FOREWORD FROM THE DEAN

http://www.yorku.ca/grads/calendar/

Graduate study involves a level of engagement with subject matter, fellow students, and faculty members that marks a high point in one's intellectual and creative development. At the master's and Doctoral levels, graduate study in one way or another is at the centre of research and scholarly intensity within the University and provides exciting challenges and opportunities.

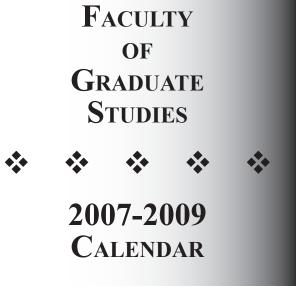
Since its inception in 1963, the Faculty of Graduate Studies has grown from 11 students in a single graduate program to more than 5000 students in 46 programs. York's graduate studies are expanding, with five new graduate programs in development, three of which begin this year; 11 more programs are expanding, either adding a doctoral program where there is an existing master's, or adding new fields or different master's programs. We are the second largest graduate faculty in the province of Ontario. One out of every three Ontario graduate students enrolled in the social science and humanities disciplines/interdisciplines chooses to study at York University, and York graduate programs are the first choice destination for students in other fields of studies such as the sciences, the fine arts, education, environmental studies, law, business and other professional areas such as social work. Our students hold many external and internal scholarships and awards reflecting the exceptional academic performance of our graduate classes. In the last five years, 550 Doctoral and 6759 master's degrees have been conferred.

The central mission of the Faculty has been, and remains, to promote and enhance the quality of graduate education and foster excellence in teaching and research. The Faculty has developed graduate programs of impressive academic quality in core disciplines and has pioneered the creation of new, and especially interdisciplinary, programs at the frontiers of scholarship. Master's and Doctoral education is offered in many of the traditional disciplines of the social sciences, humanities, fine arts, and pure and science and engineering. Graduate-level professional programs are available

in Business, Law, Education, Translation and Social Work and in health-related disciplines focused through York's new Faculty of Health. Innovative and unique interdisciplinary programs have been created in such areas as Environmental Studies, Earth & Space Science, Social & Political Thought, Interdisciplinary Studies, Women's Studies, and our most recent programs: Humanities, Human Resources Management, and Critical Studies in Disability. A further innovative dimension has involved the creation of a number of specialized graduate diplomas—such as Early Childhood Education, and Environmental/Sustainability Education—which may be earned concurrently with the master's or Doctoral degree in several programs, and which may also be taken as stand-alone graduate diplomas. York offers 32 graduate diplomas. The Faculty of Graduate Studies remains committed to further growth and innovation and to continue to offer quality graduate education providing strong administrative and financial support to our students.

It is not surprising that York's Faculty of Graduate Studies has grown to be one of the largest and finest in the country. In turn, York's reputation for excellence in graduate studies has spread throughout Canada and beyond. It is the dynamism, the intellectual excitement and the scholarly rigour which drew me to York and I encourage you to explore the many possibilities we offer. The University's stimulating intellectual and extracurricular environment is complemented by the rich cultural and social stimulus of Toronto and area. The attractions here are many: strong faculty members, first-class students, innovative programs, good resources, and the advantages of living and working in one of North America's leading cities. Graduates of our Faculty have assumed positions of leadership in universities, schools, research organizations, government, the legal profession, business, industry and the performing arts.

Douglas M. Peers



IMPORTANT NOTICE

http://www.yorku.ca/grads/calendar/importantnotice.pdf

York University reserves the right to make changes in the information contained in this publication without prior notice.

It is the responsibility of all students to familiarize themselves each year with the general information sections of the *Calendar* and with the section covering the Faculty Regulations, as well as with any additional regulations of the specific programme in which they are enrolled.

It is the responsibility of all students to be familiar with the specific requirements associated with the degree, diploma, or certificate sought. While advice and counselling are available, it is the responsibility of each student to ensure that the courses in which registration is effected are appropriate to the programme requirements.

The University reserves the right to limit enrolment in any programme. Students should be aware that enrolment in many programmes and courses is limited. While the University will make every reasonable effort to offer courses and classes as required within programmes, prospective students should note that admission to a degree or other programme does not guarantee admission to any given course or class.

EVERY STUDENT AGREES BY THE ACT OF REGISTRATION TO BE BOUND BY THE REGULATIONS AND POLICIES OF YORK UNIVERSITY AND OF THE FACULTY IN WHICH THAT STUDENT IS REGISTERED.

In the event of an inconsistency between the general academic regulations and policies published in *calendars*, and such regulations and policies as established by the Faculty and the Senate, the version of such material as established by the Faculty and Senate shall prevail.

In addition to the foregoing, York University shall incur no liability for loss or damage suffered or incurred by any student or third party as a result of delays in or termination of services, courses or classes by reason of: acts of God, fire, floods, riots, war, strikes, lockouts, damage to University property, financial exigency or other happenings or occurrences beyond the reasonable control of the University.

The material contained in this *Calendar* has been submitted by the administrative departments and academic units concerned. All general information and course references have been checked for accuracy as far as possible. If errors or inconsistencies do occur, please bring these to the attention of the responsible department.

York University is a smoke-free institution.

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ADMINISTRATIVE OFFICERS

http://www.yorku.ca/grads/calendar/administrativeofficers.pdf

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Manager, Communications, Public Relations & Recruitment

RUTH MORAYNISS

Faculty of Graduate Studies' Offices

The Faculty of Graduate Studies' Administrative Offices are located on the second floor of York Lanes, in Suite 283.

For information please write to:

The Faculty of Graduate Studies

York University 4700 Keele Street Toronto, Ontario

Canada M3J 1P3

Telephone: (416) 736-2100 (main switchboard)

Fax: (416) 736-5592

The Faculty of Graduate Studies is accessible on the World Wide Web at the following site:

http://www.yorku.ca/grads

Admissions Office

The Admissions Office is located in the Bennett Student Services Centre. Any questions related to admissions or applications should be directed to:

Graduate Admissions

P.O. Box GA2300, Bennett Student Services Centre

4700 Keele Street York University Toronto, Ontario Canada M3J 1P3

Telephone: (416) 736-5000 Fax: (416) 736-5536

The Admissions Office's World Wide Web address is as follows:

http://www.yorku.ca/admissions

http://www.yorku.ca/grads/calendar/calendarofevents.pdf

The following is a list of important dates. Please note that dates for start of classes, end of classes, examinations and reading weeks are not listed as these vary by programme. All dates are subject to rescheduling in the event of a disruption of classes. For more information, please refer to the "Senate Policy on the Academic Implications of Disruptions or Cessations of University Business due to Labour Disputes or Other Causes" in the University Policies and Regulations section at the end of this *Calendar*. At the time of publication, dates for the following academic year had not yet been finalized. *Dates for thesis and dissertation submission, oral examination, and three final copies are tentative and subject to change*.

2 0 0 7			2 0 0 8	
Sunday, 1 July*	Canada Day Holiday	Tuesday, 1 January*	New Year's Day	
Monday, 2 July*	Canada Day Holiday observed	Tuesday, 15 January	Winter Term registration deadline. Students	
Monday, 6 August*	Civic Holiday		who register after this date will incur a	
Monday, 20 August	This is the last date for receipt by		\$200.00 late registration fee.	
	the Faculty of Graduate Studies of a	Monday, 18 February*	Family Day	
	recommendation for an oral examination	Friday, 21 March*	Good Friday	
	from a Graduate Programme Director, for	Sunday, 23 March*	Easter Sunday	
	students who expect to fulfil all Doctor of	Tuesday, 1 April	This is the last date for receipt by	
	Philosophy degree requirements before the		the Faculty of Graduate Studies of a	
	Fall Convocation.		recommendation for an oral examination	
Monday, 27 August	This is the last date for submission of a		from a Graduate Programme Director, for	
	thesis to the Faculty of Graduate Studies,		students who expect to fulfil all Doctor of	
	prior to an oral examination and receipt		Philosophy degree requirements before the	
	of a recommendation from a Graduate		Spring Convocation.	
	Programme Director, for students who	Monday, 7 April	This is the last date for submission of a	
	expect to fulfil all master's degree	, I	thesis to the Faculty of Graduate Studies,	
	requirements before the Fall Convocation.		prior to an oral examination and receipt	
Monday, 3 September'			of a recommendation from a Graduate	
Thursday, 13 September			Programme Director, for students who	
Friday, 14 September** Rosh Hashanah			expect to fulfil all master's degree	
Saturday, 15 September	er Fall term registration deadline. Students		requirements before the Spring Convocation.	
	who register after this date will incur a	Sunday, 20 April†	Passover	
	\$200.00 late registration fee.	Monday, 21 April†*	Passover	
Monday, 17 September	r For students who expect to fulfil all	Saturday, 26 April†	Passover	
	master's and Doctor of Philosophy degree	Sunday, 27 April†	Passover	
	requirements before the Fall Convocation	Monday, 5 May	For students who expect to fulfil all	
	this is the last possible date for an oral	monady, 5 may	master's and Doctor of Philosophy	
	examination and for the Faculty of Graduate		degree requirements before the Spring	
	Studies to receive, through Graduate		Convocation, this is the last date for the	
	Programme Directors, the favourable		Faculty of Graduate Studies to receive,	
	decisions of thesis/dissertation examining		through Graduate Programme Directors, the	
	committees.		favourable decisions of thesis/dissertation	
Saturday, 22 Septembe			examining committees.	
Monday, 24 September	Three unbound copies of each thesis or	Monday, 12 May	Three unbound copies of each thesis or	
	dissertation in final acceptable form must be	1v1011uuy, 12 1v1uy	dissertation in final acceptable form must be	
16 1 00 1 4	delivered to the Faculty of Graduate Studies.		delivered to the Faculty of Graduate Studies.	
Monday, 8 October*	Thanksgiving Day	Thungday 15 Mar	Summer Term tuition fees due and payable.	
Friday-Sunday 19-21		Thursday, 15 May Monday, 19 May*		
Thursday, 6 December Women's Remembrance Day			Victoria Day	
Tuesday, 25 December* Christmas Day		16-21 June	Convocation	
Wednesday, 26 Decem	ber* Boxing Day	Tuesday, 1 July*	Canada Day Holiday	

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2 0 0 8		2 0 0 9		
Monday, 4 August*	Civic Holiday	Thursday, 1 January*	New Year's Day	
Monday, 11 August	This is the last date for receipt by	Monday, 16 February*	Family Day	
	the Faculty of Graduate Studies of a recommendation for an oral examination from a Graduate Programme Director, for	Thursday, 15 January	Winter Term registration deadline. Students who register after this date will incur a \$200.00 late registration fee.	
	students who expect to fulfil all Doctor of	Thursday, 9 April †	Passover	
	Philosophy degree requirements before the	Friday, 10 April †	Passover	
	Spring Convocation.	Friday, 10 April*	Good Friday	
Monday, 18 August	This is the last date for submission of a	Sunday, 12 April*	Easter Sunday	
,,	thesis to the Faculty of Graduate Studies,	Wednesday, 15 April†	Passover	
	prior to an oral examination and receipt	Thursday, 16 April†	Passover	
	of a recommendation from a Graduate	Friday, 15 May	Summer Term registration deadline.	
	Programme Director, for students who	1.000, 10 1110,	Students who register after this date will	
	expect to fulfil all master's degree		incur a \$200.00 late registration fee.	
	requirements before the Fall Convocation.	Monday, 18 May*	Victoria Day	
Monday, 1 September*	Labour Day			
Monday, 8 September	For students who expect to fulfil all			
	master's and Doctor of Philosophy degree			
	requirements before the Fall Convocation			
	this is the last possible date for an oral			
	examination and for the Faculty of Graduate			
	Studies to receive, through Graduate			
	Programme Directors, the favourable			
	decisions of thesis/dissertation examining			
	committees.			
Monday, 15 September	Fall term registration deadline. Students			
	who register after this date will incur a			
	\$200.00 late registration fee.			
Monday, 15 September	Three unbound copies of each thesis or			
	dissertation in final acceptable form must be			
T	delivered to the Faculty of Graduate Studies.			
Tuesday, 30 September*				
Wednesday, 1 October*				
October 17-19	Convocation			
Thursday, 9 October	**Yom Kippur			
Monday, 13 October*	Thanksgiving Day			
Saturday, 6 December	Women's Remembrance Day			
Thursday, 25 December	Cirisunas Day			

^{*} University offices and buildings are closed on these days.

Friday, 26 December* Boxing Day

^{**} No classes or examinations will be scheduled on the evenings prior to, nor during the day of, these religious holy days. However, university offices will be open normal hours.

[†] No examinations will be scheduled on the evenings prior to, nor during the day of, these religious holy days. However, classes will be held and university offices will be open normal hours.

Some of these dates are subject to change.

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64	Graduate Diploma in Real Property Development	346	Recreation
326	Graduate Diploma in Postsecondary Education	346	Security Control Centre
328	Graduate Diploma in Refugee & Migration Studies	346	YU-Card
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PRINCIPLES OF GRADUATE STUDENT FINANCIAL SUPPORT

Endorsed by the Council of the Faculty of Graduate Studies on October 1, 1998

- 1. In recognition of the real financial need of many graduate students, the Faculty of Graduate Studies Council endorses the principle that access and admission to graduate education should be on the basis of academic qualifications, and that completion of graduate study, and especially full-time doctoral study, should be determined by the student's academic performance rather than by financial circumstances.
- 2. In recognition of the effort by the Faculty of Graduate Studies and individual graduate programmes to fund students to the fullest possible extent without contradicting principles of accessibility, the Faculty of Graduate Studies Council endorses the principle that the Faculty of Graduate Studies should seek to support full-time graduate students at a level sufficient to cover basic living expenses as well as tuition fees, and to continue to advocate the need for such levels of support both within the University and externally.
- 3. In recognition of the concentration of external scholarship funds in the hands of a few recipients, and of the necessary commitment to excellence which underlies much university funding, the Faculty of Graduate Studies Council endorses the principle that the criteria of excellence used within the Faculty of Graduate Studies should be broadly defined to recognize the quality of achievement demonstrated in diverse ways by excellent graduate students through a broader distribution of resources.

THE UNIVERSITY

http://www.yorku.ca

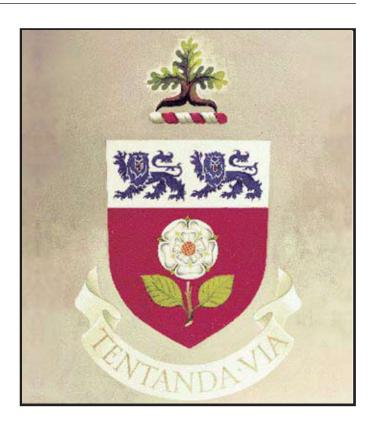
Founded in 1959, York University has rapidly achieved an international reputation for excellence in teaching, research and scholarship in both undergraduate and graduate studies.

Approximately 46,000 students from around the world study full-time and part-time at York University's three campuses. The 550 acre Keele Campus in the northwest area of the City of Toronto is the home of York's Faculties of Arts, Education, Environmental Studies, Fine Arts, Pure and Applied Science, and Graduate Studies, as well as the Schulich School of Business, Atkinson Faculty of Liberal and Professional Studies, and Osgoode Hall Law School. Glendon College, York's bilingual liberal arts Faculty, is located on its own 85-acre campus in a parkland setting in the City of Toronto. York University's Schulich School of Business holds some of its classes in its Miles S. Nadal Management Centre, located in downtown Toronto, in addition to its main campus building.

York University offers the contemporary student a vast selection of degree courses and programmes of study plus all the educational and recreational facilities of a modern multiversity.

York University is distinguished for its excellence in teaching and scholarship, close student-faculty relationships, innovative teaching methods, academic experimentation, and strong dedication to research.

York University has pioneered in many new and still unique initiatives in education. The University continually strives to live up to its motto, *Tentanda Via...* "The way must be tried."



MISSION STATEMENT

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect.

York University is part of Toronto: we are dynamic, metropolitan and multicultural. York University is part of Canada: we encourage bilingual study, we value tolerance and diversity. York University is open to the world: we explore global concerns.

A community of faculty, students and staff committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition.

Tentanda Via: "the way must be tried."

BOARD OF GOVERNORS

http://www.yorku.ca/grads/calendar/boardofgovernors.pdf

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Chancellor

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President and Vice-Chancellor

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MAMDOUH SHOUKRI, BSc (Cairo), MEng, PhD (McM.), PEng (as of July 1, 2007)

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MAMDOUH SHOUKRI, BSc (Cairo), MEng, PhD (McM.)

