theory is recommended.

Joint-major Honours program. Minimum seven courses in Politics, including *Politics 100*, at least two courses at the 300-level, at least two courses at the 400-level, and two political theory courses chosen from 233, 333, 334, 335, 336, 430, 432, 433, 435 (and others as designated by the department). Alternatively, the requirement for a second political theory course may be fulfilled by taking one 400-level course for which a prior course in political theory is recommended.

Single-major General program. Minimum six courses in Politics, including *Politics 100* and at least two courses at the 300-level.

Joint-major General program. Minimum five courses in Politics including *Politics 100* and at least two courses at the 300-level.

Notes and provisos

- *Politics 100* or permission of the instructor is a prerequisite for all 200- to 400-level courses.
- For Politics majors, *Politics 100* must normally be taken as one of the first three courses in Politics. This requirement may be waived if a student achieves a minimum of 70 % in each of the first three politics courses taken.
- Completion of a minimum of five Politics courses, including a political theory course, or permission of the instructor is a prerequisite for all 400-level courses.
- In exceptional circumstances, students may submit written proposals for reading courses (*Politics 390* or *490*) and the Honours thesis (*Politics 402*) to the department. Proposals must also be approved by the instructor concerned before departmental permission is recorded on the registration form.
- Students may make special arrangements with a course instructor of a 300-level course to assume an extra workload in the course and have their participation in it be considered a 400-level course numbered *Politics 480*. Such arrangements are subject to the approval of the course instructor and notification must be made to the department. Students are allowed to enrol in *Politics 480* only once during the course of pursuing their degree.

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

Politics 100 – Introduction to politics: the democratic challenge

This introductory course uses literature, film and political writings to explore how issues of power, people and politicians are dealt with in the world of democratic politics. Key concepts and perspectives in the study of politics are examined in this context. Two lectures weekly and one tutorial fortnightly. (Support course for Environmental and Resource Studies.)

Politics – Canadian Studies 201 – Canadian politics

An introduction to political institutions and practices, with emphasis on the constitution, parliament and cabinet, political parties and elections, the Charter and the courts and Canadian political economy. *R.Campbell*

Politics 210 – American politics

A general introduction to American representative institutions (parties, elections, interest groups and the media) and governmental institutions (the Presidency, Congress, and Courts). How the interests of Americans are defined and responded to in this system of pluralist democracy are analysed. Proposals for reforming the system are considered. Weekly lectures and tutorials.

Politics 220 – Global politics

The global system and its evolution with a survey of different approaches to analysis. Issues include economic globalization, democratization, international organization, security, civil society, human rights, social movements, and nationalism. (Support course for Comparative Development Studies.) *M. Neufeld, A. Pickel*

Politics 233 – 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. *J. Driscoll*

Politics – Canadian Studies – Environmental and Resource Studies 267a – Public policy

An introduction to the process of public policy-making and implementation with case studies and a comparison of differing modes of analysis. *D. Torgerson*

Politics – Canadian Studies 268b – Policy and democracy: ethics, law and politics

Values and norms as they relate to public policy in the ethical, legal, and political contexts of democracy. Attention to issues of policy evaluation. *Staff*

Politics – Canadian Studies – History 301

– Canadian political culture, 1864 to the present (See History)

Politics – Canadian Studies – Sociology 305 – Politics and society in Quebec

A survey and critical review of competing models of social, economic and political change in Quebec, with special emphasis on national consciousness and problems of identity in late modernity. Prerequisite: at least one social science course or permission of the Instructor. Lecture and tutorial weekly.

Politics – Canadian Studies 309 – Ontario politics

An analysis of the political culture, representative and governmental institutions of Ontario. The policy outputs of the government are analysed. Proposals for strengthening the political system of the province are considered. Weekly lectures and tutorials.

Politics – Canadian Studies – Environmental and Resource Studies 310 – Public policy and the Canadian environment (See Environmental and Resource Studies.)**Politics 320a – Ordering world politics I: U.S. foreign policy in the 20th century**

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: *Politics 220*. Exclusion: *Politics-Canadian Studies 320*. *M. Neufeld*

Politics – Canadian Studies 321b – Ordering world politics II: Canadian foreign policy in the 20th century

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. (By special arrangement may be taken for 400 series credit without 480 enrolment.) Recommended: *Politics 220*. Exclusion: *Politics-Canadian Studies 320*. *M. Neufeld*

Politics 322a – Global political economy

An examination of the central debates and issues in the field of global political economy within the context of the historical evolution of the world system and the globalization of economic life in the contemporary era. Recommended: *Politics 220*. Excludes: *Politics 322*. (Support course for Comparative Development Studies.) *E. Helleiner*

Politics 323a – Nationalism and political order in global perspective

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: *Politics 220*. Excludes *PO323*. *A. Pickel*

Politics 324a – European integration

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. (By special arrangement may be taken for 400-series credit without 480 enrolment.) Recommended: *Politics 320a, 322a, or 323a. A. Pickel*

Politics 325b – Post-communist transformation

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. (By special arrangement may be taken for 400-series credit without 480 enrolment.) Recommended: *Politics 320a, 322a, or 323a. A. Pickel*

Politics 326b – Politics of North American economic integration

The North American Free Trade Agreement has created an increasingly integrated economic region involving Canada, the United States and Mexico. This course examines the politics and public policy debates associated with North American regional integration in the context of the changing global political economy and the historical evolution of the region. (By special arrangement may be taken for 400-series credit without 480 enrolment.) Recommended: *Politics 220*. (Support course for Comparative Development Studies.) *E. Helleiner*

Politics 333 – Political theory

Theorizing political change. Through a careful examination of texts we will look at differing conceptions of truth, ideology, human agency, the state and the possibilities of political change. Debates within Marxism, anarchism, postmodernism, feminism, and radical democracy will be explored. Prerequisite: one of *Politics 233, 305, 334, 335, 336* or permission of the instructor.

Politics 334 – Liberal democratic theory

An examination of the development of liberal democratic theory in the nineteenth and twentieth centuries with attention to the relationship between citizens and experts in public life.

Politics 335 – 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. *E. Stavro*

Politics – Women's Studies 336 – 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 focusing 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.

Politics 341 – Party organization and elections

A comparative study of political parties and the electoral process with particular attention given to the impact of new electoral technologies and changes in voting behavior. Examples are drawn from Canada, the United States, Britain and other western democracies. Prerequisite: a 200-level Politics course or permission of the instructor. Weekly lectures and fortnightly tutorials.

Politics – Canadian Studies 362 – Public policy and administration in Canada

An integrated study of the policy-making process, linking ideas, ideologies and interests with political and administrative structures and processes, with the aim of establishing what is distinctive about the process in Canada. Students will have the opportunity to carry out a research project in a policy area of their choice. Recommended: *Politics 267a-268b*.

Politics – Canadian Studies 366a – Canadian political economy

This course focuses on relationships between the state and the economy in Canada while also surveying the Canadian tradition of studies in political economy.

Politics – Sociology 382a/b – Protest, contention and social movements

(See Sociology)

Politics 390, 391a, 392b, 393c – 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. Periodic tutorials. Prerequisite: permission of the department, but see Special Provisos.

Politics 395 – Special topic: Women, law and politics

An examination of law and politics as they relate to the changing status of women in society. Attention to the Canadian scene and the global context.

Politics 402 – Honours thesis

A scholarly project on a specific topic to be developed and carried out under the supervision of a member of the department and for which a double credit will be given. (See Special Provisos.)

Politics – Canadian Studies 405 – Contemporary Canadian problems

A project-oriented course which focuses on a set of selected Canadian political problems. Students will have the opportunity to carry out a research project in an area of their choosing. Regular seminars. *R.Campbell*

Politics 420a – Politics of globalization: thinking critically, thinking globally

“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. Regular seminars. Prerequisite: *Politics 320a* or permission of the instructor. A political theory course is recommended. *M.Neufeld*

Politics – Comparative Development 423a – Global civil society

(See Comparative Development Studies)

Politics – Comparative Development 424b – Canada and international development

(See Comparative Development Studies)

Politics 425a – Topics in global political economy: money and finance

Monetary and financial issues have assumed central importance in world politics in recent years because of the influence that global money and financial markets have come to exert on political, economic and social relations around the globe. This course examines contemporary debates in the field of global political economy relating to the politics of global money. Regular seminars. Prerequisite: *Politics 322a* or permission of instructor. A political theory course is recommended. *E.Helleiner*

Politics 426b – Political economy of the Asia-Pacific region

An examination of the politics of economic policy and economic relationships within the Asian-Pacific region. Contemporary issues are explored in the context of the changing political economy of the region and the region's importance for the global political economy as a whole. Recommended: *Politics 220*. Highly recommended: *Politics 322a*. *E.Helleiner*

Politics – Comparative Development 427b – Democracy and the global order

A study of 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, global capitalism, political culture, and ideology. Students develop their own research projects. A prior political theory course is recommended. *A.Pickel*

Politics – Women's Studies 430 – Feminists theorize the political

An examination of contemporary debates within feminist theory. Recommended: one of *Politics 233, 335, 336*, *Women's Studies 300*. Seminar weekly. *E.Stavro*

Politics 432 – Justice and 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. Seminar weekly. Prerequisite: one of *Politics 233, 333, 334, 335, 336*; or *Sociology 210*; or *Cultural Studies 250*; or permission of the instructor. *J.Driscoll*

Politics 433 – Theories of power and resistance

An examination of challenges to conventional political discourse advanced in the theories of power and resistance that we find in a range of figures, from Marx to Freud to more contemporary writers such as Foucault and Irigaray. We will consider the subject amid the forces that structure a field of political action. *E.Stavro*

Politics – Environmental and Resource Studies – Canadian Studies 460a**– 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. Seminar weekly. For students satisfying the requirements of a Politics major, a prior course in political theory is recommended. *R.Paehlke*

Politics – Environmental and Resource Studies – Comparative Development Studies**461b – Global environmental policy**

(See Environmental and Resource Studies.) For students satisfying the requirements of a Politics major, a prior course in political theory is recommended. *J.Clapp*

Politics – Environmental and Resource Studies 465 – Green politics in theory and practice (See Environmental and Resource Studies.)**Politics 490, 491a, 492b, 493c – Reading course in politics**

Open only to students in the fourth quarter of a Politics major program. Periodic tutorials. Alternatively a student may do an internship, involving field and written work in an area related to politics. For further details, see the departmental brochure. Prerequisite: permission of the department, but see Special Provisos.

PSYCHOLOGY

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Assistant Professor and Chair of the Department

J.B. Aubrey, M.Sc. Ph.D. (ALBERTA)

Professors Emeriti

C.H. Ernest, B.A. (SASKATCHEWAN), M.A., Ph.D. (WESTERN ONTARIO); P.T.P. Wong, B.A. (CARLETON), M.A., Ph.D. (TORONTO)

Professors

D.J. Kennett, B.A., Ph.D. (McMASTER); G.T. Reker, B.A. (McMASTER), M.A.Sc., Ph.D. (WATERLOO) (*on leave 1999-2000*); C.T. Smith, B.Sc. (MANITOBA), M.A., Ph.D. (WATERLOO); G. Winocur, M.A. (MANITOBA), Ph.D. (WATERLOO).

Associate Professors

F.A. Bleasdale, B.A. (TORONTO), M.A., Ph.D. (WESTERN ONTARIO); D.G. Lowe, B.A. (McMASTER), M.A., Ph.D. (WATERLOO); J.D.A. Parker, B.A. (SIMON FRASER), M.A., Ph.D. (YORK), R.G. Setterington, M.A., Ph.D. (TORONTO); C.F. Sproule, M.A. (TORONTO); P. Watson, M.A., Ph.D. (WESTERN ONTARIO).

Assistant Professor

E. Scharfe, B.A. (WESTERN ONTARIO), M.A., Ph.D. (SIMON FRASER)

Beginning in 1997-98 a new curriculum was instituted in the Department of Psychology. Those students who had already declared a major when the new system took effect in 1997-98 have the choice as to whether they will graduate according to the new system or the old system; the new system is recommended. Otherwise, the rules in effect when the student declares a major will apply when the student graduates.

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

At the 200- and 300-level, courses are specified as fitting within three orientations of the discipline of Psychology: Natural Science (A-stream courses), Social Science (B-stream courses) and Methodology (C-stream). These are specified below:

Natural Science	Social Science	Methodology
A2	B2	C2
202a/b	236a/b	215
222a/b	240a/b	
225a/b	272a/b	
227a/b	281a/b	
A3	B3	C3
303a/b	300a/b	312a/b
307a/b	301	315
320	304a/b	333
334a/b	337a/b	387a/b
335a/b	341a/b	388a/b
352a/b	353	
366a/b	373a/b	
372a/b	381a/b	
375a/b	383a/b	
376a/b		
379a/b		

REQUIRED COURSES

The Department of Psychology offers a general degree (normally leading to the B.A.) and two Honours programs, one course-based (normally leading to the B.A.) and one thesis-based (leading to the B.Sc.). All students intending to major or joint-major in Psychology, particularly those planning to do the thesis-based Honours degree, should consult with the Psychology departmental advisor before choosing their courses.

General Degree

PS101; PS215;

0.5 credit each from A2, B2;

0.5 credit each from A3, B3;

1.0 (0.5)* credit from other 300- or 400-level PS,

1.0 (0.5)* credit other PS;

Minimum 6 (5)* credits, Maximum: 8 credits

Course-based Honours

PS101; and PS215; and PS 315 or 333;

0.5 credit each from A2, B2;

1.0 credit each from A3, B3;

2.0 (1.0)* credit other 300- or 400-level PS,

1.0 credit 400-level PS;

1.0 (0)* credit other PS;

Minimum 10 (8)* credits, Maximum: 13 credits

Thesis-based Honours

PS101; PS215; PS 315;

0.5 credit each from A2, B2;

1.0 credit each from A3, B3;

1.0 (0)* credit other 300- or 400-level PS,

1.0 credit 400-level PS;

2.0 (1.0)* credit thesis;

Minimum 10 (8)* credits, Maximum: 13 credits

* brackets indicate joint-major requirements

Notes and provisos

- **Please consult the Psychology Student Handbook for the previous Degree Requirements (prior to 1997-98).**
- A standing of C- (60 %) or higher is required in PS 101 in order to register in any other Psychology course; no credit is given for any upper level Psychology course completed at another university before a standing of C- or higher is received in *PS 101* or its equivalent.
- Students contemplating taking a reading or research practicum course must consult with the Department Chair prior to registering in the course.
- Students doing research involving animal subjects in any Psychology course must complete satisfactorily the university's Animal Care course as part of the Psychology course requirements.
- For students who have declared a Psychology major by July 1, 1997 and take *PS 307a/b*, *341a/b*, *352a/b* or *366a/b*, the following consideration will apply until July 1, 2001: for purposes of fulfilling the 300-level degree requirements, the 200-level prerequisite to the 300-level course will be considered equivalent to a 300-level course.
- For students choosing to adhere to the old system, if both *PS 315* and *PS 333* are satisfactorily completed, *PS 333* may be counted as a specialized course.
- With Departmental approval, a statistics course taken from another department will be considered equivalent to *PS 215* for *non-majors* taking courses where *PS 215* is a prerequisite.
- *PS 401* or *402* must be completed as the final requirement toward the B.Sc. degree.
- The designation 'a/b' after a course number indicates it is a half-course that may be offered in either term.

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

Psychology 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. Two-hour lecture weekly; two-hour lab fortnightly.

Psychology 202a/b – 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- or higher in *PS 101*. (Excludes *PS 302a*, *365*, *4952*) Two-hour lecture weekly; seminar fortnightly.

Psychology 215 – Basic experimental 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- or higher in *PS 101*. Three-hour lecture weekly; workshop/lab weekly.

Psychology 222a/b – 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- or higher in *PS 101*. (Excludes *PS 221*). Three-hour lecture/demo weekly.

Psychology 225a/b – Introduction to cognitive psychology

This course focuses on humans as processors of information. Topics surveyed include perception, attention, memory, reasoning and problem solving. Prerequisite: C- or higher in *PS 101*. (Excludes *PS 306*, *351*). Two-hour lecture weekly; lab weekly.

Psychology 227a/b – 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 parenting, education, self-control and education are included. Prerequisite: C- or higher in *PS 101*. (Excludes *PS 351*, *320*). Two-hour lecture weekly; seminar fortnightly.

Psychology 236a/b – Introduction to personality theory

A cross-section of personality theories and theorists will be examined: psychoanalytic, neopsychanalytic, trait, phenomenological, behavioral, and social-learning. Prerequisite: C- or higher in *PS 101*. (Excludes *PS 235*). Two-hour lecture weekly; seminar fortnightly.

Psychology 240a/b – Introductory abnormal psychology

This course is designed to introduce students to the study of abnormal behaviour including its history, classification, evaluation, and issues, as well as theoretical approaches to abnormality and its treatment. A heavy emphasis will be placed on experimental approaches to abnormal behaviour, but always with a view to the practical and applied aspects of working with abnormal behaviour. Prerequisite: C- or higher in *PS 101*. (Excludes *PS 340*). Two-hour lecture weekly; seminar fortnightly.

Psychology 272a/b – 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- or higher in *PS 101*. (Excludes *PS 271*). Two-hour lecture weekly; seminar fortnightly.

Psychology – Philosophy 277 – Philosophy of mind

(See Philosophy) Not counted as part of the minimum requirements for the General or Honours degrees in Psychology.

Psychology 281a/b – 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- or higher in *PS 101*. (Excludes *PS 280*). Two-hour lecture weekly; seminar fortnightly.

Psychology 300a/b – Psychology of human 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: *PS 271* or *272a/b*. Two-hour lecture weekly; seminar fortnightly.

Psychology 301 – Educational psychology

An examination of the ways in which the methods and content of psychology may be applied in the search for solutions to problems of teaching and learning, with emphasis on the theoretical and empirical bases for decisions about what constitutes sound educational practice. Prerequisite: Any psychology 200-level credit other than *PS215*. Two-hour lecture weekly; seminar fortnightly.

Psychology 303a/b – 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: *PS225a/b* or *306* or *351* and 0.5 credits from B2 category. (Excludes *PS396a/b*) Two-hour lecture weekly; one-hour seminar fortnightly.

Psychology – Women's Studies 304a/b – 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: *PS 271* or *272a/b*. Two-hour lecture weekly; seminar fortnightly.

Psychology 307a/b – 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 in weekly lecture/lab sessions include psycholinguistic theory, research methodologies, letter and word recognition processes, text comprehension, the acquisition of reading skill, individual differences in reading ability, and reading disorders. Prerequisites: *PS 215* and one of *PS 202a/b*, *225a/b*, *306*, *351*. (Excludes *PS 365*, *4952*). Two-hour lecture weekly; lab fortnightly.

Psychology 312a/b – Research methodology

A course designed to allow in-depth study of methods of empirical research involved in a specific area of the discipline. Also included will be an introduction to computer analysis of empirical data. A major component of the course is the completion of a group research project. Prerequisites: *PS 215* and one psychology 200-level credit.

Psychology 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: *PS 215*. Three-hour lecture weekly; Two-hour workshop weekly.

Psychology 320 – Applied learning

The application of principles of learning and motivation to practical situations including teaching, child rearing, public institutions, and animal training. The two areas of concentration are: a) basic principles of learning and b) their application. Prerequisite: *PS 227a/b*. Two-hour lecture weekly; seminar weekly.

Psychology 333 – Psychometrics

A detailed intensive examination of the principles of test construction, involving item writing, scaling, item analysis, reliability, validity and validity checks. Special topics include empirical keying, factor analysis, and the STATISTICA computer program. In the second half of the course, a number of educational, psychological, and clinical instruments will be examined in depth. Prerequisite: *PS 215*. (Excludes *PS 332b*). Two-hour lecture weekly; two hour seminar/lab fortnightly.

Psychology 334a/b – 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. Prerequisites: *PS 215* and 0.5 credit from A2 category. Recommended pre- or co-requisite: *PS 333*. (Excludes *PS 330a, 430*). Two-hour lecture weekly; seminar fortnightly.

Psychology 335a/b – Group differences and abilities

This course focuses on methodological and conceptual issues, as well as research findings, in the study of group differences and abilities. Topics addressed are sex differences, aging, race and culture, and biological-environmental issues. Prerequisite: *PS 334a/b*; or *PS 215* and any 0.5 credit from A2 category, and *PS 333* as a pre- or co-requisite. (Excludes *PS 330a, 430*). Two-hour lecture weekly; seminar fortnightly.

Psychology – Biology 336a/b – Animal behaviour

(See *Biology-Psychology 336a/b*) Not counted as part of the minimum requirements for the General or Honours degree in Psychology.

Psychology 337a/b – 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: *PS 236a/b*. (Excludes *PS 235*). Two-hour lecture weekly; seminar fortnightly.

Psychology 341a/b – Advanced abnormal psychology

This course is designed to explore in depth a cross-section of basic topics in abnormal psychology. Particular emphasis will be placed on the following topics in the abnormal area: anxiety disorders, somatoform disorders, dissociative disorders, mood disorders, substance abuse, schizophrenia, life-span developmental disorders, and sexual disorders. Prerequisite: *PS 240a/b*. (Excludes *PS 340*). Two-hour lecture weekly; seminar fortnightly.

Psychology 352a/b – 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. Prerequisites: *PS 215* and *225a/b*. (Excludes *PS 306 and 351*). Two-hour lecture weekly; seminar fortnightly.

Psychology 353 – Health psychology

This course examines the interface of psychosocial and biomedical processes in the prevention of illness and promotion of health. Focus is on theory-based psychological research and on the practice of health psychology. Topics include attribution theory, self-efficacy, stress and coping, lifestyle and risk factors in various medical disorders.

Prerequisite: PS 215 and one 200-level psychology credit. (Excludes PS 450, 4951).