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Wong, A.C.M., BSc (Tor.), MA (York (Can.)), PhD (Tor.), Associate Professor of Economics and Mathematics & Statistics, and Director of the Graduate Program in Mathematics & Statistics

Wong, M.W., BSc (Montr.), MSc, PhD (Tor.), Professor of Mathematics & Statistics

Wong, W., BBA, MA, PhD (H.K.P.U.), Assistant Professor of Design

Wong, Y.R., BSSc, MPh (Chinese H.K.), MSW (H.K.), PhD (O.I.S.E.-Tor.), Assistant Professor of Social Work

Wood, E.M., AB, MA, PhD (Calif.), Professor of Political Science

Wood, J.D., BA, MA (Tor.), PhD (Edin.), Professor Emeritus of Geography

Wood., L., BA (Qu.), MSc (L.S.E.), Assistant Professor of Sociology

Wood, D., BA, MA (Tor.), PhD (Edin.), Professor of Geography

Wood., P.K., BA, MA (Qu.), PhD (Duke), Associate Professor of Geography and History

Wood, R.P., BA, EdD (Camb.), Professor Emeritus of Film

Wood, S.J., BA (York (Can.)), LLB (O.Hall), LLM (Harv.), Assistant Professor of Law

Wootten., C., MA (York (Can.)), Assistant Professor of Dance

Wrazen., L., BEd, MA, BMus, PhD (Tor.), Assistant Professor of Music

Wright, L., BA (Laur.), MA (Essex), PCGE (London Inst.), MIM (American), PhD (W.Ont.), Associate Professor of Business

Wright, S., BSc (Tor.), MSc (McG.), PhD (Edinburgh Inst. Cell), Assistant Professor of Biology

Wu, G., BSc, (McM.), MSc, PhD (Tor.), Professor of Biology and Kinesiology & Health Science

Wu, J., BSc, MSc, PhD (Hunan), Canada Research Chair in Applied Mathematics and Professor of Earth & Space Science and Mathematics & Statistics

Wu, Y., BA (Nanjing), MS (Wuhan), MA, PhD (Pitt.), Professor of Economics and Mathematics & Statistics

Wylam, L.W., BA (Eckered), MFA (Calif. San Diego), PhD (Northw.), Associate Professor of Theatre Studies

Xu, J., BS (Tianjin), PhD (Louvain), Associate Professor of Computer Science

Yan, N.D., BSc, MSc (Tor.), PhD (Guelph), Professor of Biology

Yang., Z., BSc (Beijing Inst.Tech.), MSc, PhD (Tor.), Assistant Professor of Mathematics & Statistics

Yankou, D.J., BScN (Tor.), MHSc (McM.), PhD (Mich.), RN, Assistant Professor of Nursing

Yeomans, S., BAdmin, BSc (Regina), PhD (McM.), Associate Professor of Business

Yon, D., BEd (Bristol), MA, PhD (York (Can.)), Associate Professor of Education, Social Anthropology and Social & Political Thought

Young, A.N., BA (York), LLB (O.Hall), LLM (Harv.), of the Bar of Ontario, Associate Professor of Law

Young, G., BSc (McG.), MA (W.Ont.), PhD (Montr.), Associate Professor of Psychology

Young, K.L., BSc, MSc (Tor.), PhD (McM.), Associate Professor of Geography

Young, J., BSc, MAS, PhD (Ill.), Professor of Business

Young, S., BA (S.Fraser), MA, PhD (Calif, San Diego), Associate Professor and Director of the Graduate Program in Film

Zabrocki., M., BA, MA, PhD (Calif. San Diego), Associate Professor of Mathematics & Statistics

Zalik, A., BA (Alta.), MS, PhD (C'nell) Assistant Professor in Environmental Studies

Zatzman, B.H., BA, MA (Tor.), PhD (O.I.S.E.-Tor.), Associate Professor of Education, Theatre and Theatre Studies

Zeifman, H., BA, MA (Tor.), PhD (Birm.), Professor of English and Theatre Studies

Zemans, F.H., BA, LLB (Tor.), of the Bar of Ontario, CM, Professor of Law

Zemans, J., BA, MA (Tor.), HonDLitt (Wat.), University Professor Emeritus of Art History, Business, Communication & Culture and Visual Arts, and Coordinator of the Graduate Diplomas in Arts & Media Administration and Curatorial Studies in Visual Culture

Zemel, C., BA (McG.), MA, PhD (Col.), Professor of Art History, Social & Political Thought and Visual Arts

Zhu, H., BSc (Shangdon), MSc, PhD (Wat.), Assistant Professor of Earth & Space Science, Mathematics & Statistics and Physics & Astronomy

Zhu, H., BS (Nanjing), MS (E.China), PhD (Montr.), Assistant Professor of Mathematics & Statistics

Zhu, Z.H., BASc, MASc (Shanghai J.T.), MASc (Wat.), PhD (Shanghai J.T.), PhD (Tor.), Assistant Professor of Physics & Astronomy

Zikic, J., BSc (Tor.), MSc (L.S.E.), PhD (Tor.), Assistant Professor of Human Resources Management

Zimmerman, B.J., BSc (Tor.), MBA, C.A., PhD (York (Can.)), Associate Professor of Business

Zimmerman, C.D., BA, MA, PhD (Tor.), Professor of English and Theatre

Zryd, M., BA, MA (N.Y), PhD (Tor.), Associate Professor of Film

Zwick, D., MS (Montpellier), MS (Memphis), PhD (Rhode Island), Assistant Professor of Business

1. Applicability

The regulations of the Faculty of Graduate Studies generally apply to all students enrolled in graduate programs at York University. They specify the minimum requirements for the award of master's and Doctoral degrees. In a number of instances individual graduate programs have additional requirements; these are set out in the appropriate graduate program section of this Calendar. These additional or more stringent requirements take precedence over the general Faculty Regulations.

Normally, all students are subject only to the Faculty regulations and the appropriate additional graduate program requirements, if any, which were in effect when they first enrolled in a graduate program as a candidate for a master's degree or a Doctoral degree.

Any graduate student may petition the Dean of the Faculty of Graduate Studies for the waiving of one or more of the academic regulations and/or other requirements of the graduate program or of the Faculty of Graduate Studies. Procedures relating to petitions concerning academic regulations and appeals of decisions on those petitions may be found in the Faculty of Graduate Studies' Petitions and Appeals Policy.

Each regulation that does not apply to students enrolled in particular graduate programs is marked with an asterisk and identified by footnote. Students concerned should also consult the Calendars of either the Schulich School of Business, the Faculty of Environmental Studies, or the Faculty of Law.

GENERAL ADMISSION REQUIREMENTS

2. Qualifications

To be considered for admission to the Faculty of Graduate Studies, an applicant must be a graduate of a recognized university, normally with at least a B (second class) standing, or with qualifications accepted as equivalent by the Senate. In consideration of acceptable qualifications, evidence of other relevant experience, portfolios of work, letters of recommendation and results of tests are taken into account. [Applicants who are admitted usually have first or high second class undergraduate averages, (i.e., A or B+). Averages are assessed over the last two years (full-time equivalent) of academic study.]

† In a few exceptional cases, applicants without undergraduate degrees may be admitted to the Schulich School of Business and the Faculty of Environmental Studies.

3. English Language

Because facility in the English language is essential to the pursuit of advanced studies at York University, an applicant will normally be required to demonstrate competence in English to the satisfaction of the Faculty of Graduate Studies and the sponsoring graduate program in order to be admitted to the program. The following minimum guidelines will be used when English Language tests are required:

(a) Normally, programs in the humanities and social sciences, the following minimum scores will be required: Test of English as a Foreign Language (TOEFL): paper-based score of 600 or computer-based score of 250; or YELT Band 1; or YUELI Level 6 with Distinction.

- (b) Normally, for the graduate programs in Economics, Computer Science, Dance and Biology, the following minimum scores will be required: Test of English as a Foreign Language (TOEFL): paper-based score of 577 or computer-based score of 230; or YELT Band 3/4; or YUELI Level 6 with Honours.
- (c) Normally, for science-based programs (except Biology) and Mathematics & Statistics, the following minimum scores will be required: Test of English as a Foreign Language (TOEFL): paper-based score of 550 or computer-based score of 213; Michigan English Language Assessment Battery (MELAB): 80; or YELT Band 5/6; or YUELI Level 6 with Pass.

4. Candidate (Master's Degree)

Applicants who qualify for admission under Faculty Regulation 2 and who have been awarded an acceptable honours undergraduate degree or equivalent will be considered for admission to the status of candidate for a master's degree.

Undergraduate degrees not designated as honours degrees may be acceptable as the equivalent of an undergraduate honours degree if they contain a minimum of 120 credits (typically, a four year program with full time enrolment) including the completion of a minimum of 6 credits at the fourth year level at an accredited post-secondary institution.

5. Candidate (Doctoral Degree) PhD I

Students holding an acceptable master's degree, or who are given credit for one year of comparable work, may be admitted to the status of candidate for a Doctoral degree and may enrol as PhD I. The designation of candidates for a Doctoral degree who are enrolled in the second or subsequent years of a Doctoral program is PhD II, PhD III, etc.

6. Special Students

With the permission of the graduate program director concerned and the approval of the Dean of Graduate Studies, applicants who meet the following criteria may be admitted to the status of Special Students (Faculty of Graduate Studies):

- (a) enrolled in programs leading to the award of a master's or Doctoral degree by universities other than York, and who wish to and are authorized to enrol in one or more graduate courses at York University and/or to conduct research under the supervision of a member of the Faculty of Graduate Studies.
- (b) otherwise qualified for admission as candidates for York master's or Doctoral degrees, but who wish to enrol in one or more graduate courses without credit towards a York degree.

Normally, the Special Students category is reserved for students who are not enrolled in graduate degree programs. However, under exceptional circumstances, Special Students whose admission to the Faculty and enrolment in a graduate degree program is subsequently recommended by a graduate program director may petition for courses successfully completed as Special Students to be accepted as credits toward a master's or a Doctoral degree.

7. Exchange Students

With the recommendation of the graduate program director

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concerned, students who meet the following criteria may be admitted to the status of Exchange Students (Faculty of Graduate Studies):

- (a) are enrolled in programs leading to the award of a Master's or Doctoral degree at universities with whom York University has an exchange agreement, and who wish to and are authorized to enrol in one or more graduate courses at York University and/or to conduct research under the supervision of a member of the Faculty of Graduate Studies;
- submit a Graduate Level Exchange Application to York International, vetted and approved by their home institution, which includes transcripts or grade reports provided by the home institution and an assessment of facility in the English language;
- normally maintain at least a B (second class) standing, or have qualifications accepted as equivalent.

Students admitted under the Exchange Students category are not considered otherwise admissible to York University. If, subsequent to being an exchange student, an individual wishes to apply to York University as a candidate for a Master's or Doctoral degree, they will be required to submit a new application to the Graduate Admissions Office along with official documents as outlined in the application procedures.

Former exchange students who are subsequently admitted to the Faculty of Graduate Studies may petition to have courses that were successfully completed while they were on exchange be considered for credit toward a master's or Doctoral degree. It should be noted that petitions are reviewed on a case-by-case basis and that credit is not automatically applied.

APPLICATION PROCEDURE

8. Forms

Application forms for admission to the Faculty of Graduate Studies and for enrolment in a graduate program may be obtained from the Faculty of Graduate Studies Admissions' Office, Student Services Centre. Certain graduate programs, as noted in the appropriate graduate program sections of this Calendar, request prospective students to direct enquiries to and obtain application forms directly from the graduate program. Application forms should be completed and returned to the office from which they were obtained.

9. Transcripts and University Calendars

Applicants must arrange for all universities they attended to forward two copies of the official transcript(s) of their academic record directly to the Faculty of Graduate Studies Admissions Office or to the director of the graduate program concerned. Applicants may be required to submit a brief description of the courses listed on their official transcripts or supply a copy of the relevant calendar or catalogue in which these are listed.

10. Application Deadline Dates

The deadline for the receipt of applications for admission varies considerably from program to program. Applicants should consult the Admissions Office of the Faculty of Graduate Studies or the specific graduate program of interest. In any case applicants are urged to apply at an early date. Late applications will be considered in the order received when vacancies remain in the chosen program.

11. Offers of Admission

In all cases, offers of admission are based on the recommendation

of the director of the graduate program concerned and are subject to the approval of the Dean of the Faculty of Graduate Studies and the Senate.

12. Refusal of Admission

Meeting the minimum entrance requirements is not a guarantee of admission by the Faculty of Graduate Studies.

REGISTRATION AND REGISTRATION STATUS

13. †Registration

All candidates must maintain one of the categories of registration as in Regulations 14, 15, 16 and 17, in each term until either graduation or withdrawal from the University subject to the time limits set out in Regulations 22 and 31, and they must pay the appropriate fee.

In order to withdraw from the Faculty of Graduate Studies, students must submit a letter to their graduate program office. The effective date of withdrawal is the date the letter is received. Withdrawing from a course does not constitute official withdrawal from the program.

Students are expected to remain in the category of registration to which they are admitted unless a change of status is approved by the program director and the Dean. Students who are granted approval to change their status (full-time to part-time or part-time to full-time) for reasons affecting academic progress are then expected to remain in the new category of registration for a minimum of two terms or in accordance with Regulation 14 (v) below. (Not applicable to master's students in the Graduate Program in Environmental Studies).

Master's students must register and pay fees for a minimum of the equivalent of three terms of full-time registration, except in programs where a longer time is specified. Doctor of Philosophy students must register and pay fees for a minimum of the equivalent of six terms of full-time registration.

† Not applicable to master's programs in the Schulich School of Business.

14. Definition of Full-time Student

Students are designated as full-time graduate students if they:

- are geographically available and visit the campus regularly. (A graduate student may be absent from the campus while still under supervision, e.g., visiting libraries, attending a graduate course at another institution, field work, etc. If such periods of absence exceed four weeks in any term, approval of the graduate program director and the Dean of Graduate Studies is required.); and
- (ii) are not regularly employed by the University for more than an average of ten hours per week for any period for which they are registered full-time graduate students. (If the student is employed as a teaching assistant or demonstrator, the ten hours per week represents the total time spent by the student in connection with the appointment and includes the time spent on preparative work, reading set assignments, marking examinations, etc.); and
- (iii) identify themselves as full-time graduate students; and
- (iv) are so identified by the University and if their rate of progress in their studies is acceptable to their graduate program; and

(v) have not normally completed more than two years (two and twothird's years [eight terms] for MES students) of full-time study at the master's level or not more than six years of full-time study at the Doctoral level.

15. Definition of Part-time Student

Students who do not meet the criteria specified in Faculty Regulation 13 "Definition of Full-time Student" will be designated as part-time students.

16. Absences from Studies or from the University

The requirement of continuous registration supports students toward the timely completion of their studies. However, the university recognizes that from time to time students may need to be absent from their studies or from the university while maintaining an affiliation with York University. To take such absences, students must make a request to the Dean through their graduate program office. If the request is granted, students must ensure that they maintain continuous regtration and pay the fees associated with the particular category of absence.

There are **two** categories of absences from the program of studies or from the university:

- (a) absences that are **included** in the number of terms to completion; and,
- (b) absences that are **not included** in the number of terms to completion.

For *all* categories of absence, students are reminded that they must be registered full-time or part-time for the last two terms of their program of studies.

ABSENCES THAT ARE INCLUDED IN THE NUMBER OF TERMS TO COMPLETION

External student status

External students are those who have completed all course requirements on either a full-time or a part-time basis and who are not physically present at the University for purposes of using its facilities or receiving supervision.

Example:

- students conducting fieldwork or research without supervision Restrictions:
- maximum number of terms (over the course of the degree program): 3

Absences that are Not Included in the Number of Terms to Completion

a) Elective leave of absence

Students applying for an elective leave of absence do not have to provide grounds for their request as long as it is submitted in a timely fashion.

Restrictions:

- maximum number of terms (over the course of the degree program) for elective leave of absence: 1
- student must have completed two terms of study
- not available to students in those master's programs where all program requirements are expected to be completed in three terms.
- ❖ may not be used by students in the Graduate Program in Environmental Studies to pursue any activities which form part of a plan of study (such as a field experience, individual directed study, or individual research), or for which any form of residual program credit might otherwise be requested

b) Exceptional circumstances leave of absence

Students applying for a leave of absence under exceptional circumstances are students who are facing a type of hardship that takes them away from their studies.

Examples of exceptional circumstances:

- Medical, extraordinary demands of full-time employment for parttime students, compassionate circumstances Restrictions:
- ❖ Maximum number of terms (over the course of the program of study) 3

c) Maternity leave of absence

Available to students during or following a pregnancy

❖ Maximum number of terms of leave (over the course of the program of study): 3 per pregnancy

d) Parental leave of absence

Available to students for whom parental responsibilities are such that they require the student to be absent from their studies.

Restrictions:

* Maximum number of terms of leave (over the course of the program of study): 1 per child

17. Definition of No Course Available

Students in coursework only programs of study who have not yet completed their course work may register as No Course Available if no suitable course is offered in any given term. In exceptional circumstances, other students who are unable to make meaningful progress towards completion of degree requirements, other than by taking a course, may petition for No Course Available if no suitable course is available in any given term. This provision does not apply if a student is registered as working on a thesis/dissertation or a major research paper, or has a grade of 'I' recorded for a course at the end of the previous term.

18. †Advancement in Status

Subject to the recommendation of the graduate program director, a student can advance from master's candidate to Doctoral candidate (PhD I).

† This does not apply in the graduate programs in the Schulich School of Business, Environmental Studies, and Law.

19. Undergraduate Students Taking Graduate Courses

In exceptional circumstances upper level undergraduate students can register in a graduate course for credit.† Students should apply for a Letter of Permission through the Registrar's Office. Permission of the course instructor and graduate program director and the approval of the Associate Dean of the Faculty of Graduate Studies is required.

† This credit may not be re-used towards a York graduate degree.

MASTER'S DEGREE REQUIREMENTS

20. Basic Program

A candidate for a master's degree shall pursue at York University, under the direction of a graduate program, an advanced course of study approved by the director of the sponsoring graduate program. In addition to those courses specified individually by the sponsoring graduate program for each student as constituting the minimum required program of studies, candidates with permission of the program director, may elect, on registration, to enrol in additional courses.

It is expected that each student will actively pursue an approved program of studies and will register as a full-time or part-time

student, as the case may be, in the first academic session following admission.

21. †Program Alternatives

A candidate will be expected to complete satisfactorily any one of the following minimum requirements:

- (a) two full graduate courses, or equivalent, and an acceptable thesis; or
- (b) three full graduate courses, or equivalent, and an appropriate research paper, or review essay; or
- four full graduate courses, or equivalent.

Supervisors for each master's research paper/review essay must be approved no later than the end of the second term of master's study.

Master's students who are enrolled in a thesis option must complete at least one full course (or equivalent) which is not integrated with an undergraduate course.

Master's students who are enrolled in a course work or researchreview option must complete at least one and a half (or equivalent) courses, which are not integrated with an undergraduate course.

Graduate students may not take or receive credit for an integrated course at the graduate level if they took it at York or elsewhere at the undergraduate level.

These are minimum requirements, and individual programs may require more stringent rules. Each graduate program specifies in its section of the Graduate Calendar which of these alternatives are open to candidates and specifies any requirements which go beyond these minima.

† These requirements do not apply to the MFA degrees in Theatre and Visual Arts or the programs in the Schulich School of Business and Environmental Studies.

22. Time Limits

All requirements for a master's degree must be fulfilled within 12 terms (4 years) of registration as a full-time or part-time master's student. Terms in which students are registered as Leave of Absence, Maternity Leave, Parental Leave, or No Course Available are not included in these time limits. Continuous registration at York University must be maintained.

23. Language and Cognate Requirements

Requirements with respect to language facility (other than competence in English, as prescribed by Regulation 3), technical skill (e.g., statistics or computer techniques), and/or cognate subjects are determined by individual graduate programs with the approval of the Faculty of Graduate Studies' Council. Students should consult the relevant graduate program sections of this Calendar with respect to such requirements.

24. Additional Oral and Comprehensive Examination Requirements

Theses submitted by candidates in partial fulfilment of degree requirements must embody the results of original research and these theses must be successfully defended at oral examinations. Candidates in program alternatives (b) and (c) (Regulations 21) may be required to undertake either written or oral comprehensive examination requirements.

25. Thesis Supervisory Committees

(1) A thesis supervisory committee will consist of a minimum of two faculty members from the Faculty of Graduate Studies,

at least one of whom must be from the program in which the candidate is enrolled, and who serves as the principal supervisor. In exceptional circumstances, and with the prior approval of the Dean, one additional member may be appointed who is not a member of the Faculty of Graduate Studies.

The membership of each committee, including the Chair, must be recommended by the appropriate graduate program director for approval and appointment by the Dean of Graduate Studies no later than the second term of study (or equivalent for part-time students) or, for students in the Graduate Program in Environmental Studies, at least 12 months before the student's expected time of completion.

- A thesis supervisor (chair of the supervisory committee) shall:
- be reasonably accessible to the candidate normally meeting once a month and never less than once each term; and,
- ensure that a copy of the candidate's thesis is sent to each member of the candidate's thesis examining committee as far as possible in advance of the date of the candidate's oral examination but no later than three weeks prior to the date set.
- (3) A thesis supervisory committee shall:
- review a candidate's research proposal and recommend its approval to the appropriate graduate program director and the Dean not less than three months prior to the date set for the oral examination;
- review the candidate's progress from time to time, normally every six (6) months and never less than once each year. (Reports to the graduate program director of unsatisfactory progress may require a candidate to withdraw from a program of studies or withdraw from the graduate program in which she/he is enrolled);
- meet annually with the candidate, normally in the Spring, to (c) evaluate the Report on Progress submitted by the candidate and submit a completed copy of the Report on Progress to the graduate program director after the meeting; and,
- read the thesis and make a recommendation to the graduate program director regarding oral defence.

26. Thesis Examining Committees

The thesis examining committee shall consist of:

- The Dean of the Faculty of Graduate Studies or his/her representative who will be at arm's length from the supervision of the thesis;
- at least two graduate faculty members from the program, at least one of whom must be from the supervisory committee;
- one graduate faculty member at arm's length from the thesis, and normally from outside the program. If this member is from the program, the Dean's representative shall be from outside the program.
- ex-officio members (non-voting, unless present as one of the voting members named above): Vice-President (Academic), Graduate Program Director.

The membership of each committee must be recommended by the appropriate graduate program director for approval and appointment by the Dean of Graduate Studies as soon as possible and no later than three weeks before the date set for the oral examination. In exceptional circumstances the Dean may approve a program director's recommendation that a York University faculty member who is not a member of the graduate faculty serve as a member (but not the Chair) of an examining committee. Normally, members of the candidate's thesis supervisory committee will be members of the thesis examining committee but the Chair of the candidate's

supervisory committee (candidate's supervisor) may not serve as the Chair of the thesis examining committee.

In exceptional circumstances, alternative technologies such as videoor teleconferencing can be made available for oral examinations of graduate work. The rationale for this examination mode must be made by the program to the Dean. No more than one member of an examining committee should be linked to the examination process through alternative means. Only in rare circumstances would the supervisor, an internal York member, or the student be the off-site participant.

27. Conduct of the Oral Examination

- (1) Before an oral can be convened, a majority of the examining committee members must agree that the thesis is examinable. The graduate program director shall poll the members of that committee one week before the scheduled date for the oral. If the candidate does not receive a majority vote, the members of the examining committee who do not agree that the thesis is examinable are required to give their reasons in writing to the candidate, the supervisor, and the Dean within one week after the poll. In such cases, the oral shall be postponed for a period not to exceed one year. However, the student has the right to insist that the oral proceed as planned.
- (2) The time and place of oral examination shall be set by the graduate program director in consultation with the candidate, the Chair and members of the examining committee with the approval of the Dean of Graduate Studies. Normally the examination shall be held no less than three weeks from the date on which copies of the completed theses approved by the supervisory committee are sent to each member of the examining committee.
- (3) The oral examination will centre on the thesis.
- (4) The oral examination is a public academic event. Faculty members, graduate students and others may attend oral examinations at the discretion of the Chair of the examining committee. They may, at the discretion of the Chair, participate in the questioning. Only members of the examining committee may be present for the evaluation and for the vote at the conclusion of an oral examination.
- (5) The oral examination requirement is met if one of the following two situations exists:
 - a) the committee accepts the thesis with no revisions; or,
 - b) the committee accepts the thesis with specified revisions.
- (6) Specified revisions could range from typographical errors or changes of a minor editorial nature, to specified insertions or deletions which do not radically modify the development/ argument of the thesis. The committee must specify such changes with precision. It is the responsibility of the supervisor to ensure that all such changes are made and the Dean's representative will confirm that this is the case. Specified revisions must be completed within six months of the date of the oral examination.
- (7) A thesis is referred for major revision if any of the following conditions exist:
 - the committee agrees that the thesis requires substantive changes in order to be acceptable; or,
 - (ii) there are a minimum of two votes for major revision; or,
 - (iii) there is one vote for failure.
- (8) In cases where there is one vote for major revision, then specified revisions are expected.
- (9) In cases of major revision, one of the following procedures, agreed upon by the committee before the examination is adjourned, must be used to finalize the oral results:

- a) the committee will reconvene within twelve months to continue the oral examination; or,
- the revised thesis will be circulated within twelve months to all members, who will inform the Chair and the Dean's representative whether they feel the stipulated requirements have been met.
- (10) Detailed reasons for referring pending major revisions must be supplied in writing by the Chair to the Dean, the program director and the candidate concerned within two weeks.
- (11) A thesis is failed if there are a minimum of two votes for failure. In the event of failure, detailed reasons must be supplied in writing by the Chair to the Dean, program director and candidate within two weeks.
- (12) After an adjournment and when the major revisions have been completed, the thesis is failed if there are two or more votes for failure. A thesis cannot be referred for major revisions more than once and no further adjournment is permitted. In the event of failure, detailed reasons must be supplied in writing by the Chair to the Dean, program director and candidate within two weeks.

Decisions of the thesis examining committee are communicated to the Faculty of Graduate Studies' Thesis Office, usually in the form of the Certificate Pages containing appropriate signatures, through the Dean's representative, on or before the deadline specified in the *Calendar of Events* for those students expecting to be awarded degrees at the Spring or Fall Convocations.

DOCTORAL DEGREE REQUIREMENTS

28. Basic Program

A candidate for a Doctoral degree shall pursue at York University, under the direction of a graduate program, an advanced course of study and research approved by the director of the sponsoring graduate program. In addition to those courses specified individually by the sponsoring graduate program for each student as constituting the minimum required program of studies, candidates with permission of the program director, may elect, on registration, to enrol in additional courses.

Doctoral candidates shall not receive credit towards the PhD for more than one full integrated course.

It is expected that each student will actively pursue an approved program of studies and will register as a full-time or part-time student, as the case may be, in the first academic session following admission.

29. Dissertation and Oral Examination

All candidates must submit a dissertation embodying the results of original research and this dissertation must be successfully defended at an oral examination.

30. Comprehensive Examinations

Individual graduate programs may require candidates to undertake comprehensive examinations.

31. Time Limits

All requirements for a Doctor of Philosophy degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time Doctoral student. Terms that students register as Leave of Absence, Maternal Leave, Parental Leave, or No Course Available are not included in these time limits. Continuous registration at York University must be maintained.

32. Language and Cognate Requirements

Requirements with respect to language facility (other than competence in English, as prescribed by Regulation 3), technical skill (e.g., statistics or computer techniques), and/or cognate subjects are determined by individual graduate programs with the approval of the Faculty of Graduate Studies Council. Students should consult the relevant program sections of this *Calendar* with respect to such requirements.

33. Dissertation Supervisory Committees

(1) A dissertation supervisory committee will consist of a minimum of three members from the Faculty of Graduate Studies, at least two of whom must be members of the graduate program in which the candidate is enrolled. The principal supervisor must be a member of the graduate program in which the candidate is enrolled. In exceptional circumstances and with prior approval of the Dean, the third, or an additional member, may be appointed who is not a member of the Faculty of Graduate Studies.

For doctoral students to remain in good academic standing, they must have a supervisor and supervisory committee in place in accordance with program requirements. The minimum Faculty of Graduate Studies requirements are as follows:

A supervisor must be recommended by the appropriate graduate program director for approval by the Dean of Graduate Studies no later than the end of the fifth term of study (end of second term of PhD II). Students will not be able to register in the seventh term of study (the onset of PhD III) unless a supervisor has been approved.

A supervisory committee must be recommended by the appropriate graduate program director for approval by the Dean of Graduate Studies no later than the end of the eighth term of study (end of second term of PhD III). Students will not be able to register in the tenth term of study (the onset of PhD IV) unless a supervisory committee has been approved.

- (2) A dissertation supervisor (Chair of the supervisory committee) shall:
- (a) be reasonably accessible to the candidate normally meeting once a month and never less than once each term.
- (b) ensure that a copy of the candidate's dissertation is sent to each member of the candidate's dissertation examining committee as far as possible in advance of the date of the candidate's oral examination but no later than four weeks prior to the date set.
- (3) A dissertation supervisory committee shall:
- (a) review the candidate's research proposal and recommend its approval to the appropriate graduate program director and the Dean not less than six months prior to the date set for the oral;
- (b) review the candidate's progress normally each month and never less than once each term. (Reports to the graduate program director of unsatisfactory progress may require a candidate to withdraw from a program of studies or withdraw from the graduate program in which the candidate is enrolled);
- (c) meet annually with the candidate, normally in the Spring, to evaluate the Report on Progress submitted by the candidate and submit a completed copy of the Report on Progress to the graduate program director after the meeting; and,
- (d) read the dissertation and make a recommendation to the graduate program director regarding oral defence.

34. Dissertation Examining Committees

- (1) A dissertation examining committee shall consist of:
- a) The Dean of the Faculty of Graduate Studies or her/his representative who will be at arm's length from the supervision of the dissertation:
- One external examiner, from outside York University, at arm's length from the dissertation, recommended by the program director;
- c) At least one graduate faculty member, from outside the program, recommended by the program director. If this member is not at arm's length from the dissertation, then at least one of the three voting faculty members from the program must be at arm's length;
- At least three graduate faculty members from the program; normally at least two of these, and in no case fewer than one, being from the supervisory committee;
- Ex-officio (non-voting, unless present as one of the voting members named above): Vice-President (Academic Affairs), Graduate Program Director.

The membership of each committee must be recommended by the appropriate graduate program director for approval and appointment by the Dean of Graduate Studies as soon as possible and no later than four weeks before the date set for the oral examination. In exceptional circumstances the Dean may approve a program director's recommendation that a York University faculty member who is not a member of the graduate faculty serve as a member (but not the Chair) of an examining committee. Normally, members of the candidate's dissertation supervisory committee and wherever possible, one additional member of the graduate program in which the candidate is enrolled, will be members of the candidate's dissertation examining committee. The Chair of the candidate's supervisory committee (candidate's supervisor) may not serve as the Chair of the dissertation examining committee.

In exceptional circumstances, alternative technologies such as videoor teleconferencing can be made available for oral examinations of graduate work. The rationale for this examination mode must be made by the program to the Dean. No more than one member of an examining committee should be linked to the examination process through alternative means. Only in rare circumstances would the supervisor, an internal York member, or the student be the off-site participant.

35. Conduct of the Oral Examination

- (1) Before an oral can be convened, a majority of the examining committee members must agree that the dissertation is examinable. The graduate program director shall poll the members of that committee one week before the scheduled date for the oral. If the candidate does not receive a majority vote, the members of the examining committee who do not agree that the dissertation is examinable are required to give their reasons in writing to the candidate, the supervisor, and the Dean within one week after the poll. In such cases, the oral shall be postponed for a period not to exceed one year. However, the student has the right to insist that the oral proceed as planned.
- (2) The time and place of oral examination shall be set by the graduate program director in consultation with the candidate, the Chair and members of the examining committee and with the approval of the Dean of Graduate Studies. Normally the examination shall be held no less than four weeks from the date on which copies of the completed dissertation approved by the supervisory committee are sent to each member of the examining committee. The examination may be held less than four weeks from the time copies are sent to the examining

- committee provided all parties agree.
- (3) The oral examination will centre on the dissertation.
- (4) The oral examination is a public academic event. Faculty members, graduate students and others may attend oral examinations at the discretion of the Chair of the examining committee. They may, at the discretion of the Chair, participate in the questioning. Only members of the examining committee may be present for the evaluation and for the vote at the conclusion of an oral examination.
- (5) The dissertation oral examination requirement is met if one of the following situations exists:
 - (a) if the committee accepts the dissertation with no revisions; or,
 - (b) if the committee accepts the dissertation with specified revisions.
- (6) Specified revisions could range from typographical errors or changes of a minor editorial nature, to specified insertions or deletions which do not radically modify the development/ argument of the dissertation. The committee must specify such changes with precision. It is the responsibility of the supervisor to ensure that all such changes are made, and the Dean's representative will confirm that this is the case. Specified revisions must be completed within six months of the date of the oral examination.
- (7) A dissertation is referred for major revision if any of the following conditions exist:
 - the committee agrees that the dissertation requires substantive changes in order to be acceptable; or,
 - (ii) there are two votes for failure; or,
 - (iii) there is one vote for failure **plus** a minimum of one vote for major revision; or,
 - (iv) there are at least three votes for major revision.
- (8) In cases where there are no more than two votes for major revision or one vote for failure, then specified revisions are expected.
- (9) In the cases of major revision, one of the following procedures, agreed upon by the committee before the examination is adjourned, must be used to finalize the oral results:
 - the committee will reconvene within twelve months to continue the oral examination; or,
 - b) the revised dissertation will be circulated within twelve months to all members, who will inform the Chair and the Dean's representative whether they feel the stipulated requirements have been met.
- (10) Detailed reasons for referring pending major revisions must be supplied in writing by the Chair to the Dean, the program director and the candidate concerned within two weeks.
- (11) A dissertation is failed if there are a minimum of three votes for failure. In the event of failure, detailed reasons must be supplied in writing by the Chair to the Dean, program director and candidate within two weeks.
- (12) After an adjournment and when the major revisions have been completed, the dissertation is failed if there are two or more votes for failure. A dissertation cannot be referred for major revisions more than once and no further adjournment is permitted. In the event of failure, detailed reasons must be supplied in writing by the Chair to the Dean, program director and candidate within two weeks.

Decisions of the dissertation examining committee are communicated to the Faculty of Graduate Studies' Thesis Office, usually in the form of the Certificate Pages containing appropriate signatures, through the Dean's representative, on or before the deadline specified in the *Calendar of Events* for those students expecting to be awarded degrees at the Spring or Fall Convocations.

GRADING SYSTEM AND REPORTING OF GRADES*

❖ Note: The last two digits of the course number designate whether it is a half- or full-course; 3.0 is a half-course, 6.0 is a full-course.

*Different grading systems and grading regulations apply in the graduate programs in the Schulich School of Business, and Environmental Studies. Consult the appropriate calendar or handbook for more information.

36. Grading System

Grades will be awarded for every course in which a student is enrolled in accordance with the following system:

A+(Exceptional) Α (Excellent) (High) A-B+(Highly Satisfactory) (Satisfactory) В \mathbf{C} (Conditional) F (Failure) I (Incomplete)

The Faculty of Graduate Studies may change a grade if the program director concerned reports a clerical error or if an appeal to the program results in a change of grade.

The grades for a course are considered official following approval by the home graduate program of the course.

Graduate course grades must be reported by the graduate program director to the Registrar's Office by the following dates:

Fall Term January 15 (full- or half-course)
Fall/Winter and Winter Term May 15 (full- or half-course)
Summer Term September 15 (full- or half-course)

Course directors must announce in writing in each course within the first two weeks of classes the nature and weighting of course assignments and their due dates, in keeping with the reporting dates and Regulation 47.

37. Grades of 'I'

When a student's course work is not completed and evaluated by the appropriate grade reporting dates, the award of 'I' may be approved by the program director. A grade of 'I' must be removed within two months of the reporting date for a half-course or within four months of the reporting date for a full-course. Extension of this time is possible only upon successful petition to the Dean through the program director, in accordance with Regulation 1. If the grade of 'I' is not removed by the end of the specified period, it will become a grade of 'F'.

38. Combinations of 'C' Grades Which Require Withdrawal Unless Continued Registration is Recommended and Approved

A student who received in total any of the following combinations of grades for graduate courses may not continue to be registered in the Faculty of Graduate Studies and in a graduate program unless this continuation is recommended by the graduate program director concerned and approved by the Dean:

- (a) two C grades for full courses;
- (b) one C grade for a full course and one C grade for a half course;

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(c) a total of three C grades for half courses.

In no cases will grades be averaged.

39. Combination of 'F' and 'C' Grades Which Require Withdrawal

A student will be required to withdraw from a graduate program and registration in the Faculty of Graduate Studies will be terminated if the student receives in total for graduate courses, during enrolment at York University:

- (a) one F grade for a full course or two F grades for half courses; or
- (b) one F grade for a half course and one C grade for a full or half course.

In no case will grades be averaged.

40. Grades Awarded for Additional Elective Courses

Regulations 38 and 39 do not apply to grades awarded for courses which students elect to and are authorized to enrol in upon registration, but which are additional to those specified by a faculty adviser and program director as constituting the minimum required program of studies.