Psychology 366a/b – Sensation and perception

An intensive examination of how humans perceive the information that is presented to the senses. Topics include mechanisms of perception, detection, discrimination and pattern recognition. Prerequisites: PS 215; and 0.5 credit from A2 category. (Excludes PS 306).

Psychology 372a/b – 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. Two-hour lecture weekly; seminar fortnightly.

Psychology 373a/b – 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. Prerequisites: One of PS 221, 222a/b, 235, 236a/b. Two-hour lecture weekly; seminar fortnightly.

Psychology – Biology 375a/b – 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: PS 221 or 222a/b or one of BI 207b, 211b, 382.

Two-hour lecture weekly; two-hour lab weekly.

Psychology – Biology 376a/b – 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: PS 221 or PS 222a/b or PSBI 375a/b. Two-hour lecture weekly; seminar fortnightly.

Psychology 379a/b – Aging and cognition

A detailed examination of the changes in cognitive functioning that accompany the aging process. A multidimensional approach to cognitive aging will be taken. While consideration will be given to the alterations in nervous and sensory systems that help explain decrements, attention will also be focused on the experiential factors that lead to maintenance and improvements in many cognitive skills. Prerequisites: PS215 and one of PS 225a/b, 306, 351. (Excludes: PS 380, 480). Two-hour lecture weekly; seminar fortnightly.

Psychology 381a/b – 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. Prerequisites: PS280 or 281a/b. Two-hour lecture weekly; seminar fortnightly.

Psychology 383a/b – 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. Prerequisites: PS280 or 281a/b. Excludes PS382. Two-hour lecture weekly; seminar fortnightly.

Psychology 387a/b – Research practicum I

A course designed to allow students in the third or 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 ongoing research program. This course is not counted as part of the minimum requirements for the Honours degree. Prerequisites: 75% or higher in *PS 215*, successful completion of three psychology credits, honours standing, specific course prerequisites depending on the faculty supervisor, and permission of the department. (See "Notes and provisos.") Consult the student handbook for a list of participating faculty members.

Psychology 388a/b – Research practicum II

A second practicum can be taken with a different faculty member. Same prerequisites as for *PS 387a/b* apply.

Psychology 390, 391a, 392b – Reading course

A course designed to allow advanced students in Psychology to pursue independent study under the direction of departmental faculty. Not counted as part of the minimum requirements for the General or Honours degrees in Psychology. Prerequisite: Psychology 215 and permission of the department. (See "Notes and provisos.")

Psychology 401/402 – Honours thesis

For single-major Honours students, *PS 402* is a double-credit course for which a double fee is charged. Joint-major Honours students will normally take the single-credit *PS 401* in conjunction with a single-credit honours thesis course in the other discipline of the joint major. In both cases, students will design and execute a major piece of psychological research under the supervision of departmental faculty and participate in periodic workshops and departmental colloquia. Prerequisites: (a) *PS 315* and at least 0.5 credits from each of A2, B2, A3, and B3, (b) an average of 75% or better in all psychology courses completed, and (c) permission of the Department. Two-hour weekly meetings.

Psychology 414a/b – Advanced topics in perception, learning, cognition and language

For 1999-2000, the topic is Consciousness, Unconsciousness and Attention. A study of recent theory and research on the connections of attention, conscious and unconscious processes, and the role that each plays for human cognition and emotion. Prerequisites: *PS315* or *333*; and honours standing; and at least one 300-level Psychology credit; and one of *PS202a/b*, *225a/b*, *303a/b*, *306*, *307a/b*, *351*, *352a/b*, *366a/b* or *396a/b*. Three-hour seminar weekly.

Psychology 415a/b – Advanced topics in perception, learning, cognition and language

For 1999-2000, the topic is Spatial Orientation in Large-scale Space. A consideration of the factors that influence how people develop mental representations (cognitive maps) of the environments in which they navigate and how they find their way in unfamiliar environments. Prerequisites: *PS315* or *333*; and honours standing; and at least one 300-level Psychology credit; and *225a/b*, *306*, or *351*. Three-hour seminar weekly.

Psychology 422a/b – Advanced topics in physiological psychology and neuroscience

For 1999-2000, the topic is The Neuropsychology of Memory. This course is concerned with the roles of cortical and subcortical brain regions in mediating the various aspects of normal memory. The course will review evidence derived from work with clinical populations suffering severe memory disturbances (patients with focal lesions, stroke, neurodegenerative diseases – eg. Alzheimer's Disease) and normal old people. As well, consideration will be given to the contributions of research with animal models, and to the growing use of brain-imaging techniques to study the neural bases of memory. Prerequisites: *PS315* or *333*; and honours standing; and at least one 300-level Psychology credit; and *PS 222a/b*, and *PS 225a/b*. Three-hour seminar weekly.

Psychology 432a/b – Advanced topics in personality, social, abnormal and development

For 1999-2000, the topic is Disorders of Affect Regulation. This course is designed to examine the development and regulation of affects, and the impact of dysregulated affects on medical and psychiatric illnesses. Topics to be covered include alexithymia and related constructs, somatoform disorders, eating disorders, substance abuse disorders, and selected anxiety disorders. Prerequisites: *PS315* or *333*; and honours standing; and at least one 300-level Psychology credit; and *PS340* or *341a/b*. Three-hour seminar weekly.

Psychology 433a/b – Advanced topics in personality, social, abnormal and development For 1999-2000, the topic is Parent-child relationships from infancy to adolescence. This course will expose the student to current developmental theory and research on parent-child relationships during the first 15 years of children's lives. Topics to be covered include Attachment theory, Erikson's theory of psychosocial development, and Family Systems theory. Prerequisites: *PS315* or *333*; and honours standing; and at least one 300-level Psychology credit; and *PS280* or *281a/b*. Three-hour seminar weekly.

Psychology 443a/b – Advanced topics in theoretical psychology, applied psychology and measurement For 1999-2000, the topic is Models of Self-Control.

Theoretical models describing goal attainment and healthy adjustment to everyday life challenges/stresses will be discussed. An examination of the variables involved in this complex and multidimensional process include motivation, self-efficacy, explanatory style, resourcefulness skills, situational factors, physiological factors, social factors, as well as other personal factors. Prerequisites: *PS315* or *333*; and honours standing; and at least one 300-level Psychology credit. Three-hour seminar weekly.

Psychology 471a/b – History of psychology

This course is designed to give students an overview of the historical and philosophical foundations of modern psychology. Although the subject matter extends over a long time period, special attention will be directed at ideas, people, and events occurring in the 19th and early 20th centuries. Prerequisites: Any four Psychology credits.

Excludes *PS470*. Two-hour lecture weekly, seminar fortnightly.

Psychology 490, 491a, 492b – 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. Not counted as part of the minimum requirements for the Honours degree. Prerequisite: *Psychology 215*, plus successful completion of at least 10 credits, plus Honours standing, plus permission of the department. (See "Notes and provisos")

SCIENCE

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The Associate Dean of Arts & Science (Science), is responsible for the administration of general science courses.

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

Physics 150 – Introductory astronomy (See Physics)

Physics – Science 209 – Introduction to physics

A survey course with a laboratory component intended for concurrent education students and others who are not majoring in Mathematics or a physical science. 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 concurrently registered in *Physics 100*. Interested students should contact the Chair of the Department of Physics for information.

Science – Geography 240 – Geology (See Geography)

Mathematics 280 – Mathematics for the contemporary classroom (See Mathematics)

Physics 250 – Selected topics in astronomy and cosmology (See Physics)

Science 350 – Communicating science

This course is designed to help students develop their skills in communicating science to colleagues in their own field and to specific audiences within the general public. Focus is on written and oral communication skills, although non-traditional skills (theatre, displays, games) are also examined. Computers and audio-visual equipment are used extensively. Open to science students and to students in the Teacher Education Program with a minimum of three science credits or with the permission of the instructor. *M. Havas*

Science – Mathematics 380 – History of mathematics (See Mathematics)

SOCIOLOGY

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Associate Professor and Chair of the Department

J. Conley, B.A. (ALBERTA), M.A. (TORONTO), Ph.D. (CARLETON)

Professors Emeriti

R.T. Bowles, B.Sc. (BRIGHAM YOUNG), Ph.D. (OREGON); R.A. Lockhart, M.A. (SIMON FRASER), Ph.D. (ESSEX)

Professors

P. Bandyopadhyay, B.A. (CALCUTTA), M.A. (OXFORD, MANCHESTER), Ph.D. (MANCHESTER);
A. Heitlinger, B.A. (KENT), Ph.D. (LEICESTER); J. Hillman, M.A. (OXFORD), Ph.D. (SUNY, BUFFALO);
C.V. Huxley, B.A. (YORK, ENG.), M.A. (SIMON FRASER), Ph.D. (TORONTO).

Associate Professors

S. Arat-Koc, B.A. (BOGAZICI), M.A. (WATERLOO), Ph.D. (TORONTO) (*on leave Winter 2000*); D.M. Clarke, B.A. (TRENT), M.A. (McMASTER), Ph.D. (CARLETON); S. Katz, B.A. (YORK), M.A. (McGILL), Ph.D. (YORK); B.L. Marshall, M.A. (GUELPH), Ph.D. (ALBERTA) (*on leave Winter 2000*); F. Nutch, B.A. (ADELPHI), M.A. (HAWAII), Ph.D. (YORK) (*on leave Winter 2000*); G.M. Thibault, B.Ed., M.A., Ph.D. (DALHOUSIE) (*on leave 1999-2000*).

Assistant Professors

A. Law, B.A.S. (SYDNEY), M.A. (ALBERTA), Ph.D. (ALBERTA); D. Parnis, B.A. (RYERSON), M.A. (TORONTO), Ph.D. (CARLETON)

Notes

- A standing of C- (60%) or higher in *Sociology 100* is a prerequisite for all upper-year Sociology courses, with the exception of cross-listed courses, for which students should check the prerequisites.
- 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-levels. The foundation courses aim to provide a 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.
- 300-level courses are open to students who have completed five university courses at least one of which must be a full-credit second-year Sociology course. Students are strongly encouraged to complete at least one full course credit from among *Sociology 210, 220, 221a/b* and *222a/b* before proceeding to 300-level courses.
- 400-level courses are open to students who have completed 10 university courses, of which at least two should be at the 300-level. Students are strongly encouraged to complete at least two full-course credits from among *Sociology 210, 220, 221a/b, 222a/b* and *230* before proceeding to 400-level courses.
- Students planning to enter graduate school are strongly advised to take *Sociology 403a* and *404b*.

REQUIREMENTS FOR A MAJOR

Economics – Administration 220b, Geography – Environmental and Resource Science – Biology 208a, Mathematics – Statistics 150, Psychology 215 and 315 are equivalent to *Sociology 222a/b* for program requirements but do not count as a Sociology credit.

Single-major Honours program. The single-major Honours program consists of 19 courses. Minimum nine courses in Sociology, including: *Sociology 100, 210, 221a/b, 222a/b* or equivalent, and at least four 300-level or 400-level courses of which at least one must be a 400-level course.

Joint-major Honours program. Minimum seven courses in Sociology, including: *Sociology 100, 210, 221a/b, 222a/b* or equivalent, plus at least two 300- or 400-level courses of which at least one must be a 400-level course.

Single-major General program. Minimum six courses in Sociology, including: *Sociology 100, 210*, plus two 300-level courses.

Joint-major General program. Minimum five courses in Sociology, including: *Sociology 100, 210*, plus one 300-level course.

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

Sociology 100 – Introduction to social analysis

An introduction to the basic ideas of sociological analysis. *S. Katz, D. Parnis*

Sociology 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: At least three university courses and C- or higher in *Sociology 100*. *P. Bandyopadhyay, J. Hillman*

Sociology 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- or higher in *Sociology 100*.

Sociology 221a – Research methods

An introduction to the major research methods employed in sociological research. Prerequisite: C- or higher in *Sociology 100*. *C. Huxley*

Sociology 222b – Statistics

An introduction to basic statistics and their application in sociological research. Prerequisite: C- or higher in *Sociology 100*. *Sociology 222a/b* is not open to students who have completed or are currently registered in *Economics – Administrative Studies 220b, Geography – Environmental and Resource Science – Biology 208a, Mathematics – Statistics 150, Psychology 215 or Psychology 315*. *A. Law*

Sociology – History 223 – The other Europe

(See History) *A. Heitlinger, O. Andriewsky*

Sociology 230 – Self and society

This course examines the concept of self in sociological theory and its development in interactionist, dramaturgical and ethnographic analyses. Critical emphasis is placed on everyday contexts of identity, language and power, and historical, crosscultural and post-modern constructions of personhood. Prerequisite: C- or higher in *Sociology 100*. *F. Nutch, S. Katz*

Sociology 241 – Families and households

Sociological frameworks are applied to the analysis of different family forms, internal family processes, and the societal contexts which shape families. Topics include mate selection and couple formation, sexuality, marriage and divorce, childbirth and child development, the division of household labour, family stress and family violence. Prerequisite: C- or higher in *Sociology 100*. *D. Clarke*

Sociology – Canadian Studies – Women's Studies 286 – Immigrant women in Canada

(See Women's Studies) *S. Arat-Koc*

Sociology – Canadian Studies – History 300 – Canada: communities and identities

(See Canadian Studies)

***Sociology – Politics 305 – Politics and society in Quebec* (See Political Studies)**

Sociology – Administration 333a – Social organization and bureaucracy

An overview of different approaches to the analysis of complex organization including classical theories of bureaucracy, the managerial tradition and perspectives drawn from contemporary sociology. Selected case studies are examined with special emphasis on the analysis of the modern enterprise. Prerequisite: A full credit second year sociology course or a cross-listed equivalent, or *Administration 250. A. Law*

Sociology 334b – Sociology of work

The nature and meaning of paid work in North America in the last half of the 20th century. 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: A full credit second year sociology course or a cross-listed equivalent, or *Administration 250. C. Huxley*

Sociology – Canadian Studies 341a/b – 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: *Sociology 210 or 220, or Canadian Studies 200 or 300.* (Not open to students with credit in the former *Sociology-Canadian Studies 340.*) *J. Conley*

Sociology – Women's Studies 343a – Sociology of gender

This course will focus on gender as both an analytical construct in sociological theory and research, and as a key aspect of social organization. Issues to be examined include the social construction of masculinity and femininity, theories of gender acquisition and the social reproduction of gender inequalities. Prerequisite: A full credit second year sociology course or a cross-listed equivalent. (Not open to students with credit in the former *Sociology-Women's Studies 342.*) *S. Arat-Koc*

Sociology – Women's Studies 344a – Social construction of sexuality

This course will explore sexuality, in its many dimensions, as a complex issue in sociological analysis. Focusing on the manner in which sexuality itself is constructed in and through the social, we will discuss theoretical treatments of the body, gender and sexuality, examine the construction of 'normal' and 'deviant' sexualities, and explore forms of sexual regulation and resistance. Prerequisite: A full credit 200-level sociology course or a cross-listed equivalent. *B. Marshall*

Sociology 345 – Culture and society

As a critical examination of culture in contemporary society, this course focuses on the connections between cultural practices and the social formation, with emphasis on the contexts of both cultural production and consumption as they are mediated by relations of capital and technology. Topics include ideology, consumerism, advertising, cultural nationalism and policy, science, technological determinism and the commodification of nature. Prerequisite: A full-credit 200-level sociology course. *D. Parnis*

Sociology 347 – Religion and society

This course investigates sociological reflections upon the functions of religions in various societies, the social organisation of rituals and religious practices and the phenomenology of religious experiences. Studies will be drawn from a few of the major world religions. Prerequisite: A full-credit 200-level sociology course. *P. Bandyopadhyay*

Sociology 363 – Sociology of health and illness

An analysis of health care systems. Topics include definitions of health and illness, medical technology and health professions, health care politics and policy, and class and gender relations in health care delivery systems. Prerequisite: A full-credit 200-level sociology course. *A. Heitlinger*

Sociology 364b – Deviance and social control

This course examines major sociological theories and debates about deviant behaviour, including the social construction of normality and deviance and their institutionalization, and informal modes of social control. Prerequisite: A full-credit 200-level sociology course. (Not open to students with credit in the former *Sociology 361.*)

Sociology 365b – Crime and regulation

This course examines those forms of deviant behaviour which are defined as criminal in terms of meaning, variety and distribution, as well as formal modes of their regulation, including policing and the criminal justice system. Prerequisite: A full-credit 200-level sociology course. (Not open to students with credit in the former *Sociology 361*)

Sociology 366 – Analysis of social policy

An examination of the expanding role of state and government institutions in shaping socio-economic conditions and social welfare. Policy formulation and implementation will be assessed with emphasis on such sectors as education, health, housing and welfare. Prerequisite: A full-credit 200-level sociology course.

Sociology 382a/b – 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: *Sociology 210 or 220* or at least one 200-level *Political Studies* course. *J. Conley*

Sociology – Canadian Studies 388a – Selected topics in Canadian social structure: Canada compared

An examination of aspects of Canadian society in comparison with the United States and other societies. Possible topics include: class formation, regionalism, ethnicity, welfare state. Prerequisite: *Sociology 220* or *Canadian Studies 200 or 300*. *J. Conley*

Sociology 396a – Special Topic. Ethnicity and social identity

This course investigates the relation between 'modernity', ethnic identities, and the formation of states and ideologies in European and Asian contexts. The current processes of economic and mass-media 'globalisation' and their impact on ethnic, linguistic and religious bases of communities and states will be explored in a cross-cultural context. Prerequisite: A full-credit 200-level sociology course. *P. Bandyopadhyay*

Sociology 402 – Honours thesis

A specific scholarly project on a well-defined topic, for which double credit will be given, to be worked out in consultation with the student's Honours supervisor. Prerequisite: 75 % (B) average in sociology courses. Regular meetings with students writing Honours thesis.

Sociology 403a – Key concepts in contemporary sociological analysis

This year, the course will focus on 'society' and 'the social' as they have been conceptualized in a range of theoretical traditions. Topics include the individual-society relationship, social change, theories of the public sphere and citizenship, and postmodern decentrings of the social. Prerequisite: *Sociology 210* or permission of the instructor. (Not open to students with credit in the former *Sociology 400*.)

Sociology 404b – Contemporary sociological theory II: Theory, knowledge and method

This course will explore some of the fundamental questions related to the sociology of knowledge and philosophy of social science, including debates about foundations, positivism, objectivity, ideology, standpoint theories, and the interface of theory, methodology and political interests. Prerequisite: *Sociology 210* or the permission of the instructor. *Sociology 403a* is recommended. (Not open to students with credit in the former *Sociology 400*).

Sociology – Cultural Studies 441a/b – The sociology of culture and knowledge

The course reviews Michel Foucault's theories of power, subjectivity and governmentality and their importance to critiques of neoliberal politics, risk management, informational technologies, expertise, consumer modes of selfhood and lifestyle, and market rationalities. Prerequisite: *Sociology 210*, or *Cultural Studies 250* (Excludes *Sociology-Cultural Studies 440*). *S. Katz*

Sociology 442a/b – Aging and the lifecourse

The course explores the field of social gerontology, population aging, retirement and lifestyle, intergenerational relations, caregiving and social support, and critical approaches to aging and ageism in the humanities, feminism, post-modernism, and cross-cultural studies. Prerequisite: *Sociology 220*, and one of *Sociology 221a, 222b, 230 or 363*. *S. Katz*

Sociology – Canadian Studies 445 – The media and communications in Canada

(See Canadian Studies) *D. Clarke*

Sociology – Women's Studies 461a – Gender, regulation and resistance

An advanced critical examination of the ways in which 'gender' is produced, regulated and contested in contemporary societies. Topics will include debates about equality, difference and 'biopolitics', cultural and political representations of gender, and both formal and informal modes of resistance. Prerequisite: *Sociology-Women's Studies 343a/b* or *Sociology-Women's Studies 344a/b*. *B. Marshall*

Sociology – Women's Studies 462b – Advanced 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: At least two of *Sociology 210, 220, 230, and 221a/b, and 222a/b* or equivalent.

Sociology – Comparative Development Studies 470a – Social movements-religion in development (See Comparative Development Studies)

Sociology 480 – Comparative social analysis

Travel as a method of comparative analysis. Topics include ethnocentrism, orientalism, the 'politics' of location in the production and reception of knowledge, the use of travellers' reports in historical and comparative research, year abroad programs, and critical reflections on personal experiences of travel. Prerequisite: *Sociology 210*, or permission of the instructor. *A. Heitlinger*

Sociology 496a – Special topics in sociological investigation

This year: The sociology of food. An examination of the sociology of food from a social worlds perspective. Topics include: food as a social construct, dietary practices and the social organization of food, the production, distribution and consumption of food, cooks and kitchens, food as medicine, and eating out. The course will include one or two local field trips. Expenses for each trip will be the student's responsibility. Prerequisite: *Sociology 230* or permission of the instructor. *F. Nutch*

Sociology 497b – Special topics in sociological investigation

This year: 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: A full credit third year Sociology course or permission of the instructor. *A. Law*

Reading Courses

Both full- and half-year reading courses are available as *Sociology 390, 391a, 392b, 393c, 490, 491a, 492b, 493c*. Registration in reading courses is contingent on instructor's permission and departmental approval in advance of course registration.

Special Topics Courses

Both full- and half-year special topic courses are available as *Sociology 395, 396a, 397b*.

SPANISH

See Modern Languages

SPECIAL EMPHASIS PROGRAM

The Special Emphasis option exists in both the Honours and General programs in order to accommodate students whose academic needs cannot be met by majors in any of the existing disciplines. While the Special Emphasis Program allows considerable scope for students to define their own program, each student must provide an unifying rationale or theme by which the choice of courses may be justified. Examples of such unifying themes have been studies in religion and medieval studies.

An application will not normally be approved if it seems to be simply a major or joint-major without one or two of the courses required by the departments or programs concerned. Nor will an application be approved which is simply a collection of courses without a unifying theme.

Students wishing to pursue a Special Emphasis Program should consult the senior tutor of their college early in their program. The senior tutor will advise the student through the process of developing a proposal, ensuring that the program will meet the University's degree requirements, and obtaining approval from the academic departments concerned. Special Emphasis programs are then approved and monitored by the Committee on Undergraduate Standings and Petitions. Application to this committee is made through the senior tutor. Once a program is approved, changes in course selection can be made only through petition to the committee.

Students should submit applications for the Special Emphasis Program on completion of the first quarter for both Honours and General programs. The student's proposal should outline the unifying rationale of the program and identify the remaining courses required for the degree in question. In exceptional cases only will the committee consider applications for the Special Emphasis Honours Program from students who have completed 10 courses. In such instances, the second-year courses already completed must be consistent with the rationale behind the program.

Students should note that after enrolment in the program only two D grades among the 10 final courses may be counted for credit for both the Honours and General degree. No more than three D grades may be counted for credit overall.

Students considering an Honours Special Emphasis Program must prepare a statement of the work which they intend to carry out upon entry to the program at the end of the first quarter of study. At least two of the final four or five courses must be at the 400-level. Following consultation with the Senior tutor, the statement should be submitted to the Committee on Undergraduate Standings and Petitions. The proposal must be approved by the chairs of all the departments and programs involved prior to its presentation to the committee. Students must also meet the University requirements for entry and continuation in an Honours program. The Committee on Undergraduate Standings and Petitions will make the recommendation to Senate for the awarding, deferring, or withholding of the Honours degree.

STATISTICS

See Mathematics for course descriptions.

Mathematics – Statistics 150 – A non-calculus-based introduction to probability and statistical methods

Mathematics – Statistics 155b – Introduction to probability

Mathematics – Statistics 355

An introduction to statistical analysis including statistical summarization, exploratory data analysis and statistical inference.

Mathematics – Statistics 451a – Sampling theory

Mathematics – Statistics 452b – Theory of inference

WOMEN'S STUDIES

Telephone: (705) 748-1436

Fax: (705) 748-1630

E-mail: womenst@trentu.ca

Web: www.trentu.ca/womenstudies

Chair of the Program

J. Sangster, B.A. (TRENT), M.A., Ph.D. (McMASTER)

Professor

C. Verduyn, B.A. (TRENT), M.A., Ph.D. (OTTAWA)

Associate Professors

S. Arat-Koc, B.A. (BOGAZICI), M.A. (WATERLOO), Ph.D. (TORONTO) (*on sabbatical Term 2*); W. Lem, M.A., Ph.D. (TORONTO)

Assistant Professors

A. Goebel, B.A. (TORONTO), M.A. (ST MARY'S), Ph.D. (ALBERTA); M. Hobbs, B.A. (TRENT), M.A., Ph.D. (TORONTO)

Associated Faculty

Canadian Studies, M. Lacombe; *Cultural Studies*, S. S. F. Young; *English Literature*, J.A. Buckman, M.C. Eddy, R.J. Dellamora; *History*, F. Harris-Stoertz, *Political Studies*, E. Stavro; *Sociology*, B.L. Marshall, G.M. Thibault, A. Heitlinger; *Native Studies*, E. Manitowabi, S.I. Williams

REQUIRED COURSES

The single-major Honours program consists of 19 courses, with a minimum of nine courses in Women's Studies and at least three 400-level Women's Studies courses. Required courses include *Women's Studies 100, 201, 300* and *400*.

The joint-major Honours program consists of 19 or 19.5 full courses, depending upon the number of courses required by the paired discipline. A minimum of seven courses in Women's Studies is required, including *Women's Studies 100*, 201*, 300, 400*, and three other core or cross-listed courses.

The joint-major General program consists of a minimum of five Women's Studies courses, including *Women's Studies 100*, 201*, 300*, and two other cross-listed courses.

* for students entering the program in 1993-94 or later. Students who began the program before 1993-94 require *WS 200*.

Notes and provisos

- The Women's Studies Program provides an opportunity for students to pursue a joint-major General or Honours degree by combining Women's Studies required and cross-listed courses with courses in another discipline. In the Honours year, a single-major Women's Studies degree is also an option.
- Some Women's Studies cross-listed courses have prerequisites not listed here.
- Students may include no more than one reading course in the minimum five Women's Studies courses required for the General joint-major, and no more than two in the minimum seven Women's Studies courses required for the Honours joint-major, or the nine required for the single-major Honours.

Please consult the academic timetable to determine which of the courses listed will be offered in 1999-2000.

Women's Studies 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. Lecture, seminar weekly. (Excludes *Women's Studies 200*.) A. Goebel, M. Hobbs

Women's Studies 201 – Introduction to feminist analysis

This course provides an introduction to feminist research methods and the debates surrounding them. It includes an overview of feminist critiques of some traditional academic disciplines, their theoretical underpinnings and methods of doing feminist research. Prerequisite: *Women's Studies 100*. A. Goebel

Women's Studies – Philosophy 231 – Feminist philosophy (See Philosophy)

Women's Studies – Classical Civilization 231a – Women in the Greek world,

c. 700-300 B.C (See Ancient History and Classics)

Women's Studies – Classical Civilization 232b – Women in the Roman world, 100 B.C. – A.D. 300 (See Ancient History and Classics)

Women's Studies – Canadian Studies – English 266 – Canadian women's writing (See Canadian Studies)

Women's Studies – Canadian Studies 275 – Women in Canada (See Canadian Studies)

Women's Studies – History 276 – Women in Britain and Europe (See History)

Women's Studies – Canadian Studies – Sociology 286 – Immigrant women in Canada: Gender, "Race," Class, Ethnicity and the State *Not offered this year*

Women's Studies 300 – Feminist critical thought

An examination of the development of feminist theory through classic texts and the debates those texts have inspired. The course focuses on key debates in Marxism and socialist feminism, literary theory, psychoanalysis, and feminist epistemology. Lecture, seminar weekly. Prerequisite: *Women's Studies 100* and *201*, or permission of instructor. S. Arat-Koc

Women's Studies – Psychology 304a/b – The psychology of gender (See Psychology)

Women's Studies – English 310 – Gender and literature (See English)

Women's Studies – Canadian Studies – History 316 – Women in North America (See History)

Women's Studies – Canadian Studies – Geography 322a – Gender, society and space (See Geography)

Women's Studies – Comparative Development 325 – 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. Prerequisites: *WS100* or *CD100* or permission of the instructor. W. Lem

Women's Studies – Politics 336 – The body politic/The body in politics (See Political Studies)

Women's Studies – Sociology 343a – Sociology of gender (See Sociology)

Women's Studies – Sociology 344a – Social construction of sexuality (See Sociology)

Women's Studies – Native Studies 350 – First Nations women (See Native Studies)

Women's Studies – German 351b – Women and socialism: the East German context (See German)

Women's Studies – Anthropology 369a – Gender in prehistory (See Anthropology)

Women's Studies – Cultural Studies 381 – World Cinema. 1999-2000: Chinese Cinemas (See Cultural Studies)

Women's Studies 390, 391a, 392b, 393c – Reading course

Designed to pursue special research interests in women's studies largely through independent study. Details to be arranged in consultation with Women's Studies staff and proposal to be submitted to program for approval.

Women's Studies 395 – Special Topics: consult program office

Women's Studies – Canadian Studies – Politics 395 – Women, law and politics (See Political Studies)

Women's Studies – Sociology – Canadian Studies 396a – Special topic: Immigrant women and the state in Canada

With a special focus on immigrant women, this course aims to bring insights on the forces and discourses that shape immigration and settlement policies in Canada; and how those policies help constitute gender, racial/ethnic and class inequalities.

Prerequisite: *WS100*, *SO100* or permission of the instructor. Excludes *WS-SO-CA 286*, *WS-SO-CA 3951*, *WS-SO-CA 3952*. S. Arat-Koc

Women's Studies – Canadian Studies 397b (formerly 4951) –

Special topic: Women, health and environment

This course provides an interdisciplinary exploration of the gender, race, class and sexuality dimensions of environmental issues and environmental movements. The main focus is on women's role as activists connecting health and ecology in their own communities, primarily in Canada and the U.S., but with attention paid to the links between the North and the South. M. Hobbs

Women's Studies 400 – Feminist praxis

Analysis of the issues, struggles, debates, conflicts, and forms of organization which have shaped the first and second waves of feminism in North America and feminist movements in the third world today. The course will focus on the articulation of the feminist project with class and racial/national projects. Prerequisite: *Women's Studies 100, 201, and 300. M. Hobbs*

Women's Studies 401 – Honours thesis

Single credit. Consult program office for information and procedure. Students wishing to take a double credit thesis with one credit applied to WS and the second to their other major should see the Women's Studies Program Chair.

Women's Studies – Anthropology 422 – Women: an anthropological perspective

(See Anthropology)

Women's Studies – Political Studies 430 – Feminists theorize the political

(See Political Studies)

Women's Studies – Sociology 461a – Gender, regulation and resistance (See Sociology)**Women's Studies – Canadian Studies – English 466 – Canadian literary pluralities**

(See Canadian Studies)

Women's Studies – Cultural Studies 480 (formerly WS-CU4955) – Feminist film theory

(See Cultural Studies)

Women's Studies 490 – Women and gender in Sub-Saharan Africa

An interdisciplinary study of selected topics such as culture, ethnicity, health, sexuality, religion, economics, politics, agriculture and natural resources relevant to the study of women and gender in Sub-Saharan Africa. Prerequisites: One of *CD100, AN100, AN200, WS100, HI240, AN301* or permission of the instructor. *A. Goebel*

Women's Studies – History 4905 – Reading course

Women and culture in the Middle Ages. (See History)

Women's Studies 490, 491a, 492b, 493c – Reading course

Consult program office for registration and procedure.

Women's Studies 495, 496a, 497b, 498c Special topics Consult program office.**Women's Studies – English 4956 – Special topics: Writing the body** (See English)

JOINT PROGRAMS WITH SIR SANDFORD FLEMING COLLEGE

The University has entered into several agreements with Sir Sandford Fleming College for the provision of joint degree and non-degree programs. The Trent-Fleming joint programs extend educational opportunities by combining theory and practice in a number of professional and career fields.

Currently, degree programs are available in Geographical Information Systems, Museum Studies, and Nursing. Non-degree certificate programs are available in Police Administration and in Child and Family Studies.

Geographical Information Systems Program

The Geographical Information Systems (GIS) program leads to an Honours Bachelor of Science or Bachelor of Arts degree from Trent University in Geography or in Environmental Resource Science/Studies.

Students completing the program will receive an Advanced GIS Applications Specialist Certificate from Sir Sandford Fleming College's School of Natural Resources. The certificate will be noted on the Trent transcript as an "Emphasis in Geographical Information Systems."

Students who have completed a minimum of 10 university credits, with suitable standing towards a Trent Honours degree, are eligible for the program.

Completion of the two-semester Fleming certificate normally constitutes the third quarter of the Honours program. Five upper-year science courses will be transferred to the student's Trent transcript upon completion of the GIS certificate with a minimum average of 70%.

Students interested in the program must consult with the appropriate chair(s) at Trent. Admission to the program is limited and on a competitive basis. Selection will be based on the program of courses completed and on cumulative averages to date, including second-quarter mid-year marks.

Geography-Environmental and Resource Science 209a/b and *Computer Studies 101a* and *102b* are prerequisites for admission to the program. Applicants should have completed at least three courses in their major, including the 100-level introductory course. In the case of Geography majors, completion of *Geography-Environmental and Resource Science-Biology 208a/b* and one of *Geography 211a/b* or *Geography-Environmental and Resource Studies 251a/b* would also be expected. Any other experience in computer programming, particularly in terms of algorithm design with C++ programming language, would be an asset. Students are urged to acquire as much computer programming experience as possible beyond the required courses described above, in order to equip themselves for the Technical Issues component of the Fleming College year.

Applications must be submitted to the chair(s) consulted at Trent by March 1 of the second quarter.

Students admitted to the program will be notified prior to the deadline for Trent's Early Registration. Admission is subject to review of final grades in the second quarter. *N.B.* Students admitted to the program are also required to apply to the Ontario College Application Service in Guelph and include the appropriate fee. Applications are available from the chair consulted.

Students admitted to the program will register as full-time Fleming students during the third quarter of their degree and pay regular community college fees. (Consult the Fleming Calendar for details on fees.) Classes will be held at the Lindsay campus of the School of Natural Resources. Students in the program will have access to the facilities and faculty at Trent. Those who wish to retain their Trent college affiliation and/or athletic membership, must pay the appropriate fee. (Consult the Trent Calendar for details on fees.)

Students enrolled in the Fleming program will be given the opportunity to participate in Trent's Early Registration for the fourth quarter of their degree.

For further details and an application form, contact the chairs of the Department of Geography or the Environmental and Resources Studies Program.

Museum Management and Curatorship/ Special Emphasis Degree

The Trent-Fleming Museum Studies program leads to a Trent Honours degree in any discipline with an emphasis in Museum Studies. Students completing the program will receive an advanced certificate in Museum Management and Curatorship from Fleming College. The certificate will be noted on the Trent transcript as an emphasis in Museum Studies.

Students who have completed a minimum of 10 university credits, with suitable standing towards a Trent Honours degree, are eligible for Fleming's Museum Management and Curatorship certificate program.

Students completing the three-semester Fleming certificate with a minimum average of 70% will receive up to four upper-year elective course equivalents towards a Trent Honours degree. The maximum number of transfer courses, including those from the Fleming certificate, cannot exceed half of the degree requirements.

Students interested in the program must consult with the Chair of the Museum Studies Committee at Trent. Admission to the program is on a competitive basis.

Applications by letter must be submitted to the Chair of the Museum Studies Committee at Trent by March 15 for the Fall term.

Students are also required to apply to the Ontario College Applications Service in Guelph and pay a \$30 fee.

Final decisions will be made by the end of May. In order to keep options open, students should proceed through early registration as if they will not be taking Museum Studies.

Students admitted to the program will register as full-time Fleming students for three semesters and pay regular community college fees. (Consult the Fleming Calendar for details on fees.) Students in the program shall have access to the library and faculty at Trent. Those who wish to retain their Trent college affiliation, which includes a bus pass and athletic privileges, must pay the appropriate fee. Students admitted to the program will be asked to participate in Trent's Early Registration in the fourth quarter of their degree.

Further details are available from Trent's Registrar's Office, the department of the planned major, or members of Trent's Museum Studies Committee: Professors Julia Harrison, Chair (CC), Stephen Bocking (ES), Alan Brunger (ES), Louise Garrow (OC), Dale Standen (OC); Jackie Tinson (JBC).

Nursing Diploma with a Special Emphasis Degree

This is a four-year program, offered by Trent University and Sir Sandford Fleming College. Successful students will receive a Special Emphasis General Degree from Trent and a nursing Diploma from Fleming.

This is a full-time program at Fleming, plus part-time studies at Trent offered on a concurrent basis. Nine Trent courses are required for the successful completion of the Nursing Diploma/Degree program plus the equivalent of six courses at Fleming.

Students accepted into the program must meet the admission requirements of both institutions: Trent requires six OAC credits (see Admissions); Fleming requires two science credits (Human Biology preferred) at grade 11 or 12 level.

Those admitted to the program will be part-time students at Trent for four years and will pay off-campus part-time fees for each course taken; e.g., one course in the first year, two in the second, three in the third and fourth years. (Consult the Trent Calendar for details on fees and courses required.) Students will also pay proportional fees to Fleming, based on the number of courses taken each term. (Consult the Fleming Calendar for details on fees and courses required.)

Students will be granted all the rights of part-time students at Trent, although they will need to pay extra fees for a bus pass. Purchase of a bus pass will also allow students in the program to park free of charge in the North Lot on the Symons Campus of Trent.

Information about the program and admission procedures is available from:

The Admissions Office
Sir Sandford Fleming College
Brealey Drive
Peterborough, Ontario K9J 7B1
Telephone: (705) 749-5530

Students must also apply through the Ontario College Application Service in Guelph. A \$25 fee is required. Applications are available at any community college. The deadline for applications is March 1.

After consultation with Trent, Fleming mails acceptance letters by May 15.

Those admitted to the program will receive a letter from the program coordinator, a schedule of fees required and services provided by each institution, and OSAP information. Please do not hesitate to call Fleming if you have any questions.

TRENT UNIVERSITY REQUIRED COURSES

Students should complete three full course equivalents from each of the first, second, and third year level course selections listed below for a total of nine full courses.

Students should be aware that upper year courses normally require pre-requisites which are listed in the Calendar under course descriptions. This means that selections made in the first year will determine what courses are taken in subsequent years.

First Year Courses

Administration 105 – Introduction to managerial communications
Environmental and Resource Science 100 – Scientific bases of environmental problems
Native Studies 100 – Introduction to Native studies
Native Studies 150a and 151b – Introduction to Aboriginal community development
Psychology 101 – Introduction to psychology
Sociology 100 – Introduction to social analysis
Women's Studies 100 – Introduction to women's studies

Second Year Courses

Native Studies 200 – Politics and Aboriginal communities
Native Studies 211 – Aboriginal identity development
Native Studies 220 – Iroquois culture and traditions

Philosophy 230 – Moral issues
Psychology 222a/b – Physiological psychology
Psychology 240a/b – Introductory abnormal psychology
Psychology 281a/b – Child development
Sociology 230 – Self and society
Sociology 241 – Families and households

Third Year Courses

Anthropology 348 – Medical anthropology
Economics 384a/b – Health economics
Native Studies 310 – Culture and community
Psychology 341a/b – Advanced abnormal psychology
Psychology 353 – Health psychology
Psychology 376a/b – Neuropsychology
Psychology 381a/b – Development of adolescents
Psychology 383a/b – Development of individuals with exceptionalities
Sociology 343a – Sociology of gender
Sociology 344b – Selected issues in gender and sexuality
Sociology 363 – Sociology of health and illness

Students may count for credit no more than four university courses taken at another institution.

Students who are in mid-program should consult with the Senior Tutor of Julian Blackburn College about course selection.

SIR SANDFORD FLEMING COLLEGE REQUIRED COURSES

Year 1

Fall Term:

<i>Health Theory 1330085</i>	<i>Clinical I 1110429</i>
<i>Biology 1380142</i>	<i>Intro to the Community 1060106</i>
<i>Math for Health Sciences 1300199</i>	

Winter Term:

<i>Nursing IIA Defence Mech. 1330097</i>	<i>Nursing IIB Stressors 1330098</i>
<i>Biology II 1380143</i>	<i>Clinical II 1110431</i>
<i>Clinical II 1110430</i>	<i>Human Growth and Development 1390002</i>

Year 2

Fall Term:

<i>Nursing III 1330082</i>	<i>Clinical III 1110433</i>
<i>Clinical III 1110432</i>	

Winter Term:

<i>Nursing IV 1330052</i>	<i>Clinical IV 1110435</i>
<i>Clinical IV 1110434</i>	<i>The Volunteer in the Community 1110520</i>

Year 3

Fall Term:

Nursing V 1330053
Clinical V 1110436
Clinical V 1110437

Winter Term:

<i>Nursing and Publishing 1050210</i>	
<i>Clinical VI 1110441</i>	<i>Clinical VI 1110442</i>

Year 4

Fall Term:

Nursing Models in Theory and Practice 1330069
Clinical VII 1110443
Organizational and Professional Aspects of Nursing 1330054

Winter Term:

Management Strategies (Entrepreneurial Approach) 1260036
Models and Theories in Clinical Practice VIII 1110524

CERTIFICATE PROGRAMS

Certificate in Police Administration

The Certificate in Police Administration is a joint program offered by Trent University and Sir Sandford Fleming College primarily for persons working in the field of law enforcement, including those who already possess a college diploma or university degree. The certificate is offered through part-time studies.

A student must complete five semester-courses from Fleming and 2.5 full courses from Trent. (A half year course from Trent equals a semester course from Fleming. A full year course from Trent equals two semester courses from Fleming.) *The required and elective courses in the program are listed in a Fleming-Trent brochure available at both institutions.*

Admission to the individual courses at Fleming or Trent will be based on the published admission requirements in each institution's Calendar. Application is by letter to the Registrar of either Trent University or Sir Sandford Fleming college. Applicants must consult the academic counsellor at Julian Blackburn College and the Counsellor with the School of Technology and Law at Fleming.

Each institution has its own course fee schedules. Each institution has its own academic regulations. Consult the Calendars for details.

Students may take courses concurrently at Fleming and Trent toward their certificate. They will be deemed to be students at both institutions. All services normally available to part-time students at either institution will be extended to those taking such courses. Students who can provide evidence that they have completed curriculum equivalent to that covered in a course (or courses), may have a maximum of one Trent course or two Fleming courses counted toward their certificate. The registrars of Trent and Fleming will determine what constitutes an equivalent course. See the Calendars of Trent and Fleming for details on credit transfer.

Child and Family Studies Post-Diploma Certificate

The Child and Family Studies Post-Diploma Certificate is a joint program offered by Trent University and Sir Sandford Fleming College for those in the child care field who already possess a college diploma or a university degree. The certificate is offered through part-time studies.

Students must complete six semester-courses from Fleming and three full courses from Trent. (A half year course from Trent equals a semester course from Fleming. A full year course from Trent equals two semester courses from Fleming.)

There are four units in the program – Child & Family, Resource Teacher, Child Care Administration, and a Special Emphasis – made up of different combinations of courses. *The required and elective courses in the program are listed in a Fleming-Trent brochure available at both institutions.* Students interested in the program or a Special Emphasis program – suited to particular career development needs – must consult the Academic Counsellor at Trent's Julian Blackburn College, or the Department Administrator for the Community Services Department at Fleming to discuss and plan their course selections. Admission is by letter to the Registrar of either Trent University or Sir Sandford Fleming College

Admission to the individual courses at Fleming or Trent will be based on the published admission requirements of each institution. See Calendars of Fleming and Trent for details.