41. Withdrawal from Courses in Good Standing

Students may withdraw from a course provided that not more than two-thirds of the course has been given. After this, students shall remain registered and will be assigned grades as appropriate. The symbol (W) (withdrew in good standing) will be recorded in place of a grade to indicate that a student was authorized to withdraw from a course in which he or she was registered. If a student withdraws before one-third of the course has been given, the requirement to record a (W) may be waived at the discretion of the program.

Refer to Regulation 13 for procedures on withdrawing from a program.

42. Grade Reappraisals

Grade reappraisals are governed by the principles outlined by the Senate Appeals Committee. These principles, as articulated for the Faculty of Graduate Studies, are found in the Faculty of Graduate Studies' Grade Reappraisals Policy.†

† Students in the Schulich School of Business should consult their program offices for grade reappraisals procedures.

THESES AND DISSERTATIONS

43. Preparation of Theses and Dissertations

Those students who, as part of their degree programs, must submit theses or dissertations, must comply with the requirements for the preparation of the thesis or dissertation as described in the Faculty of Graduate Studies' document, "Guide for the Preparation and Examination of Theses and Dissertations" which is available from the graduate program offices or from the Thesis Office.

44. Language

A thesis or dissertation normally should be written in English but approval may be given to a petition from a student, subject to a favourable recommendation from the director of the graduate program concerned, for a thesis or dissertation to be written in French.

OTHER REGULATIONS

45. Confidentiality of Student Records

The following are the policies of the Faculty of Graduate Studies

respecting the confidentiality of student records. Firstly, only information about students' lives which has direct and obvious bearing upon their academic work, which concerns the academic affairs of the University, and which enables the University to comply with the laws of Canada and Ontario respecting the collection of statistical data is requested. The Faculty's records consist only of such information, together with such grades and examination results as accrue during the students' course of study. Secondly, these records are regarded as confidential; that is, information about individual students is a matter of confidence between students and the University. Data from these records are released to Statistics Canada and to the Ontario Ministry of Training, Colleges and Universities for the compilation of aggregate reports, but in all cases students' names and any other individual identifying information are withheld. Requests for information about students from other outside agencies are invariably referred to the students themselves, and no member of the administrative staff of the Faculty of Graduate Studies has the authority to disclose information about individual students without their written permission.

46. Academic Honesty

Students in the Faculty of Graduate Studies are expected to conform to strict standards of academic honesty as specified by Senate. (The "Senate Policy on Academic Honesty" is available from the Graduate Program Offices, the University Secretariat, and the Faculty of Graduate Studies' Dean's Office.) Failure to observe these standards will lead to sanctions which range from the failure of a piece of work up to withdrawal from the University, or rescinding of a degree. Full details of the Faculty's regulations and procedures are available below and in the offices of the Faculty of Graduate Studies, or the program director concerned. A lack of familiarity with these regulations on the part of a student does not constitute a defence against their application to him or her.

47. Approval and Review of Requirements in Courses

Initial approval of new courses by the Faculty of Graduate Studies and the Senate includes approval of the scope and feasibility for completion within the allotted time of requirements in those courses. All graduate programs shall, on an ongoing basis, and in consultation with students, ensure that requirements in courses are reasonable, and can normally be accomplished within the course period.

48. Regulation Respecting Class Locations

Regular sessions of all graduate courses must be offered in an approved university academic space/location, normally on campus. Exception can only be granted with the approval of the Dean on the recommendation of the graduate program director.

FACULTY OF GRADUATE STUDIES' PETITIONS AND APPEALS POLICY

- 1. Petitions are made using the Petition Form of the Faculty of Graduate Studies through the Director of the graduate program concerned.¹ On the Petition Form, the petitioner must state:
- (a) the regulation(s) or requirement(s) that is/are the subject of the petition,
- (b) the grounds for the petition, and
- (a) the relief sought.

Pertinent supplemental documentation that assists in supporting the petition must be attached to the petition form. The petition form and any supplemental documentation must be submitted to the Graduate Program Office concerned.

2. When preparing the petition, petitioners should seek the advice of the Graduate Program Director or the Graduate Program Assistant.

In instances in which the Graduate Program Director is the subject of the petition, petitioners shall seek the advice of another member of the Program's Graduate Executive Committee. If the petition involves an undergraduate course, the petitioner should seek the advice of the undergraduate unit in which the course is offered.

A. Administrative Process for Petitions

- 1. Following the filing of the petition with the Graduate Program Office, the Graduate Program Director or alternate (in cases where the Graduate Program Director is unavailable or is the subject of the petition) reviews the petition and makes a positive or negative recommendation to the Faculty of Graduate Studies. This is forwarded with the petition to the Faculty of Graduate Studies Petitions Secretary.
- 2. The Petitions Secretary records on the petition form information pertaining to the petitioner's standing in the Faculty. This information includes Leaves of Absence, the number of courses that are Incomplete, any other pertinent information (*e.g.*, the number of C or F grades), and a statement of any fees owing. If a petitioner is not in good standing, the petition will be referred back to the program and the petitioner will be asked to address the issue that is placing the petitioner in poor standing. For example, if the petitioner holds a combination of grades requiring withdrawal from the program, the petitioner must file a petition addressing how good academic standing will be achieved along with their original petition.
- 3. Petitions received in the Faculty of Graduate Studies are reviewed by an administrative officer who conducts an initial assessment of the petition.
- 4. This initial assessment falls into one of three categories:
- (a) the petition does not include all of the information necessary for the request to be reviewed,
- (b) the petitioner is petitioning on a relatively minor matter (e.g., dropping a course after the drop date because of documented medical grounds), or
- (c) the petition is on a more substantive or more complex matter (e.g., request for extension of full-time status).
- 5. Incomplete petitions. The administrative officer will inform the program and/or the petitioner (as appropriate) that additional information must be provided and that such information must be provided within 30 working days. Where the petitioner fails to provide the information requested, the petition will receive no further consideration.
- 6. Complete petitions. In the initial assessment, the administrative officer categorizes complete petitions as either relatively minor or substantive/complex.
- (a) Petitions on relatively minor matters. The administrative officer reviews the petition and makes a recommendation to grant or deny the petition to the Associate Dean or Chair of the Petitions Committee. Where the recommendation is to grant the petition, the Associate Dean or Chair of the Petitions Committee confirms the recommendation of the administrative officer. Normally, such petitions will be processed within 21 working days of receipt of a complete petition. Decisions are made available to the petitioner through their Graduate Program Office. Where the recommendation is to deny the petition, the petition is referred to the Faculty of Graduate Studies Petitions Committee for consideration at its next-scheduled monthly meeting.
- 1. Students in the Schulich School of Business should consult their program offices for petitions and appeals procedures.

- (b) Petitions on relatively substantive or complex matters. The Faculty of Graduate Studies Petitions Committee makes the decision to grant or deny this type of petition or refer this type of petition for further information. None of the parties involved in a petition may be present at the Petitions Committee meeting. Decisions are made available to petitioners through their Graduate Program Office within 10 working days of the Petitions Committee meeting.
- 7. Notification of decision. The Graduate Program Office notifies petitioners in writing of petitions decisions. Unless petitioners specify an alternate address, notice will be provided using the Graduate Program's internal notification system (*e.g.*, office mail box). E-mail communication may contain only a statement of what was being petitioned and the decision (*i.e.*, granted or denied). Commentary relating to decisions will be provided in hard copy only. Petitioners are responsible for notifying the Graduate Program Office of the means by which they can be reached throughout the petition process and must notify the Graduate Program of any change in the relevant contact information. When a petition is denied, information regarding appeal procedures will be provided with the decision correspondence.

B. Appeals of Petitions Decisions

- 1. Parties to a petition are persons who are directly affected by the petition decision and who have participated in the original petition submission.
- 2. Parties to a petition reviewed by the Petitions Committee may appeal the decision to the Appeals and Academic Honesty Committee (AAHC) of the Faculty of Graduate Studies. Appeals will be heard only if leave is granted by the AAHC.
- 3. The Academic Affairs Officer in the Faculty of Graduate Studies will make the petition file available for review by any party who participated in the original petition submission.
- 4. Leave to appeal will be granted only where the appeal makes out a prima facie case based on any of the following grounds:
- (a) new evidence (*i.e.*, evidence relevant to the decision made at the Petitions Committee level, but which through no fault of the appellant was not presented at that level. Generally speaking, events or performance subsequent to the Petitions Committee decision are not to be construed as "new" evidence.);
- (b) procedural irregularity in the Petitions Committee's handling of the case; or
- (c) substantive argument that the original petition decision constitutes gross injustice or error.
- 5. The appeal must be filed within 20 working days of the date on which the appellant was informed of the decision which is being appealed.
- 6. Appellants have the right to have a representative assist in the preparation of written submissions and, if granted leave to appeal is granted, to act as their representative at the appeals meeting.
- 7. Appellants must submit the appeal to the Academic Affairs Officer of the Faculty of Graduate Studies and must provide a copy of the appeal to all parties to the original petition.
- 8. All appeals must be submitted in writing beginning with a completed Appeal Form (obtainable from the Graduate Program Office or the Faculty of Graduate Studies).
- 9. Parties to the original petition have 10 working days from the

submission date of the appeal in which to provide to the AAHC a response to the appeal. Responses will be disclosed to the appellant.

- 10. Once the file is complete, AAHC will consider whether leave to appeal will be granted. AAHC will determine whether or not a prima facie case has been established. Parties are not present at this hearing. If the Committee defers a decision on leave to appeal to obtain more information, the appellant shall be so informed in writing using the contact information provided on the Appeal Form. Appellants are responsible for notifying the Academic Affairs Officer of the means by which they can be reached throughout the appeal process and must notify the Academic Affairs Officer of any change in the relevant contact information.
- 11. If leave to appeal is granted, the appellant shall be given at least 10 working days notice of when the appeal will be heard.
- 12. The appellant has the right to be present at the meeting at which the appeal is being considered for the purpose of presenting her/his case orally and for questioning by the Committee. Appellants must indicate if they will be accompanied by a representative. The Committee's decision and vote shall be taken in camera.
- 13. No one may sit on the AAHC hearing an appeal who is a party to the petition or who heard it.
- 14. The Chair or Secretary of AAHC shall inform each appellant in writing of the decision of the Committee and, in the case of an unfavourable decision, of the right to appeal to the Senate Appeals Committee.
- 15. It is the responsibility of the appellant to inform her or his representative of any decision made in the appeal.

C. Appeals of Petitions/Appeals Decisions to the Senate Appeals Committee (SAC)

- 1. The final route of appeal within the Faculty of Graduate Studies is to the AACH.
- 2. A candidate wishing to appeal the decision made by the AAHC may appeal to Senate Appeals Committee (SAC)
- 3. SAC shall hear appeals only if the candidate has exhausted the petition and appeals procedures of the Faculty of Graduate Studies.
- 4. For all matters except grade reappraisals, appeals to SAC must be submitted in writing within 30 calendar days of the posting date of the final decision of the Faculty. For grade reappraisals, the appeal must be submitted within 21 calendar days.
- 5. Appeals to SAC are permitted only on the grounds of:
- (a) new evidence which could not have been presented at the Faculty level; or,
- (b) evidence of procedural irregularity in the Faculty's consideration of the case.
- 6. Procedures for the hearing of appeals by SAC are governed by the rules and regulations of SAC which may be obtained from the Secretary of SAC (S883 Ross Building).

FACULTY OF GRADUATE STUDIES'

GRADE REAPPRAISALS POLICY

Grade reappraisals are governed by the Senate Principles Regarding Grade Reappraisals. Grade reappraisals are undertaken in the unit offering the course. These principles, articulated for the Faculty of Graduate Studies, are as follows:

1. Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). A request for grade reappraisal would be submitted either to the Faculty of Graduate Studies through their graduate program office or, for undergraduate courses, to the Faculty offering the course. Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to the Faculty of Graduate Studies through their graduate program office. Students are expected first to contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modelled, video recording or audio recording formats, but not oral work.

Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed.

- 2. In the event that the student is still not satisfied with the final grade OR the course director is not available to review the work, the student may submit in writing a formal request for a grade reappraisal to the graduate program in which the course is offered. The Senate approved deadline for submitting grade reappraisals is within three weeks of the release of final grade reports in any term. Discretion may be exercised to accommodate minor delays in meeting the deadline which result from slow mail delivery or extraordinary circumstances.
- 3. If the condition of sufficient academic grounds has been met, the student must submit:
- (a) a copy of the marked assignment,
- (b) a clean copy of the assignment (i.e., a copy of the assignment minus comments of the course director), and
- a copy of any instructions given in relation to completing the assignment.
- The Graduate Program Director (or designate) will be responsible for ensuring:
- (a) that, by comparing the marked and clean copies of the assignment, the clean copy of the assignment is an unaltered copy of the work to be reappraised,
- (b) that the description provided by the student in relation to the nature of the assignment and the instructions given for the assignment is verified with the faculty member concerned,
- that the faculty member who graded the work provides a statement indicating the grade assigned the work and the rationale for that grade,
- (d) that the clean copy of the assignment is reappraised by an appropriate faculty member,
- (e) that the student and reappraiser identities are not disclosed to each other, and
- (f) that the results of the reappraisal (including the reappraiser's comments) and the route of appeal are communicated to both the student and the course director.

The reappraiser will be given:

- (a) the clean copy of the assignment,
- 1. Students in the Schulich School of Business should consult their program offices for petitions and appeals procedures.
- (b) a description of the nature of the assignment and any instructions provided to students regarding the completion of the assignment,

and

(c) the rationale for the original grade.

It is expected that every effort will be made to render the decision within 30 days of the reappraiser having received the work.

4. Parties to the decision may appeal a negative decision on a request for a reappraisal, or the result of the reappraisal itself through the Petitions Committee of the Faculty of Graduate Studies (for graduate courses at York) or, for undergraduate courses, to the Faculty-level appeals committee in the Faculty in which the course is offered. The only grounds that will be considered are procedural irregularity. Procedural irregularity is defined as:

actions taken or not taken by a department, Faculty, graduate program, its officers, committees, or members with respect to the previous disposition of the case which violate or nullify one or all of the following:

- (a) normal and written procedures of the University, Faculty, graduate program or department concerned;
- (b) consistency in the Faculty's, graduate program's or department's handling of cases substantially similar to that being appealed;
- (c) principles of equity, natural justice or fairness, whether or not such violation occurred in accord with written or customary procedures. Appeals based on allegations of these last procedural irregularities should allege and demonstrate obvious bias or other misbehaviour on the part of the officers or agents of the University and for which redress was not provided by an authority which considered the case prior to the appeal.

Appeals must be submitted within 21 days of notification of the decision. Faculty committees may waive that deadline when special circumstances are established by the appellant. No member of the Faculty committee shall consider an appeal if s/he considered the matter at an earlier level. At the discretion of the Faculty committee, the student and/or the faculty member may be invited to meet with the Committee to present his/her case orally. The Committee's decision will be taken in camera and it is expected that parties will be informed of the decision in writing within 30 days of the filing of the appeal.

- 5. Parties to the appeal at the Faculty-level may file an application for leave to appeal the decision to the Senate Appeals Committee (SAC) on the ground of procedural irregularity at the Faculty-level. Applications for leave to appeal must be submitted within 21 days of the notification of the Faculty decision. SAC may waive that deadline when special circumstances are established by the appellant. No member of SAC shall consider the application if s/he considered the matter at an earlier level. As explained in the SAC procedures, parties may appear before the Committee if leave to appeal is granted to make oral submissions on the ground of procedural irregularity. The Committee's decision will be taken in camera and it is expected that the parties will be informed of the decision in writing within 30 days of the filing of the application.
- 6. Parties to the decision of the Senate Appeals Committee may apply to the Committee to have the matter reconsidered if there is evidence of procedural irregularity on the part of SAC. Applications must be submitted within 21 days of the posting of the decision. SAC reserves the right to waive this deadline in special circumstances. Requests for reconsideration of a SAC decision will be considered by a panel of SAC members who did not serve on the panel first hearing the matter; it is expected that a decision will be rendered within 30 days of its submission.

FACULTY OF GRADUATE STUDIES'

IMPLEMENTATION OF THE SENATE PROCEDURES GOVERNING BREACH OF ACADEMIC HONESTY

Introduction

Students in the Faculty of Graduate Studies are expected to conform to strict standards of academic honesty as specified in the Senate Policy, Guidelines and Procedures on Academic Honesty. Conduct that violates the ethical or legal standards of the University community is a serious matter. In particular, any breach of academic honesty is a most serious offence to both the University community and the academic enterprise. Therefore, any breach of academic honesty is important, and, as such, requires any faculty member to treat a suspected breach of academic honesty, no matter how small the suspected breach may appear, as a most serious matter requiring thorough investigation. While the pressures of graduate school may be such that a student may feel pressured to breach academic honesty, students must resist such pressures. Students who are unsure of what may constitute a breach of academic honesty should consult with the Senate Policy, Guidelines and Procedures on Academic Honesty, or with the office of the Dean of Graduate Studies. The Faculty of Graduate Studies has established the following complementary procedures specific to the investigation and resolution of alleged violations of the Senate Policy on Academic Honesty for students in the Faculty of Graduate Studies.

3. Faculty of Graduate Studies Implementation of the Senate Procedures Governing Breach of Academic Honesty $^{\rm 1}$

The procedures outlined below are consistent with those specified in the Senate Policy, Guidelines and Procedures on Academic Honesty, available on line at:

http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm

3.1 Purpose

The following procedures are provided for the investigation and resolution of cases of alleged violations of the Senate Policy on Academic Honesty for a present or former student registered in the Faculty of Graduate Studies. In these procedures, the term "student" includes a York graduate or undergraduate student, a York graduate, a former York student, or a student who is applying to take, is taking or has taken a York course.

3.2 Jurisdiction

3.2.1 Allegations of a breach of academic honesty against a student engaged in academic work in the Faculty of Graduate Studies, with the exception of master's students in the Schulich School of Business, shall be dealt with according to these procedures. Master's students in the Schulich School of Business shall follow the procedures governing breach of academic honesty established in the Schulich School of Business. Appeals by master's student beyond the Schulich School of Business will be to the Faculty of Graduate Studies, and will be heard by the hearing committee of the Faculty of Graduate Studies. Allegations in a course shall be dealt with by the Faculty offering the course. In cases where the a breach of academic honesty occurs in other than the Faculty of Graduate Studies, then

- 1. For ease of reference, the numbering of this document is consistent with the numbering used in the Senate Procedures Governing Breach of Academic Honesty.
- 2. Appeals will be allowed only on the grounds of new evidence that could not have reasonably been presented at an earlier stage, or on the grounds of procedural irregularity which includes denial of natural justice.