Each institution has its own course fee schedules. Each institution has its own academic regulations. Consult the Calendars for details.

Students may take courses concurrently at Fleming and Trent toward their certificates. They will be deemed to be students at both institutions. All services normally available to part-time students at either institution will be extended to those taking such courses. Students who can provide evidence that they have completed curriculum equivalent to that covered in a course (or courses), may have a maximum of one Trent course or two Fleming courses counted toward their certificate. The registrar's of Trent and Fleming will determine what constitutes an equivalent course. See the Calendars of Trent and Fleming for details on credit transfer.

GRADUATE STUDIES CALENDAR

Office of Research and Graduate Studies

2151 East Bank Drive, Trent University, Peterborough, Ontario K9J 7B8

Telephone: (705) 748-1245

E-mail: graduate@trentu.ca

Fax: (705) 748-1587

Web: www.trentu.ca/graduate

Dean of Research and Graduate Studies:

P.F. Healy (705) 748-1478

Graduate Studies Officer:

To be named (705) 748-1346

Location: Suite 101, Otonabee College

Administration:

The Office of Research and Graduate Studies is responsible for the administration of graduate degree programs offered at Trent University and the coordination and promotion of research and scholarship within the University.

The office is administered by the Dean of Research and Graduate Studies and the Graduate Studies Officer and University Research Officer in cooperation with University committees for specific areas.

The Committee on Graduate Studies consists of members of faculty and graduate students from various disciplines, and this body makes executive decisions regarding graduate admissions and the application of general regulations, standards and procedures.

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Graduate Diary

(See *Diary of Significant Dates* for overall Calendar and listing of observed holidays)

SPRING TERM 1999

May	3	Monday	Registration for Spring term
June	4	Friday	Spring Convocation

FALL TERM 1999

September	7	Tuesday	Registration for Fall term
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WINTER TERM 2000

January	10	Monday	Registration for Winter term
April	21	Friday	Last date for oral examinations for Spring Convocation
April	28	Friday	Last date for submission of theses to Office of Research and Graduate Studies for Spring Convocation
May	1	Monday	Registration for Spring term Last date for recommendations for degrees for Spring Convocation
June	2	Friday	Spring Convocation

Graduate degree program table

ANTH	Anthropology M.A.
AMOD	Applications of Modelling in the Natural and Social Sciences M.A./M.Sc.
CHDS	Canadian Heritage and Development Studies M.A.
METH	Methodologies for the Study of Western History and Culture M.A.
NAST	Native Studies Ph.D.
WEGP	Watershed Ecosystems M.Sc./Ph.D.
Trent/Queen's – various Master's and Ph.D. levels	

Trent Undergraduate programs ... leading to ... Trent Graduate Degree programs

Administrative Studies	.CHDS
Ancient History & Classics	.Trent/Queen's
Anthropology	.ANTH
Biochemistry	.AMOD
Biology	.AMOD, WEGP, Trent/Queen's
Canadian Studies	.CHDS
Chemical Physics	.AMOD, WEGP, Trent/Queen's
Chemistry	.AMOD, WEGP, Trent/Queen's
Comparative Development Studies	.CHDS
Computer Studies	.AMOD, Trent/Queen's
Cultural Studies	.CHDS, METH
Economics	.AMOD, CHDS
English Literature	.CHDS, METH
Environmental & Resource Studies	.AMOD, CHDS, WEGP, Trent/Queen's
Geography	.AMOD, CHDS, WEGP, Trent/Queen's
History	.CHDS, METH
International Studies	.CHDS
Mathematics	.AMOD
Modern Languages and Literatures	.CHDS, METH
French	
Native Studies	.CHDS; NAST
Philosophy	.METH
Physics	.AMOD, WEGP, Trent/Queens
Political Studies	.CHDS
Psychology	.AMOD
Sociology	.CHDS
Women's Studies	.CHDS

Graduate Academic Information

Programs of study

Programs of graduate study are introduced at Trent on a selective basis. Each program has been approved by the Appraisals Committee of the Ontario Council on Graduate Studies to ensure that it meets the high standards required for graduate studies in Ontario universities.

The Master of Arts degree is offered in Anthropology, Canadian Heritage and Development Studies, and Methodologies for the Study of Western History and Culture; the Master of Science and Doctor of Philosophy in Watershed Ecosystems; and the Master of Arts/Science in Applications of Modelling in the Natural and Social Sciences. Trent's new Ph.D. program in Native Studies will enrol its first students in the Fall of 1999.

The Anthropology program stresses archaeology and cultural anthropology. The program in Canadian Heritage and Development Studies involves study in one of three interdisciplinary areas: Native studies; environmental and heritage studies; region and place within Canadian society. The focus of the Methodologies for the Study of Western History and Culture Program is upon the foundations and structures of modern knowledge in its historical and cultural contexts.

Graduates in Biology, Geography, or Environmental Science may enrol in Trent's Watershed Ecosystems Program. Emphasis is placed on interaction between various biological and geographical aspects of water and catchment areas as elements in the environment.

The Applications of Modelling in the Natural and Social Sciences Program is oriented towards quantitative models, utilizing computational, mathematical or statistical techniques and is discipline-based but is not a program in applied mathematics.

The Native Studies Ph.D. program is the first 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.

In addition to degree programs at Trent, an agreement with Queen's University at 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.

Complete information on each program offered under the auspices of the Office of Research and Graduate Studies is presented in the Graduate Programs of Study section of this Calendar. Prospective applicants should note particularly the admission requirements, the fields in which advanced study and research may be undertaken, and the program requirements, in addition to the regulations of the Graduate Studies Committee which are outlined in this Calendar.

Application

Initial enquiries concerning graduate study at Trent University may be made to the graduate programs. However, applications for admission to graduate studies must be made on the prescribed form and submitted to:

Office of Research and Graduate Studies
Trent University
2151 East Bank Drive
Peterborough, Ontario, Canada K9J 7B8

The deadline for receipt of applications for Fall admission to graduate study is February 1st. In any case, students are urged to apply at an early date. Late applications from students who meet our minimum admission standards will be considered in the order received when vacancies remain in the chosen program.

Candidates must arrange to have submitted to the Office of Research and Graduate Studies by the appropriate officials of the university or universities they have attended, official transcripts showing the subjects studied and the standing received in all undergraduate and any graduate work so far undertaken. Normally, applications should be supported by letters of recommendation from at least two faculty members who are familiar with the work of the candidate. Letters of recommendation must be mailed directly by faculty members.

Applicants must list courses currently being taken and must arrange to have the final standings in them forwarded as soon as the results become available.

Web Application

Application and reference forms can be downloaded from www.trentu.ca/graduate/pdfpkg.html and submitted via regular mail service.

Self-Managed Application

Students may, if they wish, gather documents required for their applications and submit them with the application form. In order to be considered official, transcripts must be received in envelopes sealed by the issuing institution. Assessments and transcripts will be verified. Official TOEFL and GRE scores must be sent to Trent University by ETS.

Submission of Documents

The application fee (\$45 in 1999-2000) 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 in Canadian funds drawn on a Canadian bank.

Admission

At least an upper second-class standing (B + /77 percent) in the final year at the Honours level in the department or interdisciplinary areas of the program in which the graduate degree is being sought at Trent, or its equivalent, will be required for approval of the admission of candidates for the Master's degree. Candidates who do not meet this requirement should consult the graduate program director for guidance in developing a program which would make them eligible for consideration for admission to a graduate program. They will not become candidates for the Master's degree until their academic standing has been brought up to the Honours level.

Applicants to the Ph.D. program in Natural Studies and Watershed Ecosystems should normally have an M.A./M.Sc. degree.

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 Research and Graduate Studies whereupon the completed applications will be considered by the Graduate Studies Committee. The Office of Research and Graduate Studies and/or the Graduate Program Director 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. If they are unable to commence studies in the term agreed upon, the programs reserve the right to reconsider their acceptance.

Transfer of credit

Graduate courses completed at another institution may be accepted in partial fulfillment of Trent's degree requirements. Credit for such work will be determined by the Graduate Studies Committee on the recommendation of the program concerned.

Qualifying Year

Applicants whose background is not sufficient for direct entry into a graduate program may be advised to undertake a make-up or Qualifying Year. Successful completion of a Qualifying Year recommended by the program concerned will permit the student to compete for admission on an equal basis with other applicants. Subsequent admission to a graduate program is not, however, guaranteed.

Language proficiency

The Graduate Studies Committee requires proof of proficiency in the English language for candidates whose mother tongue is not English, by means of one of the following:

- a) Test of English as a Second Language – TOEFL – Acceptable score (Educational Testing Service, Princeton, New Jersey 08540, U.S.A.);
 - b) Carleton Academic English Language Assessment – CAELA – alternate test only for applicants who do not have access to TOEFL (Carleton University, Ottawa, Ontario, Canada K1S 5B6);
 - c) Where the language of instruction in the undergraduate program has been English, the Graduate Studies Committee is prepared to consider evidence of proficiency in the use of the English language other than that provided by the tests referred to above.
- Applicants are expected to make their own arrangements for taking language tests 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.

Master's/Doctoral Degree Regulations

Registration

Students whose applications for admission to graduate study have been approved for full- (or part-) time study should present themselves for registration on the dates recorded in the Calendar. Graduate students, full- or part-time, proceeding to a degree must maintain continuous registration, either active or inactive, in each successive term from the time of initial admission until the end of term during which the requirements for the degree are completed.

Registration consists of the completion of a registration form which requires a statement of the program of studies to be followed for the current year, the name of the student's supervisor, the names of the members of the student's supervisory committee, and the thesis topic. If it is not possible to state the thesis topic at the time of registration the field of research should be indicated. The registration form must be signed by the student's supervisor, the director of the program and the graduate studies officer.

A personal data form must be completed at registration and revised in subsequent years.

Failure to register

Graduate students who fail to register for any term and have not been given an official leave of absence will be considered to have withdrawn voluntarily from their program.

For subsequent reinstatement, the student must make application to the Office of Research and Graduate Studies 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 be either full-time, part-time or inactive.

Full-time

A full-time student is one who:

- (i) is designated by the University as a full-time graduate student
- (ii) is geographically available and visits the campus regularly
- (iii) is not regularly employed on work 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
- (iv) in the light of the foregoing identifies himself/herself as a full-time graduate student.

Note:

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 from the 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 assistantship, the 10 hours per week should represent the total time spent by the student in connection with the appointment; that is, it includes time spent on preparation work, reading set assignments, marking examinations, maintaining office hours etc.

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. 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

Students requesting “part-time” status must be:

- i) those employed on a full- or part-time basis (requiring a letter from their employer(s) to indicate a minimum 20 hour work week); or
- ii) those unable to attend on a full-time basis because of documented circumstances or responsibilities (e.g., child care, disability).

Students requesting a transfer from full- to part-time status must also provide approvals from his/her supervisor and program director because of the commitment to provide an extended period of supervision.

Requests for change of status are normally considered *prior to* and for the following academic term(s). Requests will not be approved retroactively.

Inactive/Leave of Absence

Students who have valid reasons for not registering for a term may apply for permission exempting them from registering by:

- (i) writing to the graduate studies officer stating the reasons for an exemption; and
- (ii) requesting a statement from their supervisor that they will not be on campus (involved in activities related to graduate courses or the thesis) for four months, 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 term in question. Exemptions, if granted, will be for one term only.

A leave of absence will only be granted for up to a maximum of one year, beyond which the student will be withdrawn from their program of study and required to reapply when ready to resume studies. A student returning from a leave of absence will be assessed the annual tuition fees at the time of re-entry and there will be a minimum period of registration beyond the leave amounting to one term (even if degree requirements are met prior to that date).

Requests for a leave of absence will only be considered to become effective in the following academic term except under unforeseen circumstances. Requests will not be approved retroactively.

Time limits

The maximum time allowed to complete all requirements for the Master's degree 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 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 on in the program.

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 graduate dean for approval.

College affiliation

Every student is required to have college affiliation at Trent. All graduate students (full- and part-time) will be assigned to Peter Robinson College where arrangements have been made for access to a common room and other facilities.

Full-time graduate students may request to be assigned or transferred to another of Trent's five residential colleges (in particular for purposes such as accommodation in residence or donning). Part-time graduate students may request to be assigned or transferred to Julian Blackburn College. The colleges sponsor a series of guest lectures, sports

and social activities, and have common areas for resident/non-resident students.

For further details, see *Residence* in the undergraduate section of this Calendar.

Residence accommodation

A limited number of residence spaces are reserved for first-year graduate students. The accommodation offered is in a 6-8 bedroom Grad Residence at Peter Robinson College or otherwise in predominantly undergraduate residences at Trent's other residential colleges. The time of occupancy in the Graduate Residence can be continuous, but in other residences is limited to the undergraduate academic year. Graduate room allocations are made by the Office of Research and Graduate Studies. Requests for residence accommodation must be confirmed by June 1, 1999 by completion of a college application form and payment of a residence deposit in the amount of \$300.

Supervision

A supervisory committee for each graduate student shall be named by the graduate studies committee of the program to which the candidate is admitted and shall consist of the thesis supervisor and two other members of the program, 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 term.
- (ii) to approve the thesis topic and any prescribed work.
- (iii) to recommend to the graduate studies officer appropriate action (withdrawal, further research or course work) in the light of the student's progress.
- (iv) to suggest the membership of the thesis examining committee when the final preparation of the thesis 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 should be communicated to the Office of Research and Graduate Studies before the supervisor leaves the University.

Guidelines for graduate programs, graduate students, faculty and graduate studies committees are included in the Graduate Handbook, available from the Office of Research and Graduate Studies.

Research and thesis requirements

Normally a candidate for a Master's/ Doctoral 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 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.

In exceptional cases, for a Master's degree only, the thesis may be replaced by other appropriate course work. When the degree is taken by course work, a comprehensive examination may be required.

Although a thesis may be submitted at any time, candidates should note the thesis submission deadlines for the Spring convocation in the academic Calendar. The thesis examination process normally takes 10 weeks, with a longer period depending on availability of examining committee and/or corrections required.

Courses

Normally a student will be required to complete, with at least a second class standing (B-/70 percent), no fewer than two 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.

Course changes

A course change is the addition and/or deletion of one or more individual courses by a registered graduate student. A course change is the only acceptable procedure for revising a graduate student's registration. All course changes must be approved and authorized by the program director and forwarded to the graduate studies officer.

Audit courses

Upon the recommendation of his/her supervisor, and with the permission of the graduate studies officer, a graduate student may register to attend a course without receiving a grade or credit. It should be noted in particular that no grade will be assigned, that permission must be obtained from the course instructor and that an additional fee will be charged.

Grading system for courses

The minimum passing grade for required graduate courses is second class (B-/70 percent). Effective with the 1982 Spring academic session, the letter grades and their numerical ranges are: A+ = 100-90; A = 89-85; A- = 84-80; B+ = 79-77; B = 76-73; B- = 72-70; F = 69-0.

In addition to alphabetical or numerical grades, the following symbols may also be used on grade reports. These symbols are also used on the academic transcript of students: AEG (Aegrotat Pass); DRP (Course Dropped); AUD (Audit Course); WDN (Withdrawn); INC (Incomplete).

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.

Incomplete should not be confused with aegrotat which applies only in cases where students are unable, through similar physical or emotional disability, to write or perform in final examinations.

Courses at other universities

Under certain circumstances it is permissible for a student admitted to a degree program and registered at one Ontario university to enrol in approved credit courses at another university. Credit will be granted only if written permission is received from the graduate dean and the program director prior to registration for the course work. Application forms for inter-university co-operation are available in the graduate studies office.

Language requirement

Some programs may require a reading knowledge of a language other than English. Consult the program listings for specific language requirements.

Grade Reports

Program directors must submit a grade report on each student at the end of every academic year indicating grades received in course work. A copy of the report will be mailed to the student by the graduate studies officer.

Unsatisfactory work

On the recommendation of the program, approved by the Graduate Studies Committee, a student whose work is unsatisfactory may at any time be required to withdraw from the University.

Appeals

Appeals procedures for graduate students parallel those established for undergraduates.

(See undergraduate section of Calendar.) In general, the procedures emphasize consultation and cooperation 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 first be discussed with the instructor, those concerned with course programs should be discussed with the student's supervisory committee, and problems concerned with the application of program or University regulations should be brought to the attention of the program director or the Graduate Studies Committee. Review is accomplished by the impartial body with the best knowledge of the particular problem, e.g., the program director, the Graduate Studies Committee, or, in exceptional cases, the Special Appeals Committee.

Principles governing submission and examination of theses

(Revised: Committee on Graduate Studies, 8 May 1998)

The thesis will be defended by the candidate in an oral examination before a thesis examining committee. In the examination students will be required to give evidence that they have a thorough knowledge of the field in which they have been working.

1. Submission of thesis for examination

- 1.1 Supervisory committee members shall review a complete typed version of the thesis and send a signed form to the program director verifying that the thesis should proceed to examination.
- 1.2 Depending on program requirements at least three-five copies of the thesis shall be deposited with the program director not less than 10 weeks before the convocation at which the candidate expects to receive the degree.

2. Examining committee

- 2.1 After the supervisory committee has confirmed that the thesis can 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 graduate dean, and the date, place and time of the defence determined.
- 2.2 The Examining Committee consists of a chair plus three-five members, of whom at least one must be from outside the university.
- 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 examination

- 3.1 Copies of the thesis shall be distributed amongst the Examining Committee by the 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 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 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 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 The defence shall be scheduled within a period of no fewer than three, and no more than six weeks from the submission of the thesis.
- 4.3 The Examining Committee, and the thesis defence examination, will be chaired by a person appointed by the graduate program director.
- 4.4 A quorum consists of the external and two other members of the examining committee, not including the original chair.
- 4.5 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.

- 4.6 Subject to the policy of individual graduate programs, any member of the university is free to attend an oral thesis defence examination.
 - 4.7 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.
 - 4.8 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.
 - 4.9 It is the responsibility of the chair to see that a report on the examination is prepared before the committee adjourns.
 - 4.10 The voting is to be based on a simple majority, with two negative votes resulting in a failure of the defence.
 - 4.11 Four recommendations are open to the Examining Committee:
 - (i) the thesis is approved as it stands, or
 - (ii) the thesis is approved provided certain minor or major revisions are made, or
 - (iii) 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
 - (iv) the thesis is not approved.
 - 4.12 If revisions are required, each member of the Examining Committee must provide a written list of required revisions to the 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.
 - 4.13 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 program director, in consultation with the thesis supervisor, must verify that appropriate corrections have been made, and then submits a summary of the thesis defence and examination to the Office of Research and Graduate Studies.
 - 5.2 An approved thesis may be submitted at any time following the oral defence. However, for candidates wishing to graduate at a particular convocation, specific deadline dates are printed in the graduate academic Calendar section of the Graduate Studies Calendar. The general formula for establishing these dates is five weeks before Spring Convocation. 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 to the University is made to the graduate studies officer, Suite 101, Otonabee College. 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 with regard to format and then seeks final approval from the Committee on Graduate Studies. If there are any discrepancies in format, the student will be contacted by the graduate studies officer.
 - 5.4 After the thesis has been formally approved, the candidate submits the required copies and pays the cost for binding and microfilming.
- 6. Microfilming of thesis**
- 6.1 When the thesis is submitted, the candidate is required to complete a "Non-Exclusive Licence to Reproduce Theses" (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

theses are submitted.

7. Binding of thesis

- 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 Research and Graduate Studies.

8. Copyright regulations

- 8.1 For information concerning thesis borrowing and copyright law, please refer to Appendix IV of "A Handbook for Graduate Students of Trent University."

Notes and provisos

- 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 and be examined in French.
- A handbook for graduate students of Trent University including a detailed guide on the preparation of theses is available from the Office of Research and Graduate Studies.

Fees

The following regulations and fees apply to:

- (i) Canadian citizens within the meaning of the Canadian Citizenship Act;
- (ii) landed immigrants within the meaning of the Immigration Act;
- (iii) dependents of persons admitted to Canada under section 7(1)(a) of the Immigration Act (diplomatic, consular and other representatives of foreign countries, the U.N. and other international agencies, their dependents and suites);
- (iv) dependents of persons admitted under section 7(1)(h) of the Immigration Act for the temporary exercise of the profession, trade or occupation.

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 two years' tuition for a full-time student, e.g., the full-time tuition fee value in the year the degree is completed and in the preceding year. [The doctoral degree fee will be based on the value of three years' tuition for a full-time student.] All graduate students will pay maximum fees for any remaining period(s) of registration.

Notes and provisos

- In order to convocate, all students (full- and part-time) must have paid at least the minimum Degree Fee. All students must register at the beginning of their program of study and must maintain continuous registration (except during approved leaves) until degree requirements have been completed and notification of approval to convocate has been received. Returning students who have an unpaid University account for fees and other charges (including library fines and parking fines) at the time of re-registration will be deemed financially ineligible to register.
- Students enrolled under the Trent-Queen's agreement, while at Trent, are assessed Queen's tuition fees and Trent's ancillary fees.
- Students paying in two instalments will be charged a \$30.00 first instalment fee. Students who fail to pay the second instalment by the 15th of the first month in second term will be charged an additional \$50.00.

Pro-rated refunds of tuition, ancillary and other University fees may be available to those who

- a) withdraw from a graduate program, or
- b) complete degree requirements part way through the third or subsequent year.

Full refunds or cancellation of term fees will be available to students who have paid the Degree fee and complete their degree requirements (including oral defence and all necessary revisions) before the count date for subsequent terms.

Graduate Student Fees

(Based on 1998-99 fees and subject to revision for 1999-2000.)¹

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 two years' tuition for a full-time Master's student, e.g., the full-time tuition fee value in the year the degree is completed and in the preceding year. [The doctoral degree fee will be based on the value of three 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.

Tuition Fees	Full-time	Part-time
Graduate Domestic (Canadians & Permanent Residents) (3 terms) ²	\$4,862.00	\$2,431.00
Graduate International Student Differential - assessed to non-Canadians and is in addition to the Domestic fee (as above)	\$6,080.00	\$3,040.00
Ancillary Fees		
- Student Health Service	\$ 30.00	\$ 2.70
- Athletics	110.50	55.75
- Graduate Student Activities	27.00	11.00
- College Fee ³	65.00	32.50
- Convocation Fee	11.25	5.70
- TCSA/GSA Drug Plan ⁴ (1998-99 rate)	72.33	n/a
Optional		
- Transportation Fees ⁵	\$127.00	n/a
Residence		
Single Room in Graduate Residence or Townhouse at Peter Robinson College or other college Plus various Meal Plans	\$3,046.00 (September-April)	
Other Fees		
- Application Fee	\$ 45.00	
- Thesis Microfilming	35.00	
- Thesis Binding (per copy)	11.00	
- University Health Insurance Plan for International Students (<i>Mandatory</i>)	\$579.00/ for 1 person*	
* premium depends on number of people covered		

Notes:

- ¹ Subject to approval by the Trent University Board of Governors. The University reserves the right to alter fees and fee structures.
- ² All graduate students will pay maximum fees for any remaining period(s) of registration.
- ³ Graduate student college fees are deposited to Peter Robinson College.
- ⁴ The TCSA/GSA student health (supplemental/prescription) plan is compulsory for full-time students, with an opportunity for opting out and applying for a refund of the fee if covered by alternate insurance.
- ⁵ The transportation fee is optional.

GRADUATE PROGRAMS OF STUDY

Anthropology

The M.A. program in Anthropology is focused on the fields of cultural anthropology, archaeology, art, and biological anthropology. Areas of concentration within the program include: 1) the transformation of indigenous social, political, and economic institutions; problems associated with health and health care, ethnicity, gender, nationalism, and class; contemporary Western business and educational institutions, including museums; anthropological method and theory; and the anthropology of tourism. Regions of particular emphasis include Africa, South Asia, the Himalayas, the Pacific, and the industrialized West; 2) the paleoecology, prehistory and ethnohistory of Canada, Mesoamerica, and South America; Old World prehistory; archaeological method and theory; and Canadian historical archaeology; 3) the cross-cultural relationships between and among art (broadly defined), architecture, social organization, gender, politics, values, religion, economy, and technology; 4) biological anthropology with an emphasis on osteology and paleopathology. Other fields of interest can occasionally be accommodated in collaboration with faculty, e.g., medical anthropology and linguistics.

Students are required to complete three courses, to demonstrate capacity to read in the language or languages relevant to their field of research, and to research and write a thesis on an approved topic within one of the fields and areas listed above. They may be required to take an undergraduate course deemed necessary to their program of graduate study, e.g., AN 300, AN 309, AN 351. Students are subject to a review of their performance at the end of each academic year.

Graduate Director: H.S. Helmuth, D.SC., DR.HABIL. (KIEL)

Faculty and Research Areas

Anthropology:

J.D. Harrison, B.A. (SASKATCHEWAN), M.A. (CALGARY), D.PHIL. (OXFORD): *anthropology of institutions, public events, festivals and tourism, cross-cultural representation, museum studies, ethnology, Native North America, South Pacific, contemporary West*; **P.F. Healy**, B.A. (CALIFORNIA-BERKELEY), M.A., Ph.D. (HARVARD): *archaeology, New World archaeology, Mesoamerica and lower Central America, and the Caribbean*; **H.S. Helmuth**, D.SC., DR.HABIL. (KIEL): *physical anthropology, osteology; Germany, North America, Maya*; **S.J. Hepburn**, B.A. (CALGARY), B.A. (CAMBRIDGE), M.A. (MCGILL), Ph.D. (CORNELL): *religion, tourism, anthropology of medicine, death, South Asia, Nepal*; **S.M. Jamieson**, B.A. (MCMASTER), M.A. (MANITOBA), Ph.D. (WASHINGTON STATE): *Northeastern and Boreal archaeology and ethnohistory, sociopolitical evolution, lithic analysis, interaction theory, historical archaeology*; **A. Meneley**, B.A. (MCGILL), Ph.D. (NEW YORK): *gender, consumption, exchange, anthropology of emotions, politics of aesthetics, religion, Middle East, Yemen*; **J.S. Solway**, B.A. (OAKLAND), M.A. (TORONTO), Ph.D. (TORONTO): *culture and political economy, development, identity, Southern Africa*; **M.J. Tamplin**, B.A. (TORONTO), M.A. (LONDON), Ph.D. (ARIZONA): *paleoecology, typology, computer applications, Boreal Forest, Europe, Africa*; **J.R. Topic**, M.A., Ph.D. (HARVARD): *archaeology, ethnohistory, complex societies, spatial analysis, Peru, South America*; **J.M. Vastokas**, M.A. (TORONTO), Ph.D. (COLUMBIA): *anthropology of art, material culture, art and architecture of Europe and the Americas; Northwest Coast, Arctic, Northeast*.

Native Studies:

J.S. Milloy, B.A. (ST.PATRICK'S), M.A. (CARLETON), Ph.D. (OXFORD): *historiography, ethnology, criminal justice issues, aboriginal-white relations, Plains, Canada*.

Sociology:

G.M. Thibault, Ph.D. (DALHOUSIE): *gender relations, social inequality, sociology of education and deviance, criminal justice issues, history of culture theory, industrialized West*.

Women's Studies:

S. Arat-Koc, B.A. (BOGAZICI), M.A. (WATERLOO), Ph.D. (TORONTO): *gender, ideology, class, political economy, social theory, North America, Turkey*.

Conjoint Professors

T.J. Brasser, Ph.D. (LEIDEN): *Aboriginal art and architecture, Plains and Northeast North America, Saami of Northern Europe, Siberia*; **D.M. Pendergast**, B.A. (CALIFORNIA-BERKELEY),

Ph.D. (UCLA): *Maya archaeology- Belize, Caribbean and historic archaeology, museology*; **H. Saradi-Mendelovici**, B.A. (ATHENS), M.A., Ph.D. (MONTREAL): *ancient Greek, Byzantine history and art*; **D.R. Stenton**, B.A. (WINDSOR), M.A. (TRENT), Ph.D. (ALBERTA), *Thule culture Winter demography in Upper Frobisher Bay, archaeology of inland hunting systems*; **K.M. Stewart**, B.A. (BRITISH COLUMBIA), M.L.S., M.A., Ph.D. (TORONTO): *Quaternary faunas and environment in Canada, evolution and distribution of aquatic faunas in Africa, reconstruction of tertiary/quaternary environments in Canada/Africa, early hominid behaviour and subsistence patterns*; **P.L. Storck**, Ph.D. (WISCONSIN): *peopling of the New World, paleo-Indian cultures, environmental archaeology, archaeological theory, typology, replicative flint knapping and lithic technology, ethnoarchaeology of hunter-gatherers and related site formation processes*; **C.D. White**, M.A. (TRENT), Ph.D. (TORONTO): *osteology and odontology, bone chemistry, paleodiet and nutrition, palaeopathology, nutritional anthropology, medical anthropology, evolutionary theory, Mesoamerica/Egypt/Nubia, Northeastern North America*; **J.V. Wright**, B.A., M.A. (TORONTO), Ph.D. (WISCONSIN): *culture history and culture process, communicating archaeological information to the general public*

Regulations

The general regulations and requirements of Trent University for the M.A. degree apply to graduate study in Anthropology. Students are admitted into the program once a year for studies the following September. Applicants to the program are expected to have a grounding in appropriate research methodology. Normally, candidates who have fulfilled the admission requirements will be required to take at least three graduate courses, including *Anthropology 515* and normally including *Anthropology 500* or *510*. In consultation with their supervisors students select and research a problem in their area of interest, and present a colloquium and write a thesis on this research. Candidates shall maintain at least a second class standing in their work and shall pass an oral examination in defence 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. For further information write to the Graduate Director of the Department of Anthropology.

External Funding

All students contemplating application to the M.A. program in Anthropology at Trent are urged to apply for an Ontario Graduate Scholarship as well as to additional external (non-University) funding agencies. Applications for OGS materials are available from the Office of Research and Graduate Studies at Trent University.

Graduate Assistantships

All students admitted will be placed in competition for graduate assistantships, which involve a maximum of four terms, normally spanning two consecutive undergraduate academic years, of teaching and related work within the department. Most eligible students receive some form of financial assistance.

COURSES AVAILABLE TO GRADUATE STUDENTS: Anthropology (ANTH)

Note: Not all courses are available every year.

ANTH 500 – Method and theory in cultural anthropology

(Normally required of Cultural Anthropology students) An examination and evaluation of major theories and methods and their relationship to problems in ethnographic analysis and interpretation. Emphasis will be placed on recent advances and their implications for the development of cultural anthropology. *Staff*

ANTH 510 – Method and theory in archaeology

(Normally required of Archaeology students) An examination and evaluation of major theories and methods and their relationship to problems in archaeological analysis and interpretation. Emphasis will be placed on recent advances and their implications for the development of the discipline. *Staff*

ANTH 515 – Advanced research seminar

(Required of first and second year students). *Staff*

ANTH 520 – 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. *S.M. Jamieson, M.J. Tamplin*

ANTH 525 – 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. *S.M. Jamieson, M.J. Tamplin*

ANTH 530 – 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. *P.F. Healy*

ANTH 540 – 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. *J.R. Topic*

ANTH 545 – Critical Issues in ethnography

An exploration of critical issues and historical and contemporary trends in modes of ethnographic analysis. Topics will primarily, but not exclusively, focus on one of: development, visual representation, gender, institutions in complex societies, or tourism. Particular themes will vary according to student and faculty interests. *J.D. Harrison, S.J. Hepburn, J.S. Solway*

ANTH 555 – Problems in Old World archaeology

Archaeological data and approaches from the Old World are employed to explore cultural problems common to all areas of the world. Research topics will vary from year to year. *M.J. Tamplin*

ANTH 560 – Paleoecology of the Americas

This course examines the biology and ecology of prehistoric populations in various environmental and cultural settings. *H.S. Helmuth and M.J. Tamplin*

ANTH 575 – Word and image in cross-cultural perspective

An exploration of the relationship between visual and verbal systems of communication from the Upper Paleolithic to the postmodern West. The course aims to delineate and to 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. *J.M. Vastokas*

ANTH 580 – Anthropology of art, architecture, and material culture

The development, character and interpretation of prehistoric, historic and contemporary art, architecture and everyday objects in cross-cultural perspective from the point of view of symbolic, semiotic and dialogic anthropology. Emphasis varies from year to year but fields of most interest include Aboriginal North America, the circumpolar northern hemisphere, rock art, and the industrialized West. *J.M. Vastokas*

ANTH 585 – Prehistoric art of palaeolithic Europe and the circumpolar zone

A survey and critical re-examination of existing knowledge and understanding of the forms, functions, meanings, chronology, and interrelationships of the cave (parietal), rock (rupestral), and mobiliary (small scale, portable) art of Palaeolithic and Mesolithic Western Europe, Scandinavia, Finland, northern Russia, Siberia, the northernmost Pacific rim, including the coasts of northeast Asia and northwestern North America, Alaska, the Canadian arctic and subarctic, and Greenland. *J.M. Vastokas*

ANTH 590

Special topics. *Staff*

Applications of Modelling in the Natural and Social Sciences

This interdisciplinary graduate program 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: Biology, Chemistry, Computer Science, Economics, Environmental Science, Geography, Mathematics, Physics, Psychology and Sociology.

The Master's program in the Applications of Modelling in the Natural and Social Sciences 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 the social and natural sciences, and 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 at another institution.

Students are involved both in thesis research and coursework in their "home" discipline, and in interdisciplinary study. They carry out coursework in the foundations and methods of quantitative modelling and participate in an interdisciplinary seminar. 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. Students are also expected to attend the regular research seminars organized by the program and by their home disciplines.

Specific Admission Requirements

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). Prior to 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 such as BASIC or FORTRAN. 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.

Faculty and Research Areas

Program Director J.D.A. Parker, B.A. (SIMON FRASER), M.A., Ph.D. (YORK)

Faculty

Chemistry:

H. Hintelmann, Ph.D. (HAMBURG): *transport of contaminants*; **R.E. March**, B.Sc. (LEEDS), Ph.D. (TORONTO): *mass spectrometry*; **D. Mackay**, Ph.D. (GLASGOW): *environmental transport modelling*; **K.B. Oldham**, Ph.D., D.Sc. (MANCHESTER): *electrochemistry*; **J.M. Parnis**, B.Sc., Ph.D. (TORONTO): *matrix isolation spectroscopy and gas-phase reaction*; **I. Svishchev**, Ph.D. (MOSCOW): *molecular simulations and physical atmospheric chemistry*; **A.M. Zobel**, M.Sc., Ph.D. (WARSAW): *plant phenolic compounds*

Computer Studies:

B. Domzy, Ph.D. (WATERLOO): *wireless networks*; **R.T. Hurley**, M.Sc. (NEW BRUNSWICK), Ph.D. (WATERLOO): *distributed systems*; **J.W. Jury**, M.Sc., Ph.D. (TORONTO): *statistical process control*; **S.B. Regoczei**, M.Sc. (TORONTO): *knowledge acquisition*

Economics:

D.C.A. Curtis, M.A. (QUEEN'S), Ph.D. (MCGILL): *modelling economic change*; **J.A. Muldoon**, M.A. (GUELPH), Ph.D. (MCMASTER): *health economics, alternative health care, health policy*; **K.S.R. Murthy** (Emeritus), M.Sc. (KARNATAK), M.A. (DELHI, WESTERN), Ph.D. (WESTERN): *econometric modelling and forecasting*

Environmental and Resource Studies:

W.F.J. Evans, M.A., Ph.D. (SASKATCHEWAN), F.R.S.C.: *ozone depletion, global warming*

Geography:

J.G. Cogley, M.A. (OXFORD), M.Sc., Ph.D. (MCMASTER): *climatic and hydrological modelling*; **P. Lafleur**, M.Sc. (TRENT), Ph.D. (MCMASTER): *boundary-layer climatology*; **C.L. McKenna Neuman**, Ph.D. (QUEEN'S): *wind erosion*; **R. Ponce-Hernandez**, M.Sc. (CHAPINGO), Ph.D. (OXFORD): *modelling applications of geographical information systems and remote sensing*

Mathematics:

K. Abdella, Ph.D. (WESTERN): *atmospheric modelling*; **D.G. Poole**, M.Sc., Ph.D. (MCMASTER): *discrete mathematical models*; **B. Zhou**, Ph.D. (SOUTH CAROLINA): *combinatorics and graph theory*

Physics:

P. Davis [Conjunct], Ph.D. (TORONTO): *transport of environmental contaminants*; **K. De'Bell**, M.Sc., Ph.D. (LONDON): *modelling phase transitions, thin films*; **J.W. Jury**, M.Sc., Ph.D. (TORONTO): *subatomic physics*; **A.J. Slavin**, M.Sc., (TORONTO), Ph.D. (CAMBRIDGE): *structure and reactivity of solid surfaces*

Psychology:

J.D.A. Parker, B.A. (SIMON FRASER, M.A., Ph.D. (YORK): *stress and coping, personality and psychopathology*; **G.T. Reker**, B.A. (MCMASTER), M.A.Sc., Ph.D. (WATERLOO): *measures of personal meaning in the elderly*; **C.T. Smith**, Ph.D. (WATERLOO): *relationship between sleep and memory*

Conjunct Professor

P.A. Davis, M.Sc., Ph.D. (TORONTO) (Atomic Energy of Canada Limited); **L. Szirmay** (Emeritus), M.S. (DETROIT), M.E. (IOWA), Ph.D. (DENVER): *separation of gaseous pollutants*; **A. Zobel**, M.Sc., Ph.D. (WARSAW): *phenolic compounds in plant cells as bioindicators of environmental stress* (TRENT).

Regulations

The general regulations and requirements of Trent University for the M.Sc. or M.A. degree apply to this graduate program. 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.)

Coursework counts for about one-third of the work towards the degree. A grade of at least B- (70) must be obtained in each of the graduate courses. 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 coursework is normally completed in two terms, allowing the Summer terms and the entire second year to be devoted to uninterrupted research. The student is also required to attend a regular seminar on modelling and to make one presentation each year.

COURSES AVAILABLE TO GRADUATE STUDENTS: Applications of Modelling (AMOD)

(all courses listed are one-term courses)

AMOD 501 a/b, AMOD 502 a/b – Discipline-specific courses in the home department

These may be given by the research supervisor in a reading/project course format.

AMOD 551b – Statistical aspects of modelling

Various statistical approaches to modelling are illustrated, the emphasis being on the applications of statistics within the social and natural sciences rather than on the mathematical detail. The course discusses techniques of analysis of variance and co-variance, correlation, regression, and multivariate procedures (including multiple regression, multi-analysis of variance, exploratory factor analysis, confirmatory factor analysis, and path analysis). Prerequisites: As for AMOD 561a, plus a university course in advanced statistics and some knowledge of SAS, SPSS or an alternative statistical application package.

AMOD 552a/b – Special topics in statistics of modelling

Prerequisite: *AMOD 551b* or equivalent.

AMOD 561a – The foundations of modelling

Discussion of the modelling process, from the conceptual model through to a working model for comparison with experimental data. Sensitivity and uncertainty analysis, model validation. Introduction to statistical and mathematical models, and computer modelling and simulations. Models from a range of disciplines will be discussed.

Prerequisites: One university course in each of calculus (differential and integral) and statistics, and some ability in a computational computer language such as BASIC and FORTRAN.

AMOD 562a/b – Advanced topics in modelling

Prerequisite: *AMOD 561a* or equivalent.

AMOD 571a – Mathematical aspects of modelling

Various mathematical approaches to modelling are illustrated, the emphasis being on the methods rather than on the mathematical detail. The course discusses such topics as stochastic and deterministic modelling, dimensional analysis and nonlinear systems.

Prerequisite: As for *AMOD 561a*, plus a university calculus course in differential equations.

AMOD 572a/b – Special topics in the mathematics of modelling

Prerequisite: *AMOD 571a* or equivalent.

AMOD 582a/b – Advanced topics in computational aspects of modelling

Prerequisites: *AMOD 561a*, and *AMOD 551b* or *AMOD 571b*, or equivalent.

AMOD 590 – 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 501a/b*, *502a/b*, *561a*, and *551b* or *571b*. Students with advanced preparation in the material covered in any of *551b*, *561a*, or *571a* may appeal to take the corresponding advanced course instead: *552a/b*, *562a/b*, or *572a/b*, respectively.

Financial Support

The majority of students accepted are offered a teaching assistantship. These stipends are frequently increased by research stipends provided from research funds. This occurs most often in disciplines in the natural sciences. Canadian candidates are encouraged to apply, before December, for national and provincial scholarships (NSERC and OGS awards). The program also provides funds to cover minor overhead research costs such as laboratory and computing supplies, equipment and some conference travel.

Canadian Heritage and Development Studies

This collaborative interdisciplinary M.A. program is offered by the Frost Centre for Canadian Heritage and Development Studies and involves faculty from Administrative Studies, Canadian Studies, Cultural Studies, Environmental and Resource Studies, Native Studies and Women's Studies in addition to the departments of Economics, English, French, Geography, History, Political Studies, and Sociology.

The Centre and M.A. program focus especially on: the study of the Aboriginal peoples in Canada; interdisciplinary explorations of Canadian culture through literature, the visual arts and monuments; interdisciplinary explorations of power and policy in Canadian society; environmentalism and bioregionalism in Canada; natural and cultural heritage: policy, planning, management and interpretation; the interdisciplinary exploration of region and place in Canada, including the comparative analysis of regionalism in federal societies; the interdisciplinary exploration of women in Canadian society; community economic development; Canada in the international context.

Applications will be considered from candidates with an Honours degree in a relevant area, an interest in interdisciplinary research, and a sound understanding of Canada.