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hearing and may make submission as to penalty. For students in joint programs or where allegations arise in more than one Faculty, the Faculties can agree on which Faculty will have jurisdiction over the proceedings.

- **3.2.2** All allegations of breaches of academic honesty relating to graduate program academic activities (e.g., course, research being supervised) shall be handled by the graduate program. Matters that extend beyond the graduate program but remain within the Faculty of Graduate Studies (e.g., Oral Examinations) shall be handled by the Dean's Office of the Faculty of Graduate Studies.
- 3.2.3 Should a matter arise for which there appears to be no clear Faculty jurisdiction, the Senate Appeals Committee shall determine which Faculty shall have carriage of the matter.
- 3.2.4 Appeals of decisions by the Faculty of Graduate Studies hearing committee are considered by the Senate Appeals Committee.

3.3 Investigating Potential Academic Misconduct

If a person (or persons) suspect(s) a breach of academic honesty:

- 3.3.1 on course assignments, term papers, essays, etc., the matter shall be reported to the concerned course director or supervisor. For courses, if the evaluator is not the course director, the evaluator shall retain possession of the suspect material and provide a written report. together with the confiscated material, to the course director;
- 3.3.2 on research not conducted as part of a course, and for major research papers/projects, comprehensive examinations, theses and dissertations, responsibility for detecting potential academic dishonesty lies with the supervisor and, as appropriate, the supervisory and examination committees. The person discovering the potential breach of academic honesty, shall retain possession of the suspect material and provide a written report, together with any confiscated material to the Graduate Program Director or the Dean's Office of the Faculty of Graduate Studies;
- 3.3.3 in a course examination, the invigilator, who is normally the course director, in cases of suspected impersonation, shall ask the student concerned to remain after the examination and shall request appropriate University identification or shall otherwise attempt to identify the student. In other cases of suspected breach of academic honesty the invigilator shall confiscate any suspect material. In all cases, the student will be allowed to complete the examination. The invigilator, if other than the course director, shall give a full report, together with any confiscated material, to the course director (See the Senate Policy on Invigilation of Examinations for further information);
- 3.3.4 for research not conducted as part of a course, major research papers/projects, comprehensive examinations, theses and dissertations, person(s) suspecting potential academic dishonesty shall report the matter to the student's supervisor and, as appropriate, the supervisory and examination committees and/or the Dean's Office of the Faculty of Graduate Studies.

3.4 Initiating an Investigation of Potential Academic Misconduct

3.4.1 When a faculty member directing a course, or having or sharing responsibility for a student's research, examination, or dissertation preparation, becomes aware of a possible violation of academic honesty, it is the responsibility of the faculty member to forthwith consult with the Graduate Program Director. If the faculty member identifying a possible breach of academic honesty is not the supervisor of the student, then the supervisor (or student advisor) shall be informed as soon as possible. For all instances, with the exception of breaches of academic honesty involving the Oral Examination, the Graduate Program Director shall be responsible, along with the student's supervisor, or supervisory committee, or course director, for investigation of the allegation. In instances where the Graduate Program Director is the faculty member involved in identifying possible academic dishonesty, a designate of the Graduate Program's Executive Committee shall take charge of the matter. If the external examiner of an Oral Examination is the person who believes that the dissertation research involves a possible breach of academic honesty, the external examiner shall provide a written report to the Chair of the Oral Examination, who In turn notifies the Dean's Office of the Faculty of Graduate Studies.

- 3.4.2 It is the responsibility of the Graduate Program Director (or designate) and the faculty member concerned to collect or assist in the collection of the necessary information to determine whether there are reasonable and probable grounds to proceed with a charge of breach of academic honesty. This process may include the collection of documents relevant to the case as well as, in the case of the Graduate Program Director (or designate), the interviewing of witnesses (if appropriate). This process may also include arranging an exploratory meeting with the student to discuss the matter. The Graduate Program Director (or designate) or the faculty member concerned are not called upon to determine whether or not a breach of academic honesty has occurred, nor to impose punishment, mild or
- 3.4.3 Once notified of a potential breach of academic honesty, the designated Faculty office shall post a block on enrolment activity in the course. The student may not drop or be deregistered from the course for any reason, nor may transcripts be released to the student until a final decision is reached. A request by a student for a transcript to be sent to another institution or to a potential employer will be processed, but, if the student is found guilty of a breach of academic honesty, the recipients of the transcript will be provided automatically with an updated transcript.
- 3.4.4 If the investigation relates to work already presented for evaluation but not yet evaluated, the faculty member shall defer the evaluation of the work until after the matter has been dealt with. Normally, any evaluation of a work which relates to a charge will not be entered into the student's record until after the matter is concluded.
- 3.4.5 If the Graduate Program Director or other person designated by Faculty of Graduate Studies procedures decide to proceed with a formal complaint alleging a breach of academic honesty, the complaint shall be submitted in writing to the Dean's Office of the Faculty of Graduate Studies as soon as is reasonably possible. The complaint shall contain a full, but concise, statement of the facts as perceived by the complainant and be accompanied by all available supporting evidence.

3.5 Exploratory Meeting with the Student

3.5.1 When a complaint is received, an exploratory meeting with the student may be arranged to determine whether or not there are reasonable and probable grounds to proceed with a charge of breach of academic honesty. The investigation should proceed quickly; however, if an exploratory meeting with the student is to be held, at least seven calendar days written notice of the meeting and a brief description of the reason for the meeting shall be provided. The exploratory meeting, convened and chaired by the Graduate Program Director (or designate) shall include; the concerned faculty member; the student and the student's representative (if the student elects to have a representative at this meeting). In instances where

the Graduate Program Director is the faculty member involved in the case, a faculty member from the Graduate Program Executive Committee shall serve as Chair. In instances where the alleged offence was discovered as part of the defense of a thesis/dissertation, the Chair of the Examining Committee shall contact the Dean's Office of the Faculty of Graduate Studies and the Dean will designate a representative to work with the Chair of the Examining Committee in the collection of information in relation to the alleged offence and to chair the exploratory meeting with the student. If the student elects not to attend the meeting, the meeting may proceed without the student present.

- 3.5.2 The exploratory meeting will result in one of the following: i) It is agreed by all parties that no breach of academic honesty occurred. No records of the matter shall be retained.
- ii) Agreement is reached that the apparent breach of academic honesty was unintentional or the result of student error. In such cases, informal remedial steps may be taken so that the student may correct the mistake and avoid its recurrence. In such instances, no official response is required and no record shall be retained;
- iii) If the student wishes to admit to a breach of academic honesty, a document signed by the student and the faculty member which includes the admission, a summary of the matter and a joint submission as to penalty shall be forwarded to the Appeals and Academic Honesty Committee (AAHC) of the Faculty of Graduate Studies which deals with allegations of breach of academic honesty. In such cases, the agreed-upon penalty shall not exceed failure in the course. For theses and dissertations, the agreed-upon penalty must be decided in relation to the nature and scope of the breach of academic honesty. The AAHC receiving such a joint submission normally will impose the penalty suggested, but if it is of the opinion that some other penalty would be more appropriate, the AAHC shall arrange for a hearing of the matter, to which the student and faculty member will be invited.
- iv) If the student wishes to admit to a breach of academic honesty but no agreement is reached on recommended penalty, a document signed by the student and the faculty member, which includes the admission, a summary of the matter and individual submissions by the student and faculty member as to penalty shall be forwarded to the AAHC, which shall arrange a hearing of the matter, to which the student and faculty member will be invited.
- v) If the student elects not to attend the meeting, and if those present find sufficient grounds to proceed with a charge of breach of academic honesty, a summary of the matter shall be forwarded to the AAHC, which shall arrange a hearing of the matter, to which the student and the faculty member will be invited.
- vi) If it is decided that sufficient grounds exist to proceed with a formal charge of academic misconduct and the student does not admit to this alleged breach of academic honesty, the Chair of the exploratory meeting shall prepare a formal charge and submit it to the AAHC, which shall arrange a hearing of the matter to which all parties involved will be invited. The charge shall contain a full, but concise, statement of the facts as perceived by the complainant and be accompanied by all available supporting evidence.

Note: Where the alleged violation occurs at the program level, if a formal charge is laid, the Dean of Graduate Studies shall immediately be informed that a student has been charged; however, in the interests of confidentiality, the Dean shall not be apprised of the name of the student. Where the alleged violation occurs in a program other than the home program of the student, the Graduate Program Director (or designate) of the student's home program shall also be informed.

3.6 Formal Hearing at the Faculty Level

- 3.6.1 The responsible Faculty shall give each party a written copy of the charge, a copy of the materials submitted by the faculty member which includes a summary of the evidence, a copy of the procedures to be followed and not less than twenty-one calendar days' written notice of the time and location of the hearing. If the student wishes to file a written response to the charge, it must be received within fourteen calendar days of the date on which the charge was sent to the student. The Faculty shall send a copy of the student's response to the charge to the faculty member and unit level representative(s) concerned. Faculty members involved in the case shall act as witnesses in the proceedings. The Graduate Program Director/Dean of Graduate Studies (or designate) shall present the case to the Appeals and Academic Honesty Committee (AAHC). The Graduate Program Director (or designate) shall consult with the Office of the Dean of Graduate Studies in relation to the preparation of the case. Both the student and case presenter shall inform the AAHC of their intention to call witnesses and file names of these witnesses at least seven calendar days prior to the hearing.
- 3.6.2 Prior to the hearing, if a student acknowledges the accuracy of the charges, the student may waive the right to a hearing by submitting a written statement that both admits guilt and waives the right to a hearing.
- i) In this statement, the student may make submissions as to appropriate penalty and give reasons. If the faculty member submitting the charge concurs with the penalty recommendation of the student, a jointly signed submission will be forwarded to the AAHC of the Faculty of Graduate Studies. In such cases, the agreed-upon penalty shall not exceed failure in the course. Should the AAHC find that some other penalty would be more appropriate, it shall arrange for a hearing of the matter, to which the student and faculty member will be invited.
- ii) If the faculty member and student do not agree on a recommended penalty, individual submissions as to penalty shall be made by the student and faculty member to the AAHC, which shall arrange a hearing of the matter, to which the student and faculty member will be invited.
- 3.6.3 i) Charges of the breach of academic honesty in a course and/or research, or research practice will be heard by the Faculty of Graduate Studies Appeals and Academic Honesty Committee (AAHC) augmented by two faculty members and one graduate student all of whom are to come from the graduate program of the student charged. The Chair of this committee shall be nonvoting. The graduate student representative, where possible, will be nominated by the president of the graduate student association of the home program. Where a student is accused of breach of academic honesty in other than the home program of the student, or where students accused of a breach of academic honesty are from more than one program, the Dean of Graduate Studies shall appoint membership on the AAHC from each program, but only one graduate student, nominated by the President of the Graduate Students' Association, will sit on the AAHC.
- ii) Only the AAHC committee members, a recording secretary, the case presenter, the student, each party's representative(s) / adviser(s) who may be lawyers), and the witnesses may be present at a hearing. Committee members shall be at "arms length" from the student charged with a breach of academic honesty. Committee members are not at "arms length" if they have had a significant personal or professional relationship with the student charged. Witnesses shall be present at the hearing only while testifying. Exceptions to this policy may be made at the discretion of the committee. The committee shall arrange for a recording secretary to take notes of the hearing. A record prepared from these notes will constitute the official record of the proceedings. Parties may, if they wish, arrange for their own

the Dean of Graduate Studies shall be informed of the decision and

FACULTY REGULATIONS

written record of the hearing to be taken. The Chair of the committee has full authority to assure an orderly and expeditious hearing. Any person who disrupts a hearing, or who fails to adhere to the rulings of the committee may be required to leave.

- 3.6.4 The committee shall consider the facts and circumstances of the case and determine whether there has been a breach of academic honesty. If a finding of academic misconduct is determined, the committee shall hear submissions from both parties as to the appropriate penalty and then decide the penalty.
- 3.6.5 i) If a student fails to appear at a hearing after proper notice, the hearing may proceed, a decision may be made and sanctions may be imposed, unless the student can establish, in advance of the hearing and to the satisfaction of the committee, that there are circumstances beyond her or his control which make an appearance impossible or unfairly burdensome.
- ii) If, during the course of a hearing, the student wishes to admit to a breach of academic honesty, then the hearing proceedings shall be adjourned briefly whereupon the Graduate Program Director (or designate)/Dean (or designate) shall meet with the student with a view to reaching a joint agreement as outlined in Item 3.5.2 iii) above. The Graduate Program Director (or designate)/Dean (or designate) shall report to the committee on the joint agreement.
- 3.6.6 Parties must be allowed a full and fair opportunity to present their evidence and to respond to the evidence presented against them. Parties are allowed to cross-examine each other's witnesses in matters related to the charge. The committee has the discretion to make rulings as to admissibility of evidence or the suitability of cross-examination. The committee is not bound by formal rules of evidence applicable in courts of law.
- 3.6.7 When the parties have presented all available relevant evidence and witnesses, each party may present a final argument. Following this the parties shall be excused without further discussion. The committee shall then enter into closed session to determine whether a breach of academic honesty has occurred. A finding of academic misconduct supported by a majority of committee members shall be binding.
- 3.6.8 If the committee does not render a finding of academic misconduct, all records of the charge and hearing will be held by the office of the Dean of Graduate Studies until such time as appeals procedures are exhausted or abandoned. Thereafter, a record consisting of the complaint and the decision letter will be placed in a confidential file retained in the office of the Dean of the Faculty of Graduate Studies. All other records of the matter will be destroyed.
- 3.6.9 Following a finding of academic misconduct, the committee shall next allow both parties to make a presentation as to suitable penalty. At this point the committee may be made aware of other academic offences in the student's file. The committee will again enter into closed session and decide upon the sanction. A decision by the majority of the committee to impose a particular penalty shall be binding. The decision of the committee, as described in Item 4.8 of the Senate Policy, Guidelines and Procedures on Academic Honesty, must be communicated to the parties in writing, delivered by hand or by mail. A record of the offence, the proceedings and the finding will be retained in the office of the Dean of the Faculty of Graduate Studies, regardless of the severity of the penalty, and be held for a time consistent with the University's records retention guidelines. This record is for internal academic purposes only. A note shall be placed on the Student Information System to bar retroactive withdrawal from the course.

- penalty. Where a finding of academic misconduct has been made for breach of academic honesty in research or research practise, the office of the Dean of Graduate Studies will inform the Vice-President Academic and Associate Vice-President Research. If the student is found to have committed a breach of academic honesty in work related to a funded research project, the Vice President Academic shall be notified and the Vice President or a designate shall determine whether to notify the granting agency.
 - 3.6.11 If a student from another institution enrolled in a joint program or attending York on Letter of Permission is found to have committed a breach of academic honesty, notice of the Committee's findings will be sent to the other institution.

3.7 Appeals

All appeals against decisions of the Faculty of Graduate Studies Appeals and Academic Honesty Committee (AAHC) will be heard directly by the Senate Appeals Committee.

4. Order of Faculty or Senate Hearings on Academic Honesty The following indicates the order in which a Faculty or Senate committee should proceed when hearing a charge of breach of academic honesty. The committee may alter the order in the interests of fairness or in cases where multiple students are charged with related offences.

4.1 The Chair shall:

- introduce the parties and members of the committee;
- identify the nature of the case and evidence before the committee.

4.2 The presenter's case:

briefly describe the case to be presented, in an opening statement; present support for the charge through oral testimony of complainant and witnesses, and through documentary evidence;

- the student (or her/his representative) may ask questions of each of the presenter's witnesses at the close of that person's testimony;
- committee members normally ask questions at the end of each person's testimony but may interrupt if clarity is required.

4.3 The student's case:

- the student (or her/his representative) shall briefly reply and indicate main arguments in an opening statement;
- present support for her/his case through oral testimony provided by her/himself and witnesses as well as documentary evidence;
- the presenter may ask questions of each of the student's witnesses at the close of that person's testimony;
- committee members normally ask questions at the end of each person's testimony but may interrupt if clarity is required.
- 4.4 The presenter shall be allowed to present testimony or other evidence in reply to new issues raised in the student's case which were not raised in the original presentation.
- 4.5 At any time the committee may require other witnesses or the production of other written or documentary evidence and may, if it sees fit, adjourn the hearing after allowing both parties the opportunity to speak to the adjournment.
- 4.6 Following the presentation of evidence, the parties are entitled to make closing arguments and to summarize briefly the main points of their cases, but no new evidence may be introduced. This will proceed in the following order: the student (or her/his representative) followed by the presenter.
- 4.7 The committee will move into closed sessions for deliberations

and decision. If there is a finding of academic misconduct, the committee will then consider submissions as to appropriate penalty, then return to closed sessions and decide on the appropriate penalty.

- 4.8 The written decision of the committee shall include:
- the names of committee members and all who appeared;
- a summary of the cases of the parties;
- the committee's findings of fact, decision and reasons;
- the route of appeal.