Program Director

J.H. Wadland, B.A. (McMASTER), M.A. (WATERLOO), Ph.D. (YORK)

Faculty and Research Areas**Administrative Studies:**

B. Ahlstrand, B.A. (TORONTO), M.A., M.Sc. (LSC), D.Phil. (OXFORD): *community economic development, entrepreneurship, theory*; **K.L. Campbell**, B.A. (TRENT), M.B.A. (TORONTO): *entrepreneurship, with particular emphasis on women in business and women in economic development*; **J.A. Muldoon**, B.Sc. (BROCK), M.A. (GUELPH), Ph.D. (McMASTER): *health economics, alternative health care, health policy*; **D. Newhouse**, B.Sc., M.B.A. (WESTERN ONTARIO): *from the tribal to the modern – the development of modern aboriginal societies in North America, governance and economies*

Anthropology:

J. Harrison, B.A. (SASKATCHEWAN), M.A. (CALGARY), D.Phil. (OXFORD): *tourism, museums and Aboriginal people, organizational culture*; **J. So**, M.A., Ph.D. (SUNY, BUFFALO): *cross-cultural physical and mental health; migration, ethnicity and health, health care utilization among immigrant groups in Canada*; **J.M. Vastokas**, M.A. (TORONTO), Ph.D. (COLUMBIA): *Aboriginal and Eurocanadian art and architecture, prehistoric and traditional Aboriginal art historical periods, twentieth century Eurocanadian, interpretation theory*

Canadian Studies:

D.M. Clarke, B.A. (TRENT), M.A. (McMASTER), Ph.D. (CARLETON): *media industries, families and households, Canadian political economy*; **M. Lacombe**, 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): *Canadian social policy, aging, ethnicity, multiculturalism*; **T.H.B. Symons** (Vanier Professor Emeritus); **C. Verduyn**, B.A. (TRENT), M.A., Ph.D. (OTTAWA): *Canadian and Quebec women's writing, contemporary literary theory (post-colonial, postmodern, feminist), life writing*; **J.H. Wadland**, B.A. (McMASTER), M.A. (WATERLOO), Ph.D. (YORK): *environmental history, cultural history, interdisciplinary methods*

Comparative Development Studies:

J. Clapp, B.A. (MICHIGAN), M.Sc., Ph.D. (LONDON): *global environmental politics, environment and development, international political economy, global development*; **C.V. Huxley**, B.A. (YORK, ENG.), M.A. (SIMON FRASER), Ph.D. (TORONTO): *work, industrial relations and labour studies*; **D.R. Morrison**, M.A. (SASKATCHEWAN), D.Phil. (SUSSEX): *international political economy, development studies, Canada's North-South relations*

Cultural Studies:

J.M. Bordo, B.A. (McGILL, ALBERTA), M.A., M.Phil., Ph.D. (YALE): *cultural and aesthetic theory, errands of contemporary art, colonialist landscape art (Australia and Canada)*; **V. Hollinger**, M.A. (CONCORDIA): *the state of current science fiction scholarship for a co-edited project on the history of scholarship and theory, science fiction stories about the post-modern condition*; **S.H.W. Kane**, B.A. (CARLETON), M.A., Ph.D. (TORONTO): *oral narrative*; **A.L. Wernick**, B.A. (CAMBRIDGE), M.A. (TORONTO): *Canadian social and cultural theory (esp. Innis), popular culture, religion*; **S.F. Young**, B.A. (SIMON FRASER), M.A., Ph.D. (CALIFORNIA): *Canadian film*

Economics:

S. Choudhry, M.A. (McGILL), Ph.D. (MANITOBA); **D.C.A. Curtis**, M.A. (QUEEN'S), Ph.D. (McGILL); **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:

L.W. Conolly, B.A. (WALES), M.A. (McMASTER), Ph.D. (WALES): *Canadian theatre history, Canadian dramatic literature*; **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*; **S.H.W. Kane**, B.A. (CARLETON), M.A., Ph.D. (TORONTO): *oral narrative*; **J.E. Neufeld**, B.A. (TORONTO), M.A., Ph.D. (CHICAGO): *19th and 20th Century Canadian literature and culture*; **M.A. Peterman**, A.B. (PRINCETON), M.A., Ph.D.

(TORONTO): *19th Century and 20th Century Canadian literature and culture, Ontario literature, literature of the West, Irish Canadian writers, esp. Moodie, Traill, Davies, Findley, Urquhart*

Environmental and Resource Studies:

S. Bocking, B.Sc., M.A., Ph.D. (TORONTO): *environmental history, history of science, science in Canadian society*; **J. Clapp**, B.A. (MICHIGAN), M.Sc., Ph.D. (LONDON): *global environmental politics, environment and development, international political economy, global development*; **M.G. Fox**, B.Sc. (PENNSYLVANIA), M.E., DES. (CALGARY), Ph.D. (QUEEN'S): *environmental policy*; **M. Havas**, B.Sc., Ph.D., (TORONTO): *environmental education, interdisciplinary methods*; **D.G. Holdsworth**, B.Sc. (WATERLOO), M.Sc. (McMASTER), Ph.D. (WESTERN ONTARIO): *foundations of risk analysis, nuclear regulation, science policy, environmental philosophy, foundations of Quantum Theory, Category Theory and Topos Theory*; **T.C. Hutchinson**, B.Sc. (MANCHESTER), Ph.D. (SHEFFIELD): *environmental and agricultural history of Canada, impacts of pioneers on environment biota and on forests, social history of mining and smelting towns*; **R.C. Paehlke**, 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*; **L. Rubinoff** (Emeritus), B.A. (QUEEN'S), M.A., Ph.D. (TORONTO); **D. Torgerson**, A.B. (CALIFORNIA-BERKELEY), M.E.S. (YORK), M.A., Ph.D. (TORONTO): *environmental politics and policy, images of place, policy discourse, green political thought*; **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*; **F.M. Helleiner** (Emeritus), M.A., Ph.D. (WESTERN ONTARIO); **J.S. Marsh**, B.A. (READING), M.Sc. (ALBERTA), Ph.D. (CALGARY): *conservation and tourism, history, planning and management in Canada and abroad*; **G.A. Nader**, B.A. (LONDON), Ph.D. (DURHAM): *urban and regional development and planning, Canadian urban history, structure and growth of urban systems*; **C.H. Taylor**, M.A. (CANTERBURY), Ph.D. (McGILL): *water resources and watershed studies*

History:

B.W. Hodgins (Emeritus), B.A. (WESTERN ONTARIO), M.A. (QUEEN'S), Ph.D. (DUKE); **J.N. Jennings**, B.A. (TORONTO), M.A. (CALGARY), Ph.D. (TORONTO); **E.H. Jones**, B.A. (SASKATCHEWAN), M.A. (WESTERN ONTARIO), Ph.D. (QUEEN'S): *18th and 19th century Canadian political culture, comparative North American Protestantism in all periods, amusement and recreation history (1850 to 1920), Sir Sandford Fleming diary*; **D. McCalla**, B.A. (QUEEN'S), M.A. (TORONTO), D.Phil. (OXFORD): *19th century Canadian social and economic 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. 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*; **S.D. Standen**, B.A. (BRITISH COLUMBIA), M.A. (OREGON), Ph.D. (TORONTO): *French-Aboriginal relations, New France, public history*; **J.E. Struthers**, M.A. (CARLETON), Ph.D. (TORONTO): *Canadian social policy, aging, ethnicity, multiculturalism*; **K. Walden**, M.A., Ph.D. (QUEEN'S): *Late Victorian cultural and social history*

M.L.L. – French Studies:

Y. Thomas, B.A. (UQAM), M.A., Ph.D. (MONTREAL): *avant-garde, dada, surrealism, situationism, critical urbanism*

Native Studies:

M.J. Castellano, (Mohawk) (Emeritus), B.A. (QUEEN'S), M.S.W. (TORONTO); **M.S. Dockstator**, B.Sc. (WATERLOO), LL.B., D.JUR. (OSGOODE): *Aboriginal self government, traditional knowledge, law, constitutional development*; **P. Kulchyski**, B.A. (WINNIPEG), M.A., Ph.D. (YORK); **E. Manitowabi**, (Anishinabe), MIDE.III (3-FIRES); D.N. McCaskill, B.A. (WINNIPEG), M.A. (CARLETON), Ph.D. (YORK); **J.S. Milloy**, B.A. (ST. PATRICK'S), M.A. (CARLETON), Ph.D. (OXFORD): *aboriginal policy, aboriginal education and health issues, plains Indian history*; **D. Newhouse**, (Onondaga), B.Sc., M.B.A. (WESTERN ONTARIO): *from the tribal to the modern – the development of modern aboriginal societies in North America, governance and economies*

Political Studies:

R. Campbell, B.A. (TRENT), M.A. (TORONTO), Ph.D. (LONDON): *Canadian public policy, fiscal policy, Canada Post Corporation, comparative postal policy*; **E. Helleiner**, B.A. (TORONTO), M.A., Ph.D. (LONDON): *international political economy, globalization, nationalism, monetary and financial politics*; **D.R. Morrison**, M.A. (SASKATCHEWAN), D.Phil. (SUSSEX): *international political economy, development studies, Canada's North-South relations*; **M. Neufeld**, B.A. (WATERLOO), M.A., Ph.D. (CARLETON): *Canadian foreign policy, Canadian political economy, Canadian political culture*; **R.C. Paehlke**, 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**, A.B. (CALIFORNIA-BERKELEY), M.E.S. (YORK), M.A., Ph.D. (TORONTO): *environmental politics and policy, images of place, policy discourse, green political thought*; **J. Wearing** (Emeritus), B.A. (WESTERN ONTARIO), M.A. (TORONTO, OXFORD), D.Phil. (OXFORD): *Canadian political parties, political television advertising, party discipline, parliamentary dissent in Canada and the United Kingdom*

Psychology:

D.J. Kennett, B.A., Ph.D. (McMASTER): *variables promoting healthy adjustment to everyday life demands/stresses, the complex and multidimensional aspects of goal accomplishments*.

Sociology:

S. Arat-Koc, B.A. (BOGAZICI), M.A. (WATERLOO), Ph.D. (TORONTO): *citizenship, immigration policy, immigrant women in Canada, race and ethnicity*; **R.T. Bowles** (Emeritus), B.Sc. (BRIGHAM YOUNG), Ph.D. (OREGON); **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, postcommunist transition in the Czech Republic, health professions, transnational feminist movement, migration, travel*; **C.V. Huxley**, B.A. (YORK, ENG.), 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 life-course studies, sociology of the body, culture, knowledge*; **A. Law**, B.Bus., GRADUATE DIPLOMA (NEW SOUTH WALES INST. 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*; **F. Nutch**, M.A. (HAWAII), Ph.D. (YORK): *social studies of science, everyday life of marine field scientists, social nature of scientific knowledge*; **G. Thibault**, B.A., B.Ed., M.A., Ph.D. (DALHOUSIE): *Canadian education, social policy*

Women's Studies:

S. Arat-Koc, B.A. (BOGAZICI), M.A. (WATERLOO), Ph.D. (TORONTO): *citizenship, immigration policy, immigrant women in Canada, race and ethnicity*; **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*; **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*; **C. Verduyn**, B.A. (TRENT), M.A., Ph.D. (OTTAWA): *Canadian and Quebec women's writing, contemporary literary theory (postcolonial, postmodern, feminist), life writing*

Conjunct Professors

R. Bringham, B.A. (INDIANA), M.F.A. (BRITISH COLUMBIA): (private scholar); **J. Moss**, B.A. (WESTERN ONTARIO), M. Phil. (WATERLOO), Ph.D. (NEW BRUNSWICK): (Professor of English, Ottawa); **R. Page**, B.A., M.A. (QUEEN'S), Ph.D. (OXFORD): (TransAlta Corp.)

Regulations

The general regulations and requirements of Trent University for the M.A. degree apply to the Canadian Heritage and Development Studies Program. The main emphasis will be on the research and writing of an interdisciplinary thesis on an approved topic within a maximum period of three years. Two graduate courses comprising *CHDS 500*, and one of *CHDS 5101*, *CHDS 5102*, *CHDS 5103*, *CHDS 520*, *CHDS 530*, *CHDS 540*, *CHDS 550*, *CHDS 560*, *CHDS 570*, *CHDS 580*, *CHDS 590*, or *CHDS 599a/b* are also required. Candidates must attain at least a second class standing in their work, and shall pass an oral examination in defence of their thesis. Additional requirements appropriate to the candidate's field may be specified by the supervisory committee.

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 Topics course under the guidance of an individual faculty member will be substituted.

CHDS 500 – Interdisciplinary colloquium

This course considers the nature of research practice in fields of study contained by the Frost Centre for Canadian Heritage and Development Studies; it explores the relationship between the theories and methodologies which govern contemporary discourse in interdisciplinary inquiry; it guides and expedites the initiation of a thesis; it addresses ethical conduct in research; it brings together students, faculty and visiting scholars to discuss shared intellectual problems and concerns. *J.H. Wadland*

CHDS 5101 The Study of the Aboriginal Peoples in Canada: management stream

CHDS 5102 The Study of the Aboriginal Peoples in Canada: Historical-political stream

CHDS 5103 The Study of the Aboriginal Peoples in Canada: Contemporary, social and cultural issues stream

CHDS 520 Canadian culture through literature, the visual arts and monuments

CHDS 525 Health and health care in Canada

CHDS 530 Power, policy and labour in Canadian society

CHDS 540 Environmentalism and bioregionalism in Canada

CHDS 550 Heritage resource policy management, landscape and parks

CHDS 560 Region and place in Canada, including the comparative analysis of regionalism in federal societies

CHDS 570 Women in Canadian society

CHDS 580 Community economic development

CHDS 590 Canada and globalization

CHDS 599a/b

Special Topic. This course can be substituted for, or taken in addition to, one of the above theme courses when it is not offered. A written justification, course outline, and approval of the Program Director are required to take the course.

Thesis Supervision

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, a secondary supervisor, who must be a member of the Frost Centre and another secondary supervisor, who may be from outside the university, if appropriately qualified. The committee must represent at least two of the disciplines or programs involved in Canadian Heritage and Development Studies.

Financial Support

Applicants are encouraged to seek external scholarships where available. All students admitted will be considered for teaching and research assistantships for a maximum of four terms, normally spanning two consecutive undergraduate academic years.

For further information write to the Director of the Frost Centre, Trent University.

Methodologies for the Study of Western History and Culture

Trent's M.A. program in Methodologies for the Study of Western History and Culture was established in 1988 as the result of an initiative from faculty in a range of disciplines, including Cultural Studies, Philosophy, History, English, Classics and Sociology.

Interdisciplinary in spirit and emphasis, the program focuses on contemporary issues concerning the interpretation/analysis of Western culture, past and present, using the term "culture" in its widest sense. It 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 foundational categories, assumptions and dichotomies have been radically challenged by deconstructionist, feminist psychoanalytic, ecological and anti-Eurocentric critiques.

The aim of the program is to enable students to engage with these issues in the context of substantive projects of research. Particular areas of emphasis are: textuality, semiotics and discourse analysis; nature, culture and technology; gender and feminist theory; media and popular culture; and the philosophy and history of science.

Student work centers on the thesis (to be supervised by faculty from two disciplines), and on the Methodologies Seminar which involves all students and faculty in the program.

The degree course is intended both as a preparation for doctoral studies, and as a qualification in itself for those (e.g. in teaching, media, law, or government service) pursuing a non-academic professional career.

Applications will be considered from candidates with an Honours degree in a relevant discipline or disciplines, and an interest in interdisciplinary research.

Faculty

Program Director A.L. Wernick, M.A. (CAMBRIDGE), M.A., Ph.D. (TORONTO)

Faculty and Research Areas

Computer Studies:

S. Regoczei, M.Sc. (TORONTO)

Cultural Studies:

Z. Baross, B.A. (U.B.C.), M.A. (LONDON), Ph.D. (AMSTERDAM): *ethics of writing, ethics of testimony and witnessing, question of community/hostility/hospitality, relation between political and the philosophical, lure of the Image*; **J. Bordo**, M.Phil., Ph.D. (YALE); **R. Dellamora**, M.A. (CAMBRIDGE), Ph.D. (YALE): *Victorian studies, aestheticism and the decadence, literature/visual arts/opera in relation to gender and sexuality, cultural construction of masculinities, critical theory – esp. Foucault, Barthes and Derrida*; **C. Eddy**, M.A. (WESTERN ONTARIO), Ph.D. (TORONTO); **J. Fekete**, M.A. (McGILL), Ph.D. (CAMBRIDGE); **V. Hollinger**, M.A., Ph.D. (CONCORDIA): *feminist cultural theory, performance theory, contemporary science fiction, popular culture*; **S.H.W. Kane**, B.A. (CARLETON), M.A., Ph.D. (TORONTO); **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*; **Y. Thomas**, M.A., Ph.D. (MONTREAL): *avant-garde, dada, surrealism, situationism, critical urbanism*; **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:

L. Clark, M.A. (TORONTO), Ph.D. (VIRGINIA); **R. Dellamora**, M.A. (CAMBRIDGE), Ph.D. (YALE): *Victorian studies, aestheticism and the decadence, literature/visual arts/opera in relation to gender and sexuality, cultural construction of masculinities, critical theory – esp. Foucault, Barthes and Derrida*; **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*; **J. Fekete**, M.A. (McGILL), Ph.D. (CAMBRIDGE); **S.H.W. Kane**, B.A. (CARLETON), M.A., Ph.D. (TORONTO); **D.F. Theall**, B.A. (YALE), M.A., Ph.D. (TORONTO) – *Emeritus: cultural/communication/ literary theory, technology and culture, media studies, James Joyce, Marshall McLuhan*

Environmental and Resource 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**, A.B. (CALIFORNIA-BERKELEY), M.E.S. (YORK), M.A., Ph.D. (TORONTO): *critical theory, the public sphere, policy discourse, green political thought*

M.L.L. – French Studies:

Y. Thomas, M.A., Ph.D. (MONTREAL): *avant-garde, dada, surrealism, situationism, critical urbanism*

Native Studies:

P. Kulchyski, M.A., Ph.D. (YORK)

Philosophy:

C.V. Boundas, M.A., Ph.D. (PURDUE): *Deleuze's philosophy, theory of difference, postmodernism, post-structuralism, Desire, Minoritarian literature, Nomadism, Schizoanalysis;*

R. Carter, M.DIV. (HARVARD), M.A., Ph.D. (TORONTO): *comparative philosophy, comparative ethics, Japanese philosophy, Chinese philosophy, the Kyoto School, science and religion;*

B. Hodgson, M.A. (TORONTO), Ph.D. (WESTERN ONTARIO): *philosophical foundations of the natural and human sciences, contemporary epistemology/metaphysics;* **M.L. Rubinoff** (Emeritus), M.A., Ph.D. (TORONTO): *environmental ethics, ethics and public policy, philosophy of history: models of explanation*

Political Studies:

E. Stavro-Pearce, M.A., Ph.D. (TORONTO); **D. Torgerson**, A.B. (CALIFORNIA-BERKELEY), M.E.S. (YORK), M.A., Ph.D. (TORONTO): *critical theory, the public sphere, policy discourse, green political thought*

Sociology:

P. Bandyopadhyay, M.A. (OXFORD), Ph.D. (MANCHESTER); **S. Katz**, M.A. (MCGILL), Ph.D. (YORK): *sociology of the body, knowledge, Foucault, aging and the lifecourse;* **B. Marshall**, B.A., M.A. (GUELPH), Ph.D. (ALBERTA): *critical social theory, feminist theory, classical sociological theory*

Women's Studies:

B. Marshall, B.A., M.A. (GUELPH), Ph.D. (ALBERTA): *critical social theory, feminist theory, classical sociological theory*

Regulations

The general regulations and requirements of Trent University for the M.A. degree apply to the Methodologies Program. Candidates are expected to submit a thesis on an approved topic within two years. Three courses are required: (1) the seminar, (2) two half-courses (to be selected from a list of special topic courses within the program's particular areas of emphasis); and (3) one other course specifically related to the student's area of thesis interest. Candidates must attain at least a second class standing in the course work and must pass an oral examination in defense of the thesis. Additional requirements appropriate to the candidate's field may be specified by the supervisory committee.

COURSES AVAILABLE TO GRADUATE STUDENTS: Methodologies of the Study of Western History and Culture (METH)

METH 500 – Seminar on methodology

The seminar brings together all faculty and students enrolled in the program for an intensive exploration of competing contemporary theoretical perspectives bearing on the study of Western history and culture. The focus will be on problems of value, ideology, interpretive "prejudice," language and cultural forms and situations, in the context of a broadly defined theme which will vary from year to year.

METH 550 a/b – Special Topics

These courses focus on particular topics and approaches within the Program's areas of emphasis.

In 1999-2000 the following topics are offered:

METH 5501a – Hermeneutics and deconstruction

The course focuses on hermeneutical and deconstructive tendencies within recent German and French Philosophy. Texts will be selected from the writings of: Horkheimer, Heidegger, Gadamer, Habermas, Ricoeur, Barthes, Lyotard, Foucault, Derrida, Deleuze, Nancy and Kristeva.

METH 5502b – Enlightenment, epistemology and scientific culture

This course provides a critical overview of empiricist thought in European culture, with special emphasis on the conduct of scientific inquiry. Authors to be studied include Taylor, Habermas, Descartes, Hume, Carnap Kuhn, Feyerabend, Goodman, Peirce, Hacking, Rorty, and Latour among others.

METH 5503a – Genealogy of the other

Taking as its theme and concern the Other, as figure and concept, the course will offer a close reading of selected texts by Freud, Lacan, Bataille, Serres, Derrida, Irigaray, Deleuze, and Levinas.

METH 5504b – The “political economy” of sexual difference

The course focuses on nature as defined in terms of limits formulated in terms of transgression; the prohibition of incest; bodily pollution; and, in particular, sexual difference. Authors to be considered include Engels, Levi-Strauss, Foucault, Derrida, Kristeva, Wittig, Judith Butler, Eve Sedgwick, Leo Bersani, and Lee Edelman.

METH 590

Reading course.

Thesis Supervision

Theses will be supervised by two faculty representing at least two of the disciplines or programs involved, one of whom will be named the principal supervisor. It may be recommended that additional supervision be provided by adjunct faculty or other members of the program.

Graduate Assistantships

Applicants are encouraged to seek external scholarships where available. All students admitted will be considered for teaching and research assistantships for a maximum of four terms, normally spanning two consecutive undergraduate academic years.

For further information write to the director of Methodologies for the Study of Western History and Culture, Peter Robinson College, Trent University.

Native Studies

The Ph.D program in Native 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 will bring together Aboriginal and non-Aboriginal students to study at an advanced level the historical, cultural and contemporary situation of the Aboriginal/Indigenous people. The Ph.D program will combine academic, cultural and experiential pedagogies through a partnership between the University and Aboriginal communities. Aboriginal people, particularly Aboriginal Elders, who possess knowledge of the traditional culture, will also be central to the Ph.D. program. The Ph.D Program will have a two-year residency requirement during which students will enroll in three-and-one-half courses in the first year and three courses in the second year. Upon successful completion of the courses, students will write two comprehensive examinations: a Core Native Studies Examination and an examination in their field of specialization. This will be followed by the research, writing and defence of their Ph.D. dissertation.

The Ph.D. program will entail a number of innovative features. It attempts to assume an emic, or insider's viewpoint to capture Indigenous knowledge. The Native Studies basis of knowledge and practice reflects an Aboriginal world-view rooted in Aboriginal spirituality, principles and cultural values. It blends Aboriginal thought as expressed in a variety of sources, including the knowledge of Aboriginal Elders and Traditional people, with Western academic perspectives. The program entails extensive involvement of Aboriginal people as the source of knowledge and information. There is recognition that the knowledge, skills and experience of Aboriginal individuals is, within the context of Aboriginal experience, as valid as the academic knowledge of Western-trained academics. The program also recognizes that knowledge of the situation of Aboriginal people evolves from more than just the intellectual study of academic texts and is not limited to the confines of the university.

Graduate Director

D. N. McCaskill, B.A. (WINNIPEG), M.A. (CARLETON), Ph.D. (YORK)

Director of Studies

To be named

Faculty

M.S. Dockstator, (Oneida) B.Sc. (WATERLOO), L.L.B., D. Jur (YORK): *Aboriginal self-government, traditional knowledge, law, constitutional development*; **P. Kulchyski**, B.A. (WINNIPEG), M.A., Ph.D. (YORK): *Aboriginal self-government and land claims, Aboriginal cultural politics in the North, contemporary political thought*; **D. N. McCaskill**, B.A. (WINNIPEG), M.A. (CARLETON), Ph.D. (YORK): *Aboriginal education, urbanization, justice and corrections, community development, self-government, international development*; **J.S. Milloy**, B.A. (ST PATRICK'S), M.A. (CARLETON), D. Phil. (OXFORD): *Aboriginal policy, Aboriginal education and health issues, Plains Indian history*; **E. Manitowabi** (Anishnabe Kwe) Mide.III (3 Fires): *Nishnaabemowin (Ojibway) language and culture, Aboriginal woman studies, film and theatre, traditional knowledge*; **D. Newhouse**, (Onondaga), B.Sc., M.B.A. (WESTERN ONTARIO): *development of modern Aboriginal societies, governance, economies*; **S. I. Williams**, (Anishnabe Kwe), B.A. (TRENT), NLIP Dip (LAKEHEAD), M.A. (YORK), Mide I (3 Fires): *Nishnaabemowin (Ojibway) language and culture, Aboriginal residential schools, Aboriginal woman studies, traditional knowledge, Aboriginal identity development*.

Conjunct Professors

To be named

Regulations

The general regulations and requirements of Trent University for graduate degrees apply to the Ph.D. program in Native Studies. 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%). In their application, students will be invited to indicate their area(s) of research interest. Ideally, applicants will possess a Master's degree in the field of Native Studies, however, given the limited number of Master's programs available in Native Studies, highly-qualified students from other disciplinary-based graduate programs will be considered for admission. In some cases, students without a background in Native Studies will be required to enroll in a qualifying year program in Native Studies to ensure an adequate academic background in Native Studies.

Students will be required to demonstrate proficiency in a language other than English, preferably an Aboriginal language. Proficiency in an Aboriginal language may be demonstrated by either: passing an examination in an Aboriginal language administered by the Native Studies department, or by presenting a transcript with a grade of B or better in an Aboriginal 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 an upper-year course in a foreign language taken at an accredited university.

The Ph.D. program will have a two-year residency requirement during which students will enroll in three-and-a-half courses in the first year and three courses in the second year as follows:

COURSES AVAILABLE TO GRADUATE STUDENTS:**Ph.D. Program in Native Studies (NAST)****Notes and Provisos**

- All students will take NAST 600 and 601.
- Students will enroll in either NAST 605a or 610b.

First Year Courses**NAST 600 – Native studies theory and traditional knowledge**

This course will be taken by all students. The course will examine theories of Native Studies from interdisciplinary and experiential perspectives focusing on the nature of Aboriginal thought as expressed through oral traditions, written texts and other sources. Aboriginal Elders and traditional people will participate extensively in the course. Topics include traditional and contemporary Aboriginal culture, Aboriginal history, theoretical perspectives pertaining to Aboriginal peoples, the nature of Aboriginal communities and contemporary social, political and economic issues.

NAST 601 – Native studies research methods

This course will be taken by all students. The course will present students with a range of issues related to conducting research in Aboriginal communities. It will focus on oral history and community-based research methods. Topics include research design, community rapport, administration, community-based data collection and analysis.

NAST 605a – Native studies history and politics

(First term course taught in conjunction with *NAST-CHDS 510*) This course will examine the history of inter-cultural relations between Aboriginal peoples and the larger society. It will focus on topics such as early contact, the fur trade, the development of colonial policy, treaties, the reserve system, Aboriginal de-colonialization movements, modern political dialogue for constitutional renewal and issues of land claims and self-government.

NAST 610b – Social and cultural issues in Native studies

(Second term course taught in conjunction with *NAST-CHDS 510*) This course will examine 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.

NAST 620 – Native studies reading course

This course will consist of the student developing an annotated bibliography in their area of study. It will be a self-developed, broad-based review of issues from fields which are collateral to the student's dissertation, and may not necessarily be covered by other existing courses. This experience in a practical structuring of curriculum aids in developing skills for future use. Students will work under the supervision of a core faculty member.

Second Year Courses**NAST 700 – Practicum field placement**

Students will be required to work full-time or carry out research with a First Nation community or Aboriginal organization, with a focus on community or organizational needs. The community-based project will be approximately three months in duration and will normally be carried out in the first term of the second year of study. A key objective is to immerse the student in the culture and the community.

NAST 701 – Dissertation research course

This course is designed to allow students to work with their dissertation supervisor and committee through periodic meetings and consultations to develop an appropriate plan to carry out research for their dissertation. Students will be required to write a dissertation proposal and have it examined and approved by the Native Studies Graduate Program Executive Committee (NSGPEC). A Dissertation Proposal Defence Examining Committee will be established which will include three members of NSGPEC, at least two of which are not members of the student's supervisory committee. The student and the dissertation supervisor will present the proposal to the Dissertation Proposal Examining Committee. The NSGPEC will determine whether the student has an effective grasp of her/his area of study, a viable research proposal and potential for completion of the degree.

NAST 705b – Readings in Native studies history and politics for comprehensive examination**NAST 710b – Readings in Social and Cultural Issues for Comprehensive Examination****NAST 720b – Readings in Native Studies for Core Comprehensive Examination**

Third Year Course

NAST 800 – Dissertation

Students will be required to conduct original research and complete a Ph.D. dissertation; a research project 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 consisting of five persons: a chairperson, either a co-director or their designate, a recognized expert in the field external to Trent, an internal examiner not associated with the supervision of the dissertation, at least one member of the supervisory committee and the principal supervisor.

The maximum time for completion of the Ph.D. degree will be five years.

Thesis Supervision

Theses will be supervised by a Dissertation Supervisor selected from the Core Faculty and a Supervisory Committee.

Financial Support

Successful applicants to the Native studies Ph.D. Program will be automatically considered for a limited number of Native Studies Ph.D. scholarships. Scholarships will be awarded to students with high academic standing.

The majority of students accepted will be offered teaching or research assistantships, normally for a maximum of six terms spanning three consecutive undergraduate academic years.

Students are encouraged to apply for scholarships, particularly the Ontario Graduate Scholarship (OGS) and the Social Science and Humanities Research Council Doctoral Fellowships (SSHRC).

For further information, write to the Graduate Director of Native Studies, Trent University.

Trent/Queen's

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 will have been admitted to the graduate faculty and will have been appointed as adjunct faculty at Queen's University. Students who wish to enrol at Queen's University and pursue graduate study at Trent University must make application initially to Trent University.

Associate Director

J.M. Buttle, B.Sc. (TORONTO), Ph.D. (SOUTHAMPTON)

Trent Faculty Currently Holding Adjunct Appointments at Queen's

These are listed under the collaborating departments:

Ancient History & Classics

J.P. Bews, B.A. (QUEEN'S), M.A., Ph.D. (LONDON): *Virgil, Tacitus, Latin literature, mythology*;

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): *new speciation approaches for organometals in the environment*; **E. Lewars**, B.Sc. (LONDON), Ph.D. (TORONTO): *computational chemistry studies of theoretical interest*; **R.E. March** (Emeritus), B.Sc. (LEEDS), Ph.D. (TORONTO), F.C.I.C.: *mass spectrometry*; **K.B. Oldham** (Emeritus), D.Sc., Ph.D. (MANCHESTER), F.R.I.C., F.C.I.C.: *electrochemistry*; **J.M. Parnis**, B.Sc., Ph.D. (TORONTO): *transition metal cluster reactivity with hydrocarbons and organic/inorganic molecules, matrix isolation spectroscopy of atom/molecule reactions and ion decomposition processes*

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. Laffleur**, B.Sc. (BRANDON), M.Sc. (TRENT), Ph.D. (McMASTER): *Forest-atmosphere energy interactions, impacts of climatic change*; **R. Ponce-Hernandez**, B.Eng., M.Sc. (CHAPINGO), D.Phil. (OXFORD): *geographical information systems and remote sensing*

Physics

K. De'Bell, M.Sc., Ph.D. (LONDON): *modelling phase transitions, thin films*; **J.W. Jury**, M.Sc., Ph.D. (TORONTO): *subatomic physics*; **A.J. Slavin**, M.Sc. (TORONTO), Ph.D. (CAMBRIDGE): *structure and reactivity of solid surfaces*

COURSES AVAILABLE TO GRADUATE STUDENTS: Trent/Queen's Programs

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 501a* or *AMOD 502b* designation.

Ancient History & Classics

Greek 590: Special topic in Greek literature
Latin 590: Special topic in Latin literature
Classical History 590: Special topic in ancient history

Chemistry

Chemistry 500a/b: Advanced topics in physical chemistry
Chemistry 501a/b: Electrochemistry
Chemistry 502a/b: Chemical processes
Chemistry 511a/b: Synthetic organic chemistry
Chemistry 520a/b: Selected topics in inorganic chemistry
Chemistry 530a/b: Plant metabolism

Physics

<i>Physics 500a/b</i> : Quantum mechanics	<i>Physics 540a/b</i> : Solid state physics
<i>Physics 501a/b</i> : Advanced quantum mechanics	<i>Physics 550a/b</i> : Electromagnetism
<i>Physics 510a/b</i> : Surface science	<i>Physics 551a/b</i> : Electrodynamics
<i>Physics 520a/b</i> : Nuclear physics	<i>Physics 590</i> : Advanced topics
<i>Physics 530a/b</i> : Statistical mechanics	

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 may be 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 write to the graduate studies officer.

Watershed Ecosystems

The Watershed Ecosystems Graduate Program offers instruction leading to either a M.Sc. or a Ph.D. degree. Applicants should hold undergraduate Honours degrees in Biology, Geography, or Environmental Science. A qualifying year can be arranged for those who do not meet minimum standards, but no guarantee of subsequent admission to the program is implied. 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 enrol, in the first instance, 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.

The program offers instruction in three areas of emphasis: toxicology and fate of contaminants; ecological processes and ecosystem structure; and physical and chemical environmental processes. Candidates will be required to undertake research on a topic that relates to the interests of a member of the faculty as outlined below. They will be encouraged to concentrate on interdisciplinary topics and to utilize the expertise and resources of each of the departments involved in the program.

Program Director

J.M. Buttle, B.A. (TORONTO), Ph.D. (SOUTHAMPTON)

Faculty and Research Areas**Biology:**

M. Berrill, B.Sc. (MCGILL), M.Sc. (HAWAII), Ph.D. (PRINCETON): *behavioural ecology*; **M.J. Bidochka**, B.Sc. (BROCK), M.Sc. (REGINA), Ph.D. (SASKATCHEWAN): *molecular biology, insect-infecting fungi, population genetics*; **R. Jones**, B.Sc. (WALES), M.Sc. (KANSAS), Ph.D. (WALES): *plant ecology, biogeochemistry, disturbed habitats*; **D.C. Lasenby**, B.Sc. (TRENT), Ph.D. (TORONTO): *limnology; biological, physical and chemical aspects of lakes*; **C. Kapron-Bras**, B.Sc. (WATERLOO), M.Sc., Ph.D. (MCGILL): *cellular and molecular mechanisms of embryonic toxicity and teratogenicity*; **E. Nol**, B.Sc. (MICHIGAN), M.Sc. (GUELPH), Ph.D. (TORONTO): *behavioural and evolutionary ecology of birds*; **P.M. Powles**, B.A., (MCGILL), M.Sc. (WESTERN ONTARIO), Ph.D. (MCGILL), (Emeritus); **J. Sutcliffe**, B.Sc. (WATERLOO), M.Sc., Ph.D. (TORONTO): *ecology and sensory physiology of biting flies*;

Environmental and Resource Studies:

R.D. Evans, B.Sc. (TORONTO), Ph.D. (MCGILL): *environmental biogeochemistry, trace metal cycling*; **W. Evans**, B.A., M.A., Ph.D. (SASKATCHEWAN), F.R.S.C.: *ozone depletion, global warming*; **M. Fox**, B.A. (PENNSYLVANIA), M.E.D.S. (CALGARY), Ph.D. (QUEEN'S): *fish ecology, pond culture*; **M. Havas**, B.Sc., Ph.D. (TORONTO): *acid precipitation, toxicity of metals and acidification*; **H. Hintelmann**, DIPLOMA, DR.RER.NAT. (HAMBURG, GERMANY): *fate of metals in environment, bioavailability/speciation of metals and organometals, stable isotope methods and hyphenated ICP-MS technique* [NSERC Industrial Research Jr. Chair in Environmental Modelling]; **T. Hutchinson**, B.Sc. (MANCHESTER), Ph.D. (SHEFFIELD), F.R.S.C.: *forest decline, terrestrial impacts*; **D. Mackay**, B.Sc. (GLASGOW), Ph.D. (GLASGOW): *fate and effects of contaminants in the environment* [NSERC Industrial Research Chair in Environmental Modelling]; **C.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, geostatistics and remote sensing techniques applied to suitability and impact assessments in agricultural and forest ecosystems*; **T.H. Whillans**, B.A. (GUELPH), M.Sc., Ph.D. (TORONTO): *fisheries, wetland ecology, renewable resource management*

Geography:

W.P. Adams, B.A. (SHEFFIELD), M.Sc., Ph.D. (MCGILL): *hydrometeorology, snow and ice* (on leave); **J.M. Buttle**, B.A. (TORONTO), Ph.D. (SOUTHAMPTON): *hydrology, fluvial geomorphology*; **J.G. Cogley**, M.A. (OXFORD), M.Sc., Ph.D. (McMASTER): *fluvial geomorphology, hydrology, Arctic*; **P.M. Lafleur**, B.Sc. (BRANDON), M.Sc. (TRENT), Ph.D. (McMASTER): *forest-atmosphere energy interactions, impacts of climatic change*; **C.L. McKenna Neuman**, M.Sc. (GUELPH), Ph.D. (QUEEN'S): *process geomorphology, mechanics of sediment transport, periglacial/coastal aeolian geomorphology*; **R. Ponce-Hernandez**, B.ENG. (UNIVERSIDAD, CHAPINGO), M.Sc. (COLEGIO DE POSTGRADUADOS), D.PHIL. (OXFORD): *geographical information systems, geostatistics and remote sensing techniques applied to suitability and impact assessments in agricultural and forest ecosystems*; **C.H. Taylor**, M.A. (CANTERBURY), Ph.D. (MCGILL): *hydrology, fluvial geomorphology*

Conjunct Professors

[Conjunct professors have full academic appointments in the Watershed Ecosystems Program and are able to act as principal supervisor of graduate students.]

E. Bentzen, B.Sc. (MCGILL), M.Sc., Ph.D. (WATERLOO): *factors influencing both nutrient cycling and contaminant bioaccumulation in lakes, aquatic food web dynamics, PCBs, mercury, phosphorus, plankton* (TRENT); **L.M. Carl**, Ph.D. (MICHIGAN): *impacts of development on aquatic community using longitudinal approach, community interactions in lakes* (Ontario Ministry of Natural Resources); **J. Casselman**, Ph.D. (TORONTO): *physiology and ecology of coolwater fish* (Ontario Ministry of Natural Resources); **R.J. Conover**, B.A. (OHIO), Ph.D. (OHIO): *oceanography, aquatic biology*; **R.J. Cornett**, B.Sc. (TORONTO), Ph.D. (MCGILL): *interactions of radioisotopes with ground water and lakes* (Atomic Energy of Canada); **P.J. Dillon**, Ph.D. (TORONTO), F.R.S.C.: *nutrient cycling, trace metals, acid precipitation studies* (Ontario Ministry of Environment and Energy); **D.O. Evans**, B.Sc. (VICTORIA), M.Sc., Ph.D. (TORONTO): *ecosystem health and productivity* (Ontario Ministry of Natural Resources); **R.J. Hall**, Ph.D. (MINNESOTA): *invertebrate ecology* (Ontario Ministry of Environment and Energy); **B.E. Hickie**, B.Sc.AGR. (GUELPH), M.Sc., Ph.D. (WATERLOO): *environmental toxicology, pharmacokinetic modelling* (Trent); **M.L. Jones**, B.Sc., Ph.D. (BRITISH COLUMBIA): *salmonine fisheries* (Ontario Ministry of Natural Resources); **B. LaZerte**, B.A., M.A., Ph.D. (MICHIGAN): *biogeochemistry and toxicology of forest soils, wetlands, streams and lakes, freshwater research*; **D.R.S. Lean**, Ph.D.

(TORONTO): *phosphorus cycling, nutrient dynamics* (Environment Canada); **N.E. Mandrak**, B.Sc., Ph.D. (TORONTO): *bio-diversity of Ontario fishes, biogeography, conservation biology* (TRENT); **R. Norstrom**, B.Sc., Ph.D. (ALBERTA): *analytical chemistry, pharmacokinetics* (Canadian Wildlife Service); **T.D. Prowse**, M.Sc. (TRENT), Ph.D. (CANTERBURY): *northern rivers, particularly ice jams* (Environment Canada); **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): *study of rabies and rabies vectors in Ontario* (Ontario Ministry of Natural Resources); **T. Scheuhammer**, B.Sc., B.Ed., Ph.D. (WESTERN ONTARIO): *toxicology of non-essential metals in birds and mammals* (Canadian Wildlife Service); **K. Somers**, B.Sc. (WATERLOO), M.Sc. (TORONTO), Ph.D. (WESTERN ONTARIO): *aquatic science, zoology, environmental monitoring and assessment* (Ontario Ministry of the Environment); **P. Welbourn**, Ph.D. (BRISTOL): *cycling of metals in lakes, algal toxicity, lake acidification* (Trent); **B.N. White**, B.Sc. (NOTTINGHAM), Ph.D. (McMASTER): *genetics, molecular biology, human genetic disease, population genetics of small populations and endangered species, DNA forensic science* (Professor of Biology, McMaster University); **C.C. Wilson**, B.Sc. (QUEEN'S), M.Sc. (WINDSOR), Ph.D. (GUELPH): *evolutionary ecology and biogeography of freshwater organisms, community and population ecology, conservation biology*; **A. Zobel**, M.Sc., Ph.D. (WARSAW): *phenolic compounds in plant cells as bioindicators of environmental stress* (Trent).

Regulations

The general regulations and requirements of Trent University for graduate degrees apply to the Watershed Ecosystems Program. Candidates for both the M.Sc. and the Ph.D. degree will be required to complete the equivalent of two full courses and to submit a thesis on an approved topic within a period of two years (four for part-time students) for the M.Sc. degree and four years (eight for part-time studies) for the Ph.D. degree. Degree candidates (M.Sc. and Ph.D.) have the option of submitting their thesis either in the "traditional" or "manuscript" format. Candidates must attain at least a second class standing in all course work to remain registered in their program, and must pass an oral examination in defence of their thesis research. *WE500a* is compulsory for all first-year M.Sc. students. Students without training in advanced statistics are strongly recommended to take *WE501a* as well.

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.

COURSES AVAILABLE TO GRADUATE STUDENTS: Watershed Ecosystems

Note: Not all courses are available every year.

WEGP 500a – 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. Current paradigms in watershed research will be examined and students will be encouraged to develop their understanding of the systems within which their research is conducted. *Staff*

WEGP 501b – Advanced sample design and statistics

The course will emphasize advanced statistical techniques of use in field and laboratory studies in watershed research, including applications of linear and non-linear models, analysis of variance and multivariate statistics. An effort will be made to assist graduate students in planning the statistical design of their own research projects. The course will rely heavily on workshops and tutorials.