FACULTY OF GRADUATE STUDIES' REGULATIONS WITH RESPECT TO THESES AND DISSERTATIONS THAT CONTAIN COPYRIGHTED MATERIALS INCLUDING MANUSCRIPTS AND/OR PUBLICATIONS

ORIGINALITY OF A THESIS OR DISSERTATION

- 1. By submitting a thesis or dissertation, a candidate is making the representation that it is entirely the candidate's own work and that it has been done while she or he was a graduate student at York University.
- 2. If such is not the case, candidates must indicate in a signed, written statement what part of the thesis or dissertation is solely theirs or co-authored and if co-authored, the candidate must provide an account of its provenance. The supervisor must produce her or his own corroborative written statement.
- 3. If a thesis or dissertation is the result of collaborative work, the nature of the collaboration and the extent of the candidate's contribution must be described in a written statement signed by the candidate and approved in writing by the candidate's supervisor. Where there has been collaboration with others in the collection or preparation of data, materials, or documentation included in the thesis or dissertation, then appropriate acknowledgement must be made in the thesis or dissertation.
- 4. If a thesis or dissertation—or any part thereof—has been published prior to submission of the thesis, the candidate must disclose this fact in a signed written statement, and the supervisor must approve in writing the inclusion of such work in the thesis or dissertation.
- 5. A thesis or dissertation containing previously published material where the candidate is the author and/or co-author should also contain a review of the literature that adequately explains the relationship to the literature of the work undertaken. In addition, it should contain a rationale for the study. These elements may form part of the body of the work—normally an introduction or opening chapter—that leads coherently into the publications. Furthermore, there should be a concluding chapter or section that discusses the body of the thesis or dissertation, including all previously published parts.
- 6. A false representation under paragraph 1 or failure to make a disclosure under paragraphs 3 and 4 is an academic offence and renders the thesis or dissertation ineligible for consideration for the relevant degree.

COPYRIGHT AND MORAL RIGHTS

7. A thesis or dissertation may contain either published or unpublished work in which someone else may own copyright (*e.g.*,

- as co-author). The candidate has a legal obligation to respect that person's or those persons' copyright, whether by dealing fairly with the material (within the meaning of the Copyright Act) or by obtaining that person's or those persons' signed consent to the inclusion of the material in the thesis or dissertation. Without copyright clearance, the thesis or dissertation will not be accepted by the National Library of Canada.
- 8. A candidate who includes in a thesis or dissertation published or unpublished material in which someone else owns the copyright is responsible for ensuring that the inclusion does not surpass the bounds of fair dealing or otherwise infringe copyright. The candidate is responsible for ascertaining who owns the copyright, for obtaining copyright clearance, and for any legal consequences which might flow from failure to do so.
- 9. The candidate is legally obliged to observe the moral rights of any authors whose work is included in the thesis or dissertation. Proper acknowledgement of sources should be made and no changes should be made that may distort the author's or authors' meaning or otherwise prejudice the author's or authors' honour or reputation.

If requests for copyright clearance result in the alleged copyright holder(s) making financial or other demands which the candidate feels are unjustified, the candidate may apply to the Faculty of Graduate Studies for advice.

FACULTY OF GRADUATE STUDIES' POLICY FOR GRADUATE PROGRAMS ON INTELLECTUAL PROPERTY RELATIONSHIPS BETWEEN GRADUATE STUDENTS AND THEIR SUPERVISORS

Students should refer to the Faculty of Graduate Studies' policy on intellectual property with respect to authorship, publication, individual agreements, education and information, and dispute resolution. As well, graduate programs may have program-specific policies.

Students should also be familiar with the document entitled *Intellectual Property and the Graduate Student at York University*, an excerpt from the Faculty of Graduate Studies' Task Force on Intellectual Property Report.

FEES

http://www.yorku.ca/osfs/gradfeesmain.shtml

The fees listed below were those approved for 2006-2007. Fees are comprised of academic fees, ancillary fees and non tuition-related fees approved by student referendum. Costs for 2007-2008 will only be known in April 2007, and once approved they will be available from the York website. Only approved fees will be listed on any York financial statements sent to you. The Board of Governors reserves the right to make changes in the published schedule of fees without notice.

All students are advised to visit the Student Financial Services website or the Student Affairs Office of the Faculty of Graduate Studies (283 York Lanes) for more detailed and up-to-date information about the fee structure.

1. University Fees 2006-2007

Full-time students:

Do	OMESTIC	International	
Academic Fee, per term	\$1,595.01	\$3757.60	
Supplementary Fee, per terr	m \$218.73	\$218.73	
Total, per term	\$1,813.74	\$3,976.33	
Total Annual Fee	\$5,441.22	\$11,928.99	
Part-time students:			
Academic Fee, per term	\$797.51	\$1,878.80	
Supplementary Fee, per terr	n \$109.38	\$109.38	
Total, per term	\$906.89	\$1,988.18	
Total Annual Fee	\$2,720.67	\$5,964.54	

There is a \$15.00 registration fee per term.

Fees differ for the Schulich School of Business master's programs, the Graduate Programs in Design and Human Resource Management, the part-time professional LLM, and for selected graduate diplomas.

Full-time or part-time students who will be sixty years of age or older on the first day of classes automatically have the full academic fee waived. The student must be a Canadian Citizen or Permanent Resident of Canada.

The fee to be registered as inactive is \$169.49 plus \$15.00 registration fee. This includes maternal/parental leave, elective leave, external leave, and leave on compassionate or medical grounds.

2. Registration Deadlines

Registration in any term is conditional on the payment of appropriate fees. The deadline to register for each of the three terms is September 15 (Fall), January 15 (Winter) and May 15 (Summer). Students who register beyond these deadlines will receive an additional charge of \$200.00 added to their account. Late registration and payment of the \$200.00 penalty will be accepted until October 31, January 31, and June 30 respectively. (Specific dates may change yearly to accommodate when the month ends on a weekend date.) Any student not registered by the end of the two week period following the formal registration date will be withdrawn from the University. Please note that this information does not pertain to the Schulich School of Business master's programs.

Outstanding debts will incur interest charges at a rate of 1% per month. Further details are listed on student statements issued by the Office of Student & Financial Services.

3. Graduate Students' Association

Included in the tuition fees above is an amount which is contributed to the Association annually to assist them in their program.

4. Other Fees

The Ontario Ministry of Education and Training permits universities to charge only certain types of ancillary fees. Ancillary fees covering counselling, student activity fees and student government fees are permitted and are included in tuition fees. Non-tuition-related fees approved by student referenda are permitted.

❖ Also permitted are: placement fees; learning material/clothing retained by the student; production material for items which become student property; field trip fees; and, transportation/parking charges. These fees are collected separately by the separate units and are in addition to ancillary fees.

The procedures and charges associated with the administrative fees levied by universities, such as late service charges and installment charges are not affected by the policies governing ancillary fees.

Questions about whether a particular ancillary fee falls into one of the above categories and can be charged in addition to tuition should be directed to the unit charging the fee first. To pursue the matter further please address your concern to the York University Fees Committee, Registrar's Office, Bennett Centre for Student Services.

5. Withdrawal and Fee Refunds

In order to voluntarily withdraw from the Faculty of Graduate Studies, students must submit a letter to their graduate program office. The effective date of withdrawal will be the date the letter is received. Simply dropping courses or failing to attend is not officially withdrawing.

Students are entitled to refunds of portions of fees depending upon the date by which withdrawal or completion of degree requirements from the University is authorized.

Fees are refunded on a *pro-rata* basis, as follows:

2007/2008 Fee Refund Schedule

SUMMER 2007	FALL 2007	WINTER 2008	AMOUNT
By May 31 By June 15 By June 29 June 30 onward	up to/incl. September 28 up to/incl. October 16 up to/incl. October 31 November 1 onward	up to/incl.January 31 up to/incl. February 15 up to/incl. February 29 March 1 onward	

6. University Regulations Concerning Financial Debt

Students incurring debts to the University will be subject to various penalties, including: denial of registration, withholding grade reports, transcripts and conferral of degrees; termination of library services and housing services; and deregistration. For full details consult the Student Affairs Office (283 York Lanes). The full policy is posted by the Office of Student Accounts. Bennett Centre for Student Services.

ADMINISTRATION

W262 Seymour Schulich Building

(416) 736-5060

http://www.schulich.yorku.ca

GRADUATE FACULTY MEMBERS

Professor and Co-Director of the Doctoral Program

C. OLIVER

Associate Professor and Co-Director of the Doctoral Program

P. AULAKH

President Emeritus and Professor Emeritus

H.I. MACDONALD

University Professor

Emeritus

J.M. GILLIES

Distinguished Research

Professor

G. Morgan

University Professor

Emeritus J. Zemans

Professors Emeriti

T.H. Beechy

R. Burke

J. Buzacott

W. CRAGG

I.D. FENWICK

R. Peterson

D.N. THOMPSON

P. Tryfos

H.T. WILSON

Professors E. Auster

R.W. Belk

W.D. Cook

A. Crane

J.D. DERMER

E. FISCHER

F. GORBET

D. Horváth

M. KIPPING

A. Madhok

D. MATTEN

J. McKellar

C.J. McMillan

Y. Pan

E.Z. Prisman

A.J. RICHARDSON

G.S. Roberts

J.N. SMITHIN

J. TAN

B.M. Wolf

J. Young

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K. Bewley

A. BHANICH SUPAPOL

M. BIEHL

P. Bradshaw

A. CAMPBELL

M. CAO

J. Chung

J.L. Darroch A. deCarufel

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M. Dong

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M. Kamstra R. KARAMBAYYA

Н. Кім

R. KOZINETS

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S. Li

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A. MAWANI

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M. Milevsky

M. PAGELL

T. Peridis

M.D. RICE

H. Rosin

S.P. Roy

P. Sadorsky W. Sheremata

P. Shum

A.K. Sirsi

L. THORNE

Y. Tian

M. WADE

S. Weiss

T. Wesson

L. Wright

J.S. YEOMANS

B.J. ZIMMERMAN

Assistant Professors

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C. Bell

S. Bonsu

C. BOUQUET

O. Branzei C. CHELARIU

Y. Deutsch

B. EBERLEIN

M. Giesler

C. Graham

I. Holzinger

S.H. Hsu

T. Keil M.M. Kristal

K. Main

R.J. McClean

A. MIDDLETON

D. NANDY

D. Nevo S.Q. Qu

D. Thomassin-Singh

V. Trivedi

D. ZWICK

Administration

DOCTOR OF PHILOSOPHY PROGRAM

The doctoral program in Administration at the Schulich School of Business, York University offers outstanding students the opportunity to develop the theoretical and methodological skills that will enable them to conduct leading edge research in business. Graduates of the program have gone on to successful careers in universities, government and industry, in Canada and in other countries.

The doctorate is an individualized program of study which is composed of the four tightly-linked phases of study. Students first take a series of core courses to acquire in-depth knowledge of the field in which they choose to major. These core courses also help develop the skills and competencies necessary to conduct research. Second, candidates complete a comprehensive examination to test mastery of their major field. The third phase of the PhD program consists of the preparation of the formal research proposal. Then students go on to conduct the research which will be reported in their dissertation, the culmination of the PhD degree.

ADMISSION REQUIREMENTS

Graduates with a Master of Business Administration or a Master of Public Administration degree (equivalent to those awarded by York University) from a recognized university may be admitted as candidates.

Exceptional graduates with a master's degree in a related discipline from a recognized university, and graduates with a four-year honours undergraduate degree in business administration, or its equivalent, from a recognized university, may be considered. These candidates will be required during the first academic session (12 months) to follow a program of study designed to raise their qualifications to the equivalent of graduates of York University with MBA or MPA degrees. Normally this competence is established by taking Master's degree courses in at least five of the subjects of Economics, Quantitative Analysis, Organizational Behaviour and Industrial Relations, Accounting, Finance, Marketing, and Management Policy.

All applicants to the PhD program must meet the general admission requirements of the Schulich School of Business, the Faculty of Graduate Studies, and the University Senate. These general requirements include a four-year honours undergraduate degree from a recognized University, or qualifications accepted as equivalent by the Senate Committee, and a basic understanding of calculus, linear algebra and analytic geometry at the university level. Applicants are also required to sit for the Graduate Management Admission Test (GMAT), or the Graduate Record Examination (GRE).

In addition, students who have not graduated from a university where the language of instruction is English are required to demonstrate competence in the English language. Usually such students take the Test of English as a Foreign Language (TOEFL) or IELTS.

Further Information

Potential applicants may obtain further information about the program by enquiring at the Division of Student Services & International Relations, W262 Schulich School of Business, York University, 4700 Keele Street, Toronto, Ontario, M3J 1P3; (416) 736-5060; fax: (416) 650-8174; http://www.schulich.yorku.ca.

DEGREE REQUIREMENTS

Candidates for the PhD degree must complete studies in three fields; one field shall be designated as the major field and the other two as minor fields. The major field must be selected from among accounting, organizational behaviour and industrial relations, finance, management policy, marketing, operations management and information systems. The minor fields may include other disciplines within the Schulich School of Business, or may, with permission of the Graduate Program Directors concerned, be taken in other graduate programs.

Candidates for the PhD degree must fulfil the following minimum requirements:

1. Courses

- (a) A core of courses designed to support necessary research skills training.
- (b) The equivalent of five term courses in the major field.
- (c) The equivalent of at least two term courses in each of two minor fields.

These courses will normally be chosen from those offered at the 6000- or 7000-level at the Schulich School of Business. With permission, some may be chosen from those offered at the graduate level by other graduate programs.

2. Comprehensive Examinations

Each student must pass a comprehensive examination before proceeding to formal work on her or his dissertation. Comprehensive examinations are designed to demonstrate competence and knowledge in the field. The examination is set and administered by the faculty within the student's major field.

The Faculty regards the comprehensive examination as a pivotal point for deciding whether students should be allowed to proceed with their studies or be encouraged to withdraw from the program.

3. Language and Cognate Requirements

Candidates must satisfy the language or cognate requirements of the Schulich School of Business by demonstrating either:

- (a) a reading knowledge of a foreign language; or
- (b) a knowledge of statistics, or computing methods, or another cognate subject in so far as these are deemed necessary for the conduct of the candidate's research.

4. Dissertation and Oral Examination

Candidates must prepare a dissertation based on original research carried out under the supervision of a Supervisory Committee and submit the results in appropriate dissertation form. After the formal submission of the dissertation, an oral examination is held. It is expected that all or part of the dissertation will be published following professional or scientific review.

ART HISTORY

256L Goldfarb Centre for Fine Arts

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http://www.yorku.ca/ahistory

GRADUATE FACULTY MEMBERS

Assistant Professor and Director of the Graduate Program Jennifer Fisher

University Professor Emeritus

JOYCE ZEMANS

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KEN CARPENTER

Professors

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SARAH PARSONS Anna Hudson HONG KAL

Visiting Assistant Professor

MATTHEW BROWER

Adjunct Faculty

JESSICA BRADLEY REESA GREENBERG KATHARINE LOCHNAN PHILIP MONK ALEXANDRA PALMER KITTY SCOTT MARY WILLIAMSON

The Graduate Program offers a master's degree in Art History and a PhD in Art History and Visual Culture (pending OCGS approval) and is designed to meet contemporary Canadian needs in the areas of art and architectural history, art criticism, and the gallery and museum field. The specific fields of study available in the PhD are Canadian art; architectural studies; curatorial and museological studies; and, modern and contemporary art.

Students may include a field apprenticeship in a museum or artsrelated area. The program is bilingual in principle.

Places in the Graduate Program in Art History are limited so that each student can be individually advised. Students will have an academic advisor who will approve their program and monitor their progress, and a research supervisor to oversee apprenticeship projects and the final research paper/thesis.

The MA in Art History normally requires a minimum of five continuous terms of full-time study. The PhD is designed to be completed within four years of full-time study. Research and teaching assistantships are available to full-time graduate students. Although the PhD program is not designed for part-time students, applicants who wish to study at the master's level on a part-time basis are encouraged to apply, especially those with experience in the discipline. Where possible, students should be prepared to devote themselves to full-time study at least during their first year in the master's program.

It is possible for students to obtain their Master of Arts degree in combination with a Graduate Diploma in Curatorial Studies in Visual Culture. Please see below for details.

It is also possible for students to obtain their Master of Arts in combination with a Master of Business Administration degree. Please see the Combined MBA/MFA/MA (Business Administration) section of this Calendar for more information.

MASTER OF ARTS PROGRAM

ADMISSION REQUIREMENTS

The basic admission requirement for candidates for the MA in Art History is an Honours BA or equivalent with at least B (second class) standing from a recognized university, preferably with an art history major and studio experience. An undergraduate major presupposes at least five full-year courses (or equivalent) in art history. Students from other disciplines may be required to spend a qualifying year taking appropriate undergraduate courses.

PROGRAM OF STUDY

A normal full-time course load is three half-courses or equivalent per term. The first year's work will be used to enlarge the student's knowledge and intellectual grasp of art history. Students normally take the required half-course Art History 5100 3.0: Methods: Historiography and Contemporary Methodologies, a Graduate Research Seminar, and an art history elective in the first term of study. Each student must give satisfactory evidence of a reading knowledge of art historical literature written in French during the first year of the graduate program. A placement test is scheduled for entering students during Orientation Week.

The second year can be spent in different ways so that each student can have a program suited to individual needs. The student may undertake an apprenticeship in an arts-related institution for one or two half-credits to complement regular course work.

The summer term requires formal registration. During this period the student may undertake coursework, an apprenticeship, or the final research project.

DEGREE REQUIREMENTS

The program strongly recommends the degree by research paper option. The thesis option requires special permission.

MA Degree by Research Paper

Candidates for the MA in Art History by major research paper must successfully complete the following requirements:

- 1) one half-course on the methods, theory and historiography of art history (**Art History 5100 3.0**);
- 2) three half-courses (or equivalent) comprised of non-integrated graduate seminars;
- 3) two half-course (or equivalent) electives in art history;
- 4) one half-course from an approved cognate field;
- 5) an examination for a reading knowledge of French; and,
- 6) the non-credit major research paper seminar, **Art History MA Thesis Research, including** a major research paper, 35 to 50 pages in length including foot/end notes, acknowledgements, bibliography and list of illustrations, which demonstrates the student's ability to do original research, normally focusing on a Canadian topic (Canadian art, or art in Canada). The research paper topic must be approved by the candidate's research committee by the end of the second term at the latest.

TIME REQUIREMENTS

The minimum time to completion for the Master of Arts degree by major research paper is five terms.