This course is highly recommended for students who have not taken an advanced statistics course (e.g. analysis of variance, multivariate statistics) as an undergraduate. An introductory statistics course is required as a prerequisite. *Staff*

WEGP 504a – Ecosystem response to changes in the hydrosphere

The course will examine the responses of biological communities to changes in the physical, chemical and biological parameters of aquatic ecosystems. Discussions may include forest clear-cutting, waterlevel fluctuations, habitat rehabilitation, exotic species introductions, eutrophication, and acid rain. The course will be seminar-based, with an emphasis on examining case histories related to individual student's research. Not open to students who have taken *ES481a/b*. *Staff*

WEGP 505a – Measurement techniques for hydrochemical fluxes

The course will examine techniques for monitoring hydrochemical fluxes within the hydrological cycle. The curriculum will cover problems relating to the measurement of variables such as discharge, soil moisture, organic and inorganic constituents in the saturated and unsaturated zones, atmospheric vapour fluxes, precipitation and snowcover. The focus of the lectures and labs will be on measurement, sampling techniques, and instrumentation. Course material will complement statistical concepts covered in WE501a. Not open to students who have taken GO404a/b. *J. Buttle*

WEGP 506a – The geochemistry of natural waters

The course will examine the chemical and physical properties of water, snow and ice. An emphasis will be placed on those parameters which influence the distribution of biota, nutrients and contaminants in the aquatic environment. Topics for discussion will include the hydrologic cycle, the carbonate system and pH control, weathering and water chemistry, redox equilibria, hydrologic transport, and the properties of snow and ice. Not open to students who have taken BI/ES/G0406a. *D. Evans*

WEGP 507b – The fate of contaminants in the aquatic environment

The course will emphasize the mathematical modelling of the fate and distribution of aquatic contaminants, including models for toxic metals, organic xenobiotics and ground-water contaminants. The course will examine the basic algorithms and assumptions of contaminants models, and will give the students hands-on experience in applying existing models (e.g. MINTEQA, QWASI). An emphasis will be placed on using models to determine the dominant pathways influencing the fate of inorganic and organic contaminants in the aquatic environment. Not open to students who have taken BI-ES-G0407b. *D. Evans*

WEGP 508a – Research in physical geography

This is a seminar course on themes, methodologies and approaches of current major interest. Individual presentations based on directed readings and study. Not open to students who have taken GO440. *Staff*

WEGP 509b – Trends in behavioural ecology

This course examines new developments in behavioural ecology, based upon the current journal literature. Topics range from sexual selection, game theory, and optimality to assessing alternate ways of interpreting behaviour. Students will take an active role in the presentation of course material. Specific choice of topics will be determined by course participants. Students should have taken one course in animal behaviour. A familiarity with population genetics, ecology and basic evolutionary theory will be assumed. *E. Nol, M. Berrill*

WEGP 510b – Instrumental analysis

Course includes instruction on the theory and practical applications of instrumentation commonly used for analysis in the aquatic sciences. Lecture material includes electro-analytical methods, atomic and molecular spectroscopy and analytical chromatography. Students will have the opportunity to be trained on specific analytical instruments by working in research laboratories under the supervision of WEGP faculty. *H. Hintlemann*

WEGP 511a – Geographical information systems: techniques and applications

This course will provide familiarization with the theoretical and applied aspects of geographical information systems relevant to studies in Watershed Ecosystems. Lectures will focus on various approaches to analysis of spatial information. The applied portion of the course will involve students in the formulation of a GIS applications project related to the students' research. *R. Ponce-Hernandez*

WEGP 512b – Multimedia environmental models

The course will consist primarily of lectures with weekly assignments. Each student will complete a project consisting of a detailed assessment of a specific chemical which will require the use of a personal computer (IBM-PC-BASIC) or equivalent. There will be approximately eight assignments, a mid term and a final examination. Students should be reasonably computer literate. *D. Mackay*

WEGP 590 (or WEGP 590a/b) – 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 prior to 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 can also register under the WEGP 590 course number to take a course from another academic institution for credit. In the case of an undergraduate course taken for credit, a graduate student would normally have to complete an additional graduate-level assignment.

Financial Support

Full financial support is provided for a minimum of six terms for M.Sc. students and nine terms for Ph.D. students, through teaching assistantships, research assistantships or scholarships. Candidates are encouraged most strongly to apply for scholarships on their own behalf. Information on available scholarships is available from the Office of Research and Graduate Studies.

Further Information

More detailed information about the program is contained in the program handbook. Inquiries should be addressed to the director of the program.

Financial Assistance

Financial assistance for individual full-time graduate students may be available from the following sources:

1. a) Scholarships, fellowships and other merit awards from governmental, industrial and other granting bodies in Canada.
- b) University entrance awards, academic scholarships, and tuition bursaries.
2. Graduate assistantships for a maximum of four terms – M.A./M.Sc. (maximum six terms – Ph.D.), normally spanning two (three – Ph.D.) consecutive undergraduate academic years, in teaching and demonstrating.
3. Research assistantships with staff members who hold research grants.
4. Non-competitive awards and loans from the Ontario Student Awards Program.

All student support received through awards, research or graduate assistantships is taxable according to the federal and provincial tax regulations. Tax will be deducted by Trent's accounting department from any payments made to students for assistantships.

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 picked up in the Office of Research and Graduate Studies.

Information on important scholarships and fellowships follows:

Ontario Graduate Scholarships

The Government of Ontario offers up to 1,300 Ontario Graduate Scholarships 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. Application deadline is mid November. All eligible candidates who are interested in studying at Trent are urged to apply for one of these awards. For further information write to: Student Support Branch, Ontario Ministry of Education and Training, P.O. Box 4500, 189 Red River Road, 4th Floor, Thunder Bay, Ontario P7B 6G9.

Natural Science and Engineering Research Council Awards

Postgraduate scholarships from the Natural Science and Engineering Research Council (NSERC) are tenable in departments offering graduate studies in science. These awards are offered to assist students in 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. The scholarships are open to Canadian citizens or permanent residents and are awarded on the basis of high scholastic achievement and evidence of capacity to do research. For further information write to:

Postgraduate Scholarships Officer, Natural Science and Engineering Research Council of Canada, Constitution Square, Tower II, 350 Albert Street, Ottawa, Ontario K1A 1H5.

Commonwealth Scholarship and Fellowship Plan

The Commonwealth Plan provides opportunities for Commonwealth students to pursue advanced studies in other Commonwealth countries. The fellowships are awarded to graduates of recognized universities for a period of two academic years and the interven-

ing Summer, and are intended to cover the holder's travel, living, and study expenses during the period of tenure. Application forms and full information concerning details of the award may be obtained from the Canadian Scholarship and Fellowship Plan, c/o Canadian Bureau for International Education, 85 Albert Street, Suite 1400, Ottawa, Ontario K1P 5N1, or through the Canadian high commissioner in those countries. Persons intending to apply are advised to enquire not later than September, approximately one year prior to the date of tenure.

Note:

The Office of Research and Graduate Studies prepares a booklet annually for use by Trent undergraduates planning to apply to graduate schools and for scholarships and by graduate students planning further study. This includes a list of scholarships available and application deadlines. The office also makes available on gopher the University of Waterloo scholarships database.

In the case of major scholarship competitions, students currently registered at Trent must meet an earlier deadline set by Trent University.

Graduate Assistantships

The Graduate Studies Committee, acting on the recommendations of the programs awards a number of assistantships to full-time graduate students each year. 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.

A full-time graduate student may be eligible for support for a maximum of four terms (six terms – Ph.D.), normally spanning two (three – Ph.D.) consecutive undergraduate academic years.

Graduate Scholarships and Awards

Trent University is actively soliciting funds for graduate scholarships, awards and bursaries and 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.

Trent University Graduate Entrance Awards

Approximately 15 awards will be made annually to eligible students entering the first year of a full-time graduate degree program at Trent University. The awards are valued at \$300 each and are intended for students with an average of A- (80%) or better in their last two years of study.

Ontario Graduate Scholarship (OGS) Program "Institutional Awards"

The province of Ontario provides up to ten 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 fulfil all scholarship conditions applicable to candidates in the open OGS competition. 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.

The recommended candidates from Trent are decided when results of the open 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 Education and Training (OMET) matched by private sector support to the university. Each OGSST will have a value of \$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 selections will be done in February, at the time of admissions selections. Application forms are available from the Office of Research and Graduate Studies. Normal application deadline is February 1.

The Governor-General's Academic Gold Medal

The Governor-General's Gold Medal will be awarded to the graduate student who achieves the highest academic standing in his/her degree program. The medal will be awarded on the recommendation of the Committee on Graduate Studies which solicits nominations from the graduate program directors, and will be presented each year at Spring Convocation to a student among those who are graduating.

The 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 program. Projects in the archaeology of northeastern North America are preferred, and one or more grants are awarded annually.

Eugene Kuzmin Graduate Scholarship

This scholarship, a gift from the Estate of Eugene Basil Kuzmin of Bobcaygeon, is awarded to a deserving student in any graduate degree program.

Native Studies Ph.D. Scholarships

These scholarships are available to students with high academic standing in the Native Studies Ph.D. program. Students will automatically be considered for these scholarships upon application to the program.

The French American Charitable Trust Scholarship

This scholarship, established by a gift from The French American Charitable Trust in Bermuda, is awarded to a student in the Watershed Ecosystems Ph.D. Program.

The David and Joyce Woods Graduate Scholarship

This scholarship, to honour David M. Woods, chairman of the Board of Governors of Trent University from 1975 to 1980, and his wife, Joyce Woods, has been established by their children and friends and is awarded to a student in the Watershed Ecosystems master's Program. This is the first graduate scholarship to be established at the University.

Awards

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 residents 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, Philosophy and English. OSOTF guidelines apply.

Bursaries

Graduate students may apply for the following specific bursaries. (See also full *Bursary* section for other bursaries not designated specifically for undergraduates.)

AMOD Graduate Bursary (Modelling)

These bursaries are available to assist graduate students in the Applications of Modelling in the Natural and Social Sciences M.A./M.Sc. Program. They are based on demonstrated financial need and satisfactory academic achievement. OSOTF guidelines apply.

Anthropology – Graduate Students' Bursary

Graduate faculty and friends of the Department of Anthropology established this bursary to assist first and second year students in their studies and/or thesis research. The bursaries will be awarded based on financial need and satisfactory academic achievement. OSOTF guidelines apply.

Scotia Bank Graduate Bursary

Awarded annually to a full-time graduate student in any year with proven financial need and satisfactory academic standing. OSOTF guidelines apply.

The ABS Bennett Bursary

This bursary is awarded annually to a female graduate student who has demonstrated leadership and involvement in her community. Applicants must demonstrate financial need and satisfactory academic achievement. OSOTF guidelines apply.

William Thompson Graduate Bursary

This bursary, a bequest from the estate of the late William Thompson (1891-1978) of Westwood, Ontario, is awarded annually to a student registered in a graduate program, based on financial need and satisfactory academic progress. OSOTF guidelines apply.

International Graduate Students

In order to cover fees, books and living expenses, an international student in a graduate school in Ontario will need a minimum of \$25,000 per year. If this amount is not covered by independent means or financial support from his/her own country, and if he/she is therefore in need of fellowship support, he/she should be aware of the following facts. Because of government restriction on the money available, students from other countries entering Canada on student authorizations 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 previous section, a small number of Ontario Graduate Scholarships are available to non-Canadian students.

Therefore if you are not a Canadian citizen or permanent resident, you will not be eligible for most of the awards. On the other hand, to obtain permanent resident status, a student who is not resident in Canada must have long range plans which include an intention to settle permanently in Canada. If the Canadian immigration authorities refuse permanent resident status, it is then extremely difficult to obtain a student authorization as an alternative means of permission to study in Canada.

Entry into Canada without either status will result in a deportation order, and if the deportation order is not successfully appealed, any further application for landed immigrant status will almost certainly be denied. Application for such status therefore should not be made simply in the hope of obtaining more fellowship support.

Note:

Students who have been admitted to Canada on student authorizations must obtain a work permit from the Department of Immigration before taking on any type of work other than at the University for which they receive payment.

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). It has four elected officers (president, vice-president, treasurer and secretary) who organize social and informal academic events. Elections take place yearly. Graduate students are also represented on the University Senate, and the Research, Graduate Studies, Educational Development (COED), Animal Care, Academic Computer Services, Graduate Studies, Library Services, Nature Areas, Research (NSERC), Research (SSHRC), Special Appeals, Teaching Awards and Teaching Effectiveness committees. Those interested in serving either on the GSA executive or on one of the committees should contact the current GSA President.

The GSA publishes a newsletter throughout the year passing on information of direct concern to graduate students both from within the university and from other graduate associations or from the National Union of Students (NUS) newsletters. As well as organizing social events such as wine and cheese parties, Christmas parties, and end-of-the-year banquets, the GSA presents informal slide and talk shows presenting current research by graduate students or faculty at Trent.

Conference travel allowances are made available through the GSA to qualifying graduate students on a first come/first served basis.

The aim of these programs is to provide opportunities for graduate students to communicate with each other, and with the entire University community about issues and problems of particular concern to graduate students.

The current executive welcomes the interest and assistance of all 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.

For further information please write to:

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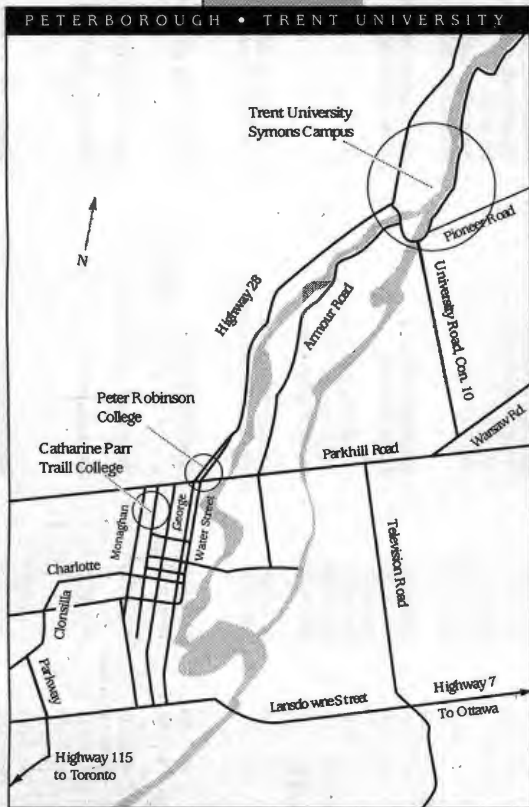
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Directory for correspondence and inquiries

PETERBOROUGH AREA CODE (705)	PHONE	FAX	E-MAIL	WEB
Academic Skills	748-1720	748-1830	acdskills@trentu.ca	www.trentu.ca/acadskills
Admissions, inquiries and application	748-1215	748-1629	liaison@trentu.ca	www.trentu.ca/admissions
Alumni Office	748-1399	748-1655	alumni@trentu.ca	www.trentu.ca/alumni
Athletics & recreation	748-1257	748-1447	athletics@trentu.ca	www.trentu.ca/athletics
Bookstore	748-1700	748-5802	bookstore@trentu.ca	www.trentu.ca/bookstore
Colleges & Advising	Catharine Parr Traill 748-1736	748-1721	traill@trentu.ca	www.trentu.ca/colleges/traill.html
	Champlain 748-1237	748-1581	champlain@trentu.ca	www.trentu.ca/colleges/champlain.html
	Julian Blackburn 748-1229	748-1655	jbc@trentu.ca	www.trentu.ca/jbc
	Lady Eaton 748-1322	748-1630	eaton@trentu.ca	www.trentu.ca/colleges/eaton.html
	Otonabee 748-1342	748-1335	otonabee@trentu.ca	www.trentu.ca/colleges/otonabee.html
	Peter Robinson 748-1743	748-1795	robinson@trentu.ca	www.trentu.ca/colleges/robinson.html
Communications Office	748-1218	748-1029	communications@trentu.ca	www.trentu.ca/communications
Conference Services	748-1260	748-1209		www.trentu.ca/conferences
Counselling and Careers	748-1386	748-1563	CandC@trentu.ca	www.trentu.ca/careers
Dean of Arts and Science	748-1243	748-1699		www.trentu.ca/dean
Fee payments	748-1317	748-1564		
Financial Aid	748-1524	748-1564	financialaid@trentu.ca	
Graduate Studies	748-1245	748-1587	graduate@trentu.ca	www.trentu.ca/graduate
Health Services	748-1481	748-1563	awalter@trentu.ca	www.trentu.ca/healthserv
Housing, off-campus	748-1769	748-1795	housing@trentu.ca	www.trentu.ca/housing
	(May to Sept.)	(all year)	(all year)	(all year)
International Program	748-1314	748-1626	tip@trentu.ca	www.trentu.ca/tip
Library	748-1391	748-1315		www.trentu.ca/library
Oshawa (Trent Office)	(905) 721-3003			
Parking	748-1328	748-1488	security@trentu.ca	www.trentu.ca/admin/Security.html
Part-time study inquiries	748-1229	748-1655	jbc@trentu.ca	www.trentu.ca/jbc
President's Office	748-1347	748-1657		
Registrar's Office	748-1215	748-1629	registrar@trentu.ca	
Registration	748-1215	748-1629	registrar@trentu.ca	
Scholarships	748-1215	748-1629	registrar@trentu.ca	
Security	emergency 748-1333			
	office 748-1328	748-1488	security@trentu.ca	www.trentu.ca/admin/Security.html
Special Needs	748-1281	748-1509	specialneeds@trentu.ca	www.trentu.ca/sno
	TDD 748-1482			
Student Central Government	748-1000			
Student employment	748-1386	748-1563	CandC@trentu.ca	www.trentu.ca/careers
Transcript orders	748-1215	748-1629		
Hotels and Transportation:				
Peterborough Kawartha Tourism	Local 742-2201	742-2494	travinfo@Peteboro.net	http://text.peterboro.net/~travinfo/
& Convention Bureau	Long distance 1 800-461-6424			
Buses: Greyhound	743-8045	748-5321	www.greyhound.ca	www.greyhound.ca
Peterborough Transit	745-0525			
Trentway-Wagar	748-6411			
Century Coach Lines (to/from Toronto Airport)	748-3961	748-6377		
Tour of Trent campus	748-1322	748-1629	liaison@trentu.ca	www.trentu.ca/tour
Walk Home Program	742-FOOT		security@trentu.ca	www.trentu.ca/admin/Security.html

HOW TO FIND US

Canada



DIRECTIONS TO TRENT UNIVERSITY

From Toronto

- Take Highway 401 east to 115/35
- Follow 115 north and exit at "Peterborough - The Parkway"
- Follow The Parkway until it ends at Clonsilla Avenue
- Turn right (east) on Clonsilla, and continue to Water Street (Clonsilla becomes Charlotte St.)
- Turn left (north) on Water St., and continue past intersection with Parkhill Road. Continue north past Riverview Park and Zoo and watch for the Trent University sign at Nassau Mills Road
- Turn right onto Nassau Mills Rd.
- Turn left into the main driveway. The Registrar's Office/Tours Office is located in Blackburn Hall, the first building on your right

From Ottawa

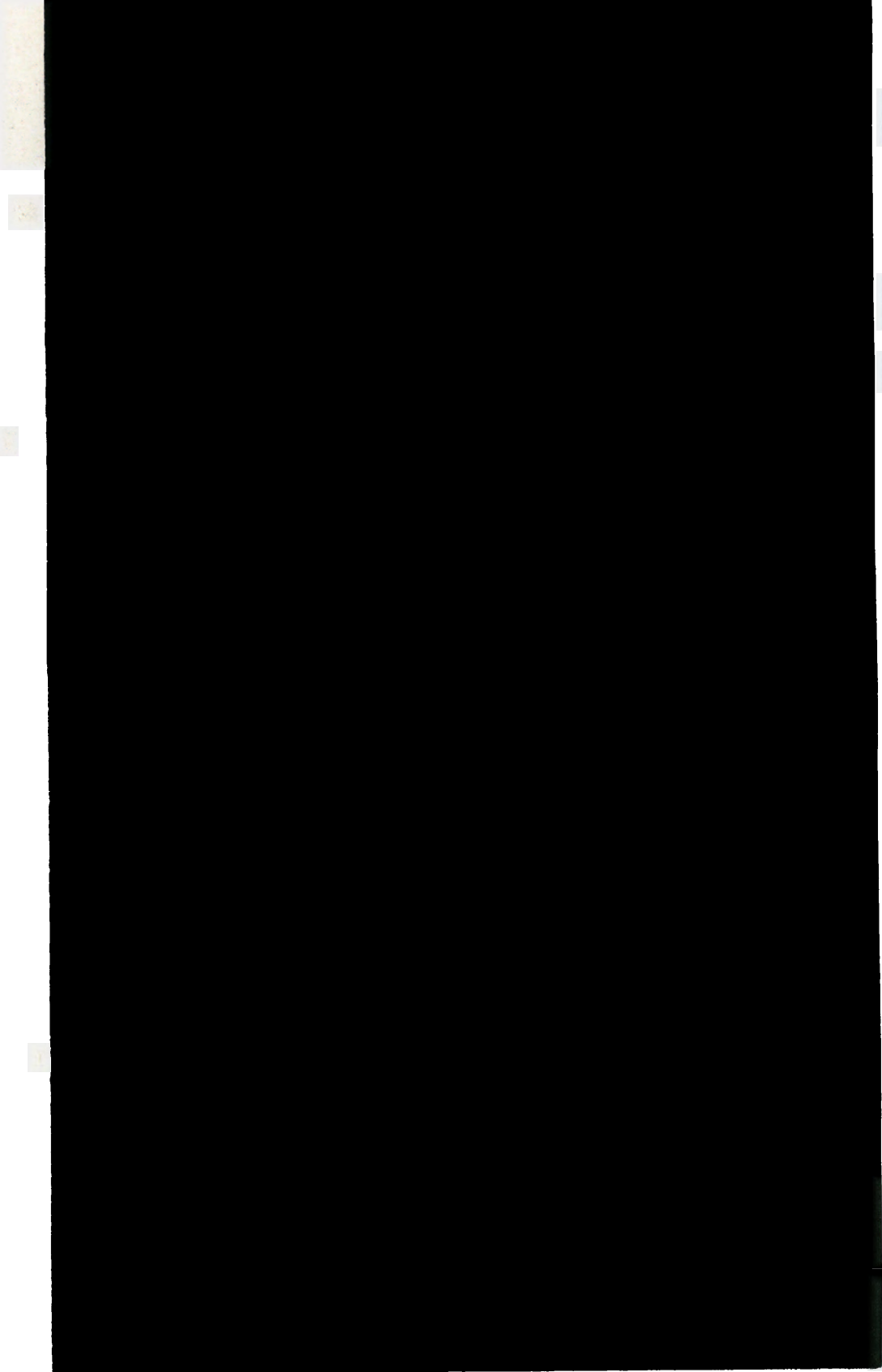
- Follow Highway 7 west to Television Road
- Turn right (north) on Television Rd. and continue to Parkhill Road
- Turn left (west) on Parkhill and continue to Water Street
- Turn right (north) on Water St., which turns into Highway 28 and watch for Trent University sign
- Turn right onto Nassau Mills Road
- Turn left into the main driveway. The Registrar's Office/Tours Office is located in Blackburn Hall, the first building on your right

ADDITIONAL MAPS:

Symons Campus, p. 26

Traill College, p. 28

Robinson College, p. 32





T R E N T U N I V E R S I T Y

Peterborough, Ontario, Canada