MA Degree by Thesis

Candidates for the MA in Art History by thesis must successfully complete the following requirements:

- 1) one half-course on the methods, theory and historiography of art history (**Art History 5100 3.0**);
- 2) three half-courses (or equivalent) comprised of non-integrated graduate seminars;
- 3) one half-course (or equivalent) elective in art history;
- 4) one half-course from an approved cognate field;
- 5) an examination for a reading knowledge of French; and,
- 6) by permission only, a thesis 75 to 100 pages in length including foot/end notes, acknowledgements, bibliography and list of illustrations, on an approved topic which demonstrates the student's ability to do original research normally focusing on a Canadian topic (Canadian art, or art in Canada). The candidate should propose a thesis topic to their supervisor during the second term. After formal submission of the thesis, an oral examination, centred on the thesis

and matters related to it, is held in accordance with the Faculty of Graduate Studies' regulations.

TIME REQUIREMENTS

The minimum time to completion for the Master of Arts degree by thesis is five terms.

GRADUATE DIPLOMA IN CURATORIAL STUDIES IN VISUAL CULTURE

The Graduate Diploma in Curatorial Studies in Visual Culture provides an enhanced learning experience for those who are interested in a curatorial career. Students who successfully complete the requirements graduate with both the Master of Arts degree in Art History and the Graduate Diploma in Curatorial Studies in Visual Culture. To complete the diploma, students in the Graduate Program in Art History are required to take one half course beyond the requirements for the Master of Arts degree in Art History.

Candidates for the MA in Art History and the Graduate Diploma in Curatorial Studies in Visual Culture must successfully complete the following requirements:

- 1) one half-course on the methods, theory and historiography of art history (**Art History 5100 3.0**);
- 2) three half-courses (or equivalent) comprised of non-integrated graduate seminar:

two half courses in curatorial and museum studies (Art History 5170 3.0: Museum and Gallery), Art History 5175 3.0: Curatorial Practice, and, one half course, Art History 5190 3.0: Apprenticeship I.

- 3) three half-courses (or equivalent) electives in art history;
- 4) one half-course from an approved cognate field;
- 5) an examination for a reading knowledge of French; and,
- 6) the non-credit major research paper seminar, including a major research paper, 35 to 50 pages in length including foot/end notes, acknowledgements, bibliography and list of illustrations, which demonstrates the student's ability to do original research, normally focusing on a Canadian topic (Canadian art, or art in Canada). The research paper topic must be approved by the candidate's research committee by the end of the second term at the latest.

DOCTORATE/DOCTOR OF PHILOSOPHY PROGRAM*

PhD in Art History & Visual Culture

*Pending OCGS approval. Some details may change.

ADMISSION REQUIREMENTS

Applicants for admission should hold a master's degree in art history or a relevant discipline from a recognized university with a minimum A- average. This requirement may be waived if the student has had a long period of significant professional activity.

LANGUAGE REQUIREMENTS

A minimum of two languages: English and one other, which is usually French. The minimum TOEFL score for the program

is 600 for paper based and 250 computer based or students may demonstrate their English language proficiency by completing YELT with a score of 1. Upon admission to the program, the students are asked to complete a translation exam in French. For most students, particularly those with a focus in Canadian art, this is the most suitable second language. However, the graduate director, supervisor and student may jointly agree that the translation exam should be set in another language. If they pass the exam, students have satisfied their second language requirement. If they do not pass the exam and their chosen language is French, they are required to enroll into and complete two half year 3-credit, French language courses designed specifically for graduate students at York University [Faculty of Graduate Studies 5712 3.0: Reading French for Special Purposes (Elementary) and 5713 3.0: Reading French for Special Purpose (Intermediate)]. If they do not pass the exam and their second language is not French, the student and the graduate director will jointly decide on either a language course or self study towards a second translation exam as York does not currently offer specifically designed reading courses for graduate students in languages other than French. In the event that a third language is deemed necessary for the proposed research project, the student and the graduate director will jointly decide on either a language course or self study towards a translation exam.

DEGREE REQUIREMENTS

All students must satisfactorily complete the following:

1. Courses

Art History 6200 3.0 Advanced Research and Dissertation Seminar plus FOUR additional half courses among graduate seminars. Students may apply to take courses outside the program.

2. Language

An examination testing the student's reading knowledge of another language other than English as appropriate to the research program.

3. Comprehensive Examinations

A graduated series of comprehensive examinations test the student's area of expertise as well as an ability to demonstrate a critical grasp of theoretical issues.

- a. teaching portfolio;
- b. a course syllabus or an exhibition proposal; and,
- c. a dissertation proposal.

4. Dissertation

A dissertation on a topic approved by the program's graduate executive committee, presented and defended in accordance with the dissertation regulations of the Faculty of Graduate Studies.

COURSES

Required course.

Not all courses are offered each year.

Art History 5100 3.0: Methods: Historiography and Contemporary Methodologies. This seminar provides a forum for the examination of the historiography of art history and the various methodologies and ideologies that inform current academic practice in the field of art history, visual culture and studies in representation.

Art History 5130 3.0: Graduate Seminar I. This seminar is concerned with topics in the history of North American art and architecture and focuses particularly on Canadian topics. Students should consult with the program for details of the course offering in any particular academic year.

Art History 5140 3.0: Graduate Seminar II. This seminar is concerned with selected topics in the history of art and architecture outside of North America.

Students should consult with the program for details of the course offering in any particular academic year.

Art History 5150 3.0: Studies in Art Criticism. This seminar is an in-depth discussion of selected topics from the range of critical writing about art and architecture. The focus will vary from year to year.

Art History 5160 3.0: Theoretical Issues in Contemporary

Art. This course examines recent theoretical interventions in the formulation of critical practice in the field of the visual arts. Working from the premise that 'art' and theory are social constructions and therefore, are historically specific practices, this course addresses the intersection between theory and practice at particular moments in time, taking into consideration the implicit and explicit references of artists, critics, historians and contemporary cultural theorists. *Same as Visual Arts* 5610 3.0.

Art History 5170 3.0: Museum and Gallery. This course introduces and discusses various aspects of working in a museum or gallery environment, including organization, documentation, curatorial responsibilities, financial and budgetary matters, ethical and legal implications, and conservation. The issues and procedures of mounting an exhibition are also covered.

This course is a prerequisite for the final project for the Graduate Diploma in Curatorial Studies in Visual Culture.

Art History 5175 3.0: Curatorial Practice. This seminar course offers direct experience in the historical, theoretical and practical knowledge of curatorial practice. The course includes guest lectures, case studies and hands-on experience in which students examine the theory and practice of the contemporary curatorial world. This course is a prerequisite for the final project for the Graduate Diploma in Curatorial Studies in Visual Culture.

Art History 5180B 3.0: Representation and Visual Culture.

This course critically analyzes issues in the history and theory of representation and visual culture. The emphasis is on aspects of visual culture in eighteenth to twentieth century Europe and North America and its role in the (re) production, mediation, and contestation of contemporary knowledge. Topics include educating the public through institutions of cultural display; constructing local knowledge through ritual and spectacle; writing history and monuments and public memory.

Same as Education 5471 3.0.

Art History 5190 3.0: Apprenticeship I. This is an independent study/practicum normally carried out at an accredited institution or organization (*i.e.*, museum, gallery, archives) supervised by a graduate faculty advisor and conducted in cooperation with an on-site supervisor.

This course is a prerequisite for the final project for the Graduate Diploma in Curatorial Studies in Visual Culture.

Art History 5200 3.0: Apprenticeship II. This may be a continuation of the practicum developed in Apprenticeship I or may be a separate undertaking.

Art History 5300 3.0: Individualized Reading Course. A supervised reading course on a topic for which there is no current course offering.

Permission of the Graduate Program Director is required.

Art History 5310 3.0 and 5320 3.0: History, Theory and Practice of Art Criticism I and II. These courses deal with the historical development of the principal modes of art criticism, their theoretical

foundations, and the acquisition of practical skills in criticism. Integrated with the undergraduate course Visual Arts 4310 6.0.

Art History 5341 3.0: Monumentality and National Imagination in Asia. This integrated seminar provides critical discussions on the concept of monumentality in relation to the formation of political subjectivities, the invention of the past and traditions, and the establishment of the disciplinary state in Asia.

Integrated with the undergraduate course Fine Arts Visual Arts 4340B 3.0.

Art History 5400 3.0 and 5410 3.0: Problems in Ancient or Medieval Art and Architecture I and II. These seminars focus upon particular areas, problems or themes in the art and architecture of Antiquity or the Middle Ages. In any given year, the courses will focus upon a particular problem, theme, or specified chronological period for intensive study.

Integrated with the undergraduate courses Visual Arts 4540 6.0 and Visual Arts 4800 3.0.

Art History 5480 3.0 and 5490 3.0: Signs and Symbols in Western **Art**. These courses examine the pictorial language of attributes, emblems and other identifiers, as developed in classical Christian and secular art and architecture.

Integrated with the undergraduate course Visual Arts 4370 6.0.

Art History 5482 3.0: The Body in Western Art: Identity and **Construction**. This course examines the representation of bodies in various Western media and with different approaches, focusing on physique, clothes, and props as major determinants of human identity qualified by sex, social class and type, and varieties of interpretations, both material and psychological.

Integrated with the undergraduate course Fine Arts Visual Arts 4800E 3.0.

Art History 5580 3.0 and 5590 3.0: Problems in Renaissance or Baroque Art. These seminars will deal with concentrated areas and problems in the history and theory of painting, sculpture, or architecture of the fourteenth, fifteenth and sixteenth centuries. In any given year, the courses will focus upon particular problems, themes, or specified chronological periods for intensive study. Integrated with the undergraduate course Visual Arts 4800 3.0.

Art History 5600 3.0 and 5610 3.0: Special Topics I and II. In any given year, one or more courses may be offered in art history or theory on a topic which reflects the special interest or expertise of regular or guest faculty members and which is not included in the usual course offerings.

Integrated with the undergraduate course Visual Arts 4800 3.0.

Art History 5630 3.0: Art Crimes. This course examines a range of modern era art crimes to understand how and why art is invested with material and cultural significance. Topics include museum thefts, vandalism, looting, smuggling, fraud and forgeries. Analyzes methodologies used to research and solve these crimes. Integrated with the undergraduate course Fine Arts Visual Arts 4630 *3.0*.

Art History 5640 3.0: The Senses in Art. This course examines the sense in the experience and production of art, with an emphasis on the senses beyond vision – taste, touch, smell, and hearing – in art and aesthetic experience.

Integrated with the undergraduate course Fine Arts Visual Arts 4610 *3.0*.

Art History 5680 3.0 and 5690 3.0: Studies in Nineteenth

Century Art. These seminar courses will address major directions in nineteenth century art. The relationship between the art of this period and developments in intellectual history, politics and economics will also be addressed.

Integrated with the undergraduate courses Visual Arts 4430A 3.0 and Visual Arts 4800 3.0.

Art History 5700 3.0 and 5710 3.0: Major Movements in Modern Art I and II. These courses focus on a single major movement in art in the early twentieth century.

Integrated with the undergraduate course Visual Arts 4620 3.0.

Art History 5710 3.0: Artist and Modern Museum. Recent artistic responses to the modern art museum suggest that the museum may be a dying institutional form. This course examines the relationship of the artist and the modern museum.

Integrated with the undergraduate course Visual Arts 4620F 3.0.

Art History 5800 3.0 and 5810 3.0: Studies in Twentieth Century Art and Architecture. These seminar courses focus on major directions in art since 1900 in both Europe and North America. Integrated with the undergraduate course Visual Arts 4800 3.0.

Art History 5900 3.0 and 5910 3.0: Problems in Contemporary Art and Architecture. These seminars consider special problems in contemporary visual art practice.

Integrated with the undergraduate course Visual Arts 4640 3.0.

Art History 5980 3.0 and 5990 3.0: Problems in Canadian Art and Architecture I and II. These seminars deal with special topics in historical or contemporary Canadian art and architecture. Integrated with the undergraduate course Visual Arts 4720 3.0.

Art History MA Thesis Research.

No course credit.

Art History Research Paper.

No course credit

Biology

247 Farquharson Building

(416) 736-2100, ext. 22342 http://www.biol.yorku.ca/grad

GRADUATE FACULTY MEMBERS

Professor and Director of the Graduate Program JOEL S. SHORE

Distinguished Research Professors Emeriti

KENNETH G. DAVEY IAN P. HOWARD PETER B. MOENS DAVID M. REGAN

Distinguished Research Professor

MARTIN J. STEINBACH

University Professor Emeritus

A. SABER SALEUDDIN

University Professor

RONALD E. PEARLMAN

Canada Research Chairs and Professors

SAMUEL BENCHIMOL J. Douglas Crawford DAVID A. HOOD Bridget J. Stutchbury

Canada Research Chairs and Associate Professors

SERGEY KRYLOV K. Andrew White

Professor and NSERC/MDS SCIEX Chair

K.W. MICHAEL SIU

Ontario Research Development Challenge Fund Professor of Biological & Computational Vision

HUGH R. WILSON

Professors Emeriti

BRIAN COLMAN ARTHUR FORER BARRY G. LOUGHTON

Professors

Enzo Cafarelli NORMAN GLEDHILL LAURENCE R. HARRIS ARTHUR J. HILLIKER ROGER R. LEW LAWRENCE E. LICHT LAURENCE D. PACKER JAN SAPP COLIN G.H. STEEL RODNEY A. WEBB GILLIAN E. WU NORMAN D. YAN

Associate Professors

DAWN R. BAZELY IMOGEN R. COE MICHAEL M. CRERAR LOGAN DONALDSON TARA L. HAAS PHILIP E. JOHNSON PATRICIA L. LAKIN-THOMAS SUZANNE E. MACDONALD JOHN C. McDermott LEWIS A. MOLOT CHUN PENG GARY SWEENEY LAURIE M. WILCOX

Assistant Professors

Dasantila Golemi-kotra JORG GRIGULL Mazyar Fallah Gail Fraser KATALIN A. HUDAK SCOTT P. KELLY TERRANCE J. KUBISESKI CHRISTOPHER J. LORTIE JOCELYN MARTEL ROBERTO QUINLAN VIVIAN C. SARIDAKIS MICHAEL P. SCHEID JENNIFER K. STEEVES ROBERT G. TSUSHIMA STEPHEN I. WRIGHT SURAJ UNNIAPPAN

Adjunct Professors

MICHAEL T. ARTS MARIE KILLEEN EUGENE S. MORTON Marla B. Sokolowski KEITH M. SOMERS SUSAN B. WATSON

The Graduate Program in Biology offers programs leading to the Master of Science degree (by research thesis) and the Doctor of Philosophy degree (by research dissertation). Details of each program are described below.

AREAS OF RESEARCH

Research in the Biology graduate program is focused on several broad areas including cell and molecular biology; population biology; vertebrate, invertebrate and plant physiology and animal behaviour. This focus ensures that within each area there is a critical mass of interacting people and shared resources to produce a strong research environment. Within the research areas, faculty members work on a diversity of research problems, the range of which can best be seen by consulting the detailed descriptions on the Biology website.

RESEARCH FACILITIES

A wide range of the normal modern research equipment is available in the program. Much of this is concentrated in two communal facilities, a core molecular biology facility which includes automated DNA sequencing apparatus, fluorescent imaging systems, in situ PCR and HPLC machines, and a core microscopy facility including confocal, transmission and scanning electron microscopes. The program also houses animal care facilities, a large greenhouse and controlled environment growth chambers and a workshop for the fabrication of new and more specialized equipment. The program also maintains research access to functional MRI, assorted mass spectrometers, diverse field stations, provincial parks and the collections of the Royal Ontario Museum and the Toronto Zoo. In addition, members of the program engage in extensive research contacts with both federal and provincial ministries of environment and wildlife services, for access to other research facilities.

All major biological journals and a rapidly expanding collection of monographs and other reference works are available in the Steacie Science Library. The program maintains close ties with biomedical research centres in Metropolitan Toronto and graduate students thus have the opportunity to attend a wide variety of research seminars and to benefit from scientific discussions with students and staff in neighbouring institutions. Students are expected to attend such functions on a regular basis.

MASTER OF SCIENCE PROGRAM ADMISSION REQUIREMENTS

At the master's level, students work closely with a supervisor and their research is supported by that supervisor. Thus, no student is accepted into the program unless a faculty member agrees to supervise that student.

Graduates with a four-year bachelor's degree in biological science, or its equivalent, with at least a B average in the last two years of study, may be admitted as candidates for the Master of Science degree. Each candidate selects a faculty supervisor on the basis of their mutual research interests and a supervisory committee (usually consisting of the supervisor and one other faculty member with similar research interests) is appointed by the graduate program to supervise and monitor the student's progress.

QUALIFYING YEAR

Graduates lacking the necessary undergraduate preparation may qualify for admission as undergraduate special students in the Faculty BIOLOGY YORK UNIVERSITY FACULTY OF GRADUATE STUDIES 2007-2009 CALENDAR

of Science & Engineering. These admissions are dealt with by the undergraduate Admissions Office. Students are advised to take the equivalent of at least three, and up to five full courses. Students are advised to consult with potential graduate supervisors in selecting the courses to be taken, and are advised to have at least a C average before attempting such a program.

* Note: Successful completion of a year as a Special Student does not guarantee admission to the graduate program.

MSc Degree by Research Thesis

Candidates for the MSc degree by research thesis must fulfil the following requirements:

1. Courses

- (a) All entering students plan a research program with their supervisor at the start of their degree studies. Progress in research is monitored by the Supervisory Committee through meetings with the student and by a progress report consisting of a written paper and a public oral presentation in April each year. Satisfactory progress in research results in credit for Biology 6021 3.0/6022 3.0: MSc **Research Evaluation** and a statement of the student's progress in the student's record. In the event of failure to achieve satisfactory progress, the student will normally be required to withdraw from the program.
- (b) In addition to MSc Research Evaluation, each student must take a minimum of 3 credits from core courses (Biology 5027A 1.5, 5028A 1.5, 5029A 1.5, 5030A 1.5, 5055A 1.5, 5056A 1.5, 5086 3.0, 5126 3.0, 5128 3.0, 5130 3.0, 5131 3.0, 5132 3.0, 5133 3.0) plus an additional 3 credits which can be from other core courses or from other courses.
- (c) Students may be required to take up to two full undergraduate courses (or equivalent) in biological science if this is necessary to strengthen the student's background.

2. Thesis and Oral Examination

Candidates must conduct a laboratory or field research project and report the results in appropriate thesis form. The research and thesis should demonstrate the candidate's independence, originality, and understanding of the area of investigation. After the formal submission of the thesis, an oral examination is held, normally centering on the thesis and matters related to it. The thesis should be of a quality normally associated with published material. The total length of the thesis should not exceed 100 pages unless previously authorized by the supervisory committee. Prior to submission to the graduate Faculty, the thesis must be presented to, and approved by, a majority of the program members of the examining committee.

NORMAL TIME LIMITS

Full-time candidates should normally complete all requirements for the MSc degree in biology within two years of full time study. Subsequent years will be permitted only as a part-time student.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REOUIREMENTS

At the PhD level, students work closely with a supervisor, and their research is supported by that supervisor. Thus, no student is accepted into the program unless a faculty member agrees to supervise that

Graduates from a recognized university with a master's degree or equivalent in biological science, with at least a B average, or with a medical degree, may be admitted as candidates (PhD I) in a program of study and research leading to the PhD degree. Each candidate selects a faculty supervisor on the basis of their mutual research interests and a supervisory committee (usually consisting of the supervisor and two other faculty members with similar research interests) is appointed by the graduate program to supervise and monitor the student's progress.

Graduates with an honours bachelor's degree, or equivalent, in one of the biological sciences, who have at least B (second class) standing at the undergraduate level may be considered for admission to the PhD program. Normally, however, such graduates must first register as candidates for the MSc degree. Such graduates may be advanced in status to candidates (PhD I) for the PhD degree, without completing the requirements for the MSc degree, but only between 12 and 18 months after first registering for the MSc degree. if their progress during the first year is deemed satisfactory by their Supervisory Committee and if this advancement is recommended by the supervisory committee and the Graduate Program Director. Candidates wishing to make this change must pass a qualifying examination. This examination will take the form of the PhD preliminary examination (see below).

DEGREE REQUIREMENTS

All Candidates for the PhD degree program must fulfil the following requirements:

Courses

- (a) Each student's research is evaluated annually as described in detail under "MSc by Research Thesis," 1 (a) Courses. Satisfactory progress in research results in credit for Biology 7021 3.0/7022 3.0/7023 3.0/7024 3.0: PhD Research Evaluation and a statement of the student's progress on the student's record. In the event of failure to achieve satisfactory progress the student will normally be required to withdraw from the program.
- (b) In addition to **PhD Research Evaluation**, each student must successfully complete a minimum of 3 credits from the core courses listed under "MSc Degree by Research Thesis, Courses," plus an additional 3 credits which can be from core courses or from other courses. Students are exempt from the 3-credit core courses and 3-credit additional courses if these requirements have been met as Biology MSc students at York University during three years preceding their enrolment in the PhD program, or if they are judged by the program to hold equivalent qualifications.
- (c) Students may be required to take a maximum of two full undergraduate courses (or equivalent) in biological sciences, if this is necessary to strengthen the student's background.

Preliminary Examination

Candidates (PhD II) must satisfactorily pass a preliminary examination before advancing in status to candidates (PhD III). The objectives of this examination are to determine whether: (a) the Candidate has adequate background and intellectual ability to pursue independent research in the field approved by the supervisory committee; (b) the proposed research is suitable for a PhD research program and (c) the candidate has demonstrated aptitude for conducting the proposed research by means of adequate progress and productivity. During the two to three hour oral examination, based on a substantial written proposal and progress report, students must demonstrate adequate knowledge and understanding of the proposed research field, and the broader areas of knowledge related to that field. The examination will be conducted by the student's supervisory committee plus two other faculty members from within

the program. For students entering the program with a master's degree, the examination must be held within 18 months after the student becomes a Candidate (PhD I). For students converting from a master's to a PhD program, the examination must also be held within 18 months of first registering in the master's program. The examination in this case is conducted by the student's supervisory committee plus three other faculty members from within the program. If the preliminary examination falls within two months of the annual progress reports, the student is exempt from such a report that year.

3. Dissertation and Oral Examination

Candidates must prepare and submit a suitable dissertation based on original research carried out under the supervision of a supervisory committee. The research should demonstrate the candidate's independence, originality, and understanding of the area of investigation at an advanced level. After the formal submission of the dissertation, an oral examination is held, normally centering on the dissertation and matters related to it. The total length of the dissertation should not exceed 200 pages unless previously authorized by the supervisory committee. Prior to submission to the graduate Faculty, the dissertation must be presented to, and approved by, a majority of the program members of the examining committee.

NORMAL TIME LIMITS

Candidates may expect to spend, on the average, between three and five years to complete the requirements for the PhD degree.

Courses

All courses are full (6.0) or half (3.0) or quarter (1.5) courses. In any one year, a minimum of one half course (or equivalent) from each of the different subject areas (Molecular Biology, Cell Biology, Population Biology, Ecology and Evolution, and Animal Physiology), will be offered. All courses will require each student to present at least one seminar and one essay based on analysis of the current literature (or equivalent).

Not all courses are offered each year.

MOLECULAR BIOLOGY: Topics discussed include replication, transcription, and translation of genetic information in both prokaryotic and eukaryotic cells. The major theme is the control of these processes at the biochemical (e.g., enzymes, factors) and genetic level and includes discussion of the structure of informational macromolecules. Courses other than those listed here may be offered.

Biology 5027A 1.5: Topics in Molecular Biology I: Gene Expression. This core course covers the area of gene expression, including topics in chromatin remodelling, mechanisms of transcriptional activation/repression and activation of transcription factors by extracellular signals.

Prerequisites: undergraduate courses in biochemistry and molecular biology.

Students may not also receive credit for Biology 5027 3.0: Topics in Molecular Biology 1: Gene Expression and Proteins

Biology 5028A 1.5: Topics in Molecular Biology II: Proteins. This **core course** covers the area of proteins, including topics in protein synthesis, folding, transport, regulation and degradation.

Prerequisites: undergraduate courses in biochemistry and molecular biology.

Students may not also receive credit for **Biology 5027 3.0: Topics in Molecular Biology I: Gene Expression and Proteins**

Biology 5029A 1.5: Topics in Molecular Biology III: Nucleic Acids. This **core course** covers the area of the structure and function of nucleic acids including DNA replication, recombination and repair, DNA and RNA polymerases, telomerases, and several aspects of

mRNA processing and metabolism.

Prerequisites: undergraduate courses in biochemistry and molecular biology.

Biology 5030A 1.5: Topics in Molecular Biology IV. Signal Transduction. This core course covers signal transduction including the activation of cell surface receptors, the generation of secondary messengers and intracellular ionic currents.

Prerequisites: undergraduate courses in biochemistry and molecular biology.

Biology 5033A 1.5: Self-Incompatibility Systems in Plants. This course covers different aspects related to plant self-incompatibility systems such as the genetics, cell biology, evolution, and molecular biology of these systems.

Prerequisites: Biology background with courses in plants, genetics, cell biology, and molecular biology; and permission from course director.

Biology 5034 3.0: Molecular Plant Virology. This course explores the diverse molecular mechanisms employed by plant viruses in establishing infections in their plant hosts. The processes examined include invasion, gene expression, genome replication, cell-to-cell movement and particle assembly.

Prerequisites: undergraduate courses in biochemistry and cell biology.

Biology 5035 3.0: Reproduction. Molecular, genetic, cytological and evolutionary aspects of sexual reproduction. Comparison of the regulatory genes and proteins of sexual differentiation in *Saccharomyces, Drosophila, Caenorhabditis elegans*, mice, humans and plants. Evolutionary advantages and disadvantages of sexual reproduction, asexual reproduction through parthenogenic mechanisms.

Students may not also receive credit for Biology 4270 3.0.

Biology 5036 3.0: Bioanalytical Chemistry. This course describes modern methods of bioanalytical chemistry in their application to the analysis of biological polymers: proteins, nucleic acids, carbohydrates and lipids. Analytical aspects of genomics and proteomics are considered.

Same as Chemistry 5250 3.0.

Integrated with the undergraduate course Science Chemistry 4050 3.0 and Biology 4051 3.0.

Biology 5037 3.0: Advanced Genetics. This course addresses recent advances in *Drosophila* and plant genetics. Techniques such as genetic dissection, genetic screens, methods for manipulating genes, chromosomal analysis, transposon and enhancer tagging, and positional cloning are included in the lecture topics.

Prerequisite: undergraduate introductory genetics course.

CELL BIOLOGY: Topics discussed will include molecular basis of chromosome structure and function; structure and function of organelles of plants and animals; cellular differentiation. Courses other than those listed here may be offered.

Biology 5051 3.0: Membrane Transport. The fundamental properties of solute transport are presented by discussing active ion pumps, passive transporters and ion channels of bacteria, plants and animals. The role of transport in regulating the intracellular environment is emphasized.

Prerequisites: undergraduate courses in cell biology and biochemistry, advanced biochemistry and nucleic acid metabolism are strongly recommended.

Students may not also receive credit for **Biology 4151 3.0 & Biochemistry 4151 3.0**.

Biology 5052 3.0: Cell and Molecular Biology of Development.

This course presents a genetic and molecular biological approach to the field of developmental biology. Topics range from unicellular systems, both prokaryotic and eukaryotic, to more complex multicellular systems.

Integrated with the undergraduate course Science Biology 4061 3.0.

Biology 5055A 1.5: Cellular Techniques. Much of modern cell biology is based on diverse electron and optical imaging techniques, the understanding of which is fundamental to interpretation of the results obtained with these techniques. This core course discusses the basic principles underlying these techniques and provides experience in their use.

Biology 5056A 1.5: Analytical Methods in Cell Biology. The research tools of modern cell biology all involve analysis of a variety of experimental data. This core course explores diverse methods of analysis of these data sets and includes discussion of the nature of experimental variability, experimental design, exploratory data analysis, data transformation and computer hardware and software used in analysis.

Biology 5061 3.0: Mechanisms of Muscle Contraction and Cell Motility. This course reads critically much of the original literature which forms the basis of our present sliding-filament model of how muscles contract, with the aim of evaluating the various models of muscle contraction. It commences with the 1950s and ends with current work. By studying the literature historically, the course sees how a specific scientific field develops; for example, the course examines various evidences which are overlooked in developing the paradigm, and how those evidences returned later, after the field developed. If time permits, other areas of cell motility will be considered.

Biology 5063 3.0: Inorganic Carbon Acquisition by Aquatic **Plants**. The course reviews knowledge of the processes involved in the uptake of inorganic carbon as a substrate for photosynthesis by aquatic plants, principally algae and cyanobacteria. Topics include inorganic equilibria in aqueous solution; evidence for the active transport of biocarbonate and CO₃; structure, localization and properties of carbonic anhydrase and the role of internal and external carbonic anhydrases; rubisco and the function of carboxysomes and pyrenoids in CO, fixation.

Biology 5064 3.0: Current Topics and Methods in Cell Biology.

Selected topics in cell biology, such as membrane dynamics, cell cycle control, apoptosis, signal transduction, and cellular rhythmicity. Presentation and critical discussion of recent papers, emphasizing current methods and experimental design.

Prerequisites: Science Biology 2020 4.0; Biology 2021 4.0; or equivalent.

Students may not also receive credit for Biology 5061 3.0 from Fall/ Winter 2002-2003 only.

Integrated with the undergraduate course Science Biology 4141 3.0.

POPULATION BIOLOGY, ECOLOGY AND EVOLUTION: Quantitative, experimental and theoretical aspects of ecology including aquatic biology and population dynamics of plants and animals. These courses will also examine current problems and controversies in evolutionary biology. Courses other than those listed here may be offered.

Biology 5070 3.0: Tropical Ornithology. This course examines the evolution, ecology, biodiversity and behaviour of tropical birds. This is a two week field course based at the Smithsonian Tropical Institute in Panama.

Biology 5081 3.0: Introduction to Biostatistics. This course surveys common statistical methods used in biology. Descriptive statistics, t-tests, ANOVA, regression, goodness-of-fit, contingency tables, nonparametric tests, bootstrapping and randomization tests are considered. SPSS will be used for data analysis.

Biology 5086 3.0: Current Topics in Population Biology, Ecology and Evolution. In this core course, three or four current and controversial topics in population biology, ecology and evolution are examined in discrete modules. Topics vary from year to year but include such concepts as sexual selection theory, landscape ecology, animal communication, competition theory, population genetics, applied ecology and phylogenetics.

Biology 5096 3.0: Pollutants, Invaders and Global Change. This course summarizes our progress in conceptualizing, understanding and in solving large-scale ecological problems caused by the introduction of pollutants and exotic species to the environment. Prerequisite: undergraduate courses in ecology and biostatistics. Students may not also receive credit for Biology 4265 3.0.

Biology 5097 3.0: Pollination Biology. Interactions between bees and flowers are studied through field observations and experimentation.

Biology 5098 3.0: Conservation Biology. The course examines the concept of rarity in plants and animals. What data are used to design something as rare? How much difference is there in the way that definition is used across organisms?

Biology 5099 3.0: Applied Plant Ecology. This course examines how human-caused disturbances affect plants. Relevant ecological theory and a general management model are explained. Topics include non-indigenous plants, plant conservation, ozone, climate change, acidic deposition, sustainable forestry, habitat fragmentation, overgrazing and loss of biodiversity.

Integrated with the undergraduate course Science Biology 4095 3.0.

Biology 5221 3.0: Plant Evolution. An analysis of patterns and variation among plants, emphasizing the evolutionary processes which brought them about. Topics include biosystematics, speciation, hybridization, isolating mechanisms and mating systems. Students may not also receive credit for Biology 4130 3.0.

Biology 5333 3.0: Origins and Development of Biological

Theories. This course is designed to offer students an overview of major issues and concepts in the history of biology from Darwin to molecular genetics. Special attention is given to examining the relations between sociopolitical thought and evolutionary perspectives, the use of metaphor in evolutionary explanation, notions of conflict and cooperation, and the relations of evolutionary theory to genetics, embryology, symbiology and microbiology. Same as Philosophy 5230 3.0.

Integrated with the undergraduate course Biology 4300 3.0.

Biology 5334 3.0: Social Evolution of Insects. This course examines the key research in the development of social evolutionary theory and empirical data for social evolution in insects with particular preference to Hymenoptera: ants, bees, wasps and their allies.

Animal Physiology: Topics discussed include neurosecretion and endocrinology, muscle physiology and biochemistry, physiology of vision, and the physiology of selected phylogenetic groups. Courses other than those listed here may be offered.

Biology 5113 3.0: Visual Perception and Brain Mechanisms.

This course covers selected topics in perception and psychophysics including the relation between perception and the underlying brain mechanisms. Topics are selected from the following: spatial vision, figure-ground segregation and shape discrimination; colour as an aid to form perception; spatial filtered by visual pathway neurons; motion perception; binocular vision, depth perception and cyclopean vision; and, texture segregation.

Biology 5117 3.0: Biology, Neuropsychology and Psychology of Vision and Movement. This course looks at some of the biological and neurophysiological principles that underlie sensory and motor processes and their connections.

Biology 5119 3.0: Parasitology. Biology of animal parasites; developmental, structural and functional adaptations to the parasitic environments; immune and other responses of hosts; parasitic diseases.

Integrated with the undergraduate course Science Biology 4360 4.0.

Biology 5124 3.0: Vertebrate Endocrinology. This course examines structures and functions of vertebrate endocrine system, secretion and regulation of hormones, mechanisms of hormone actions and hormonal integration of physiological processes. *Students may not also receive credit for Biology 4320 3.0*.

Biology 5125 3.0: Invertebrate Endocrinology. This course examines the endocrinology of selected invertebrates, particularly those involved in the control of post embryonic events such as growth, differentiation, metabolism and reproduction. *Prerequisite: Biology 5124 3.0 or undergraduate course in vertebrate endocrinology.*

Biology 5126 3.0: Physiology of Vision and Neural Processing. This core course in animal physiology focuses on advanced topics and/or controversial issues pertaining to systems level and behavioural neuroscience, exemplified by the neurophysiology of vision and visually guided behaviours.

Biology 5128 3.0: Regulatory Principles in Animal Biology-Homeostasis. This core course focuses on advanced topics and/or controversial issues in regulatory physiology/homeostatis. Topics include comparative endocrinology, metabolic regulation, regulation at the host-parasite interface, osmotic and ionic regulation, reproductive regulation, and advanced techniques in integrative physiology.

Biology 5129 3.0: Neurobiology. An analysis of recent advances in neurobiology, particularly information processing and storage in nervous systems and the biochemical basis of learning, memory and behaviour. The neurobiology of addiction, diseases of the nervous system and regeneration are also discussed.

Integrated with the undergraduate course Science **Biology 4370 3.0**. Prerequisites: Undergraduate introductory courses in molecular biology, cell biology, biochemistry and animal physiology.

Biology 5130 3.0: Cardiovascular Systems in Health and Exercise. This core course covers an in-depth study of the cardiovascular system during exercise and disease, including an examination of current research.

Same as Kinesiology & Health Science 6300 3.0.

Prerequisite: York undergraduate course Arts/Science Kinesiology & Health Science 4010 3.0: Physiology of Exercise or equivalent. Students may not also receive credit for Kinesiology & Health Science 4450 3.0.

Biology 5131 3.0: Molecular Basis of Muscle Physiology. This **core course** examines the molecular basis of muscle development, growth and regeneration.

Same as Kinesiology & Health Science 6351 3.0.

Biology 5132 3.0: Advanced Respiratory Physiology in Health and Exercise. This **core course** consists of an examination of salient research on the respiratory system in relation to health and exercise, including an exposure to relevant laboratory techniques. *Same as Kinesiology & Health Science 6310 3.0*.

Biology 5133 3.0: Neuromuscular Physiology. This **core course** examines the physiology of the neuromuscular system as it relates to exercise and to health. Special emphasis is placed on fatigue and the adaptations to training.

Same as Kinesiology & Health Science 6350 3.0.

Prerequisite: An introductory course in mammalian physiology is required. Courses in exercise, muscle and neurophysiology are recommended.

Biology 5134 3.0: Vascular Biology in Health and Disease.

Understanding the cellular composition and function of the vascular system provides the basis in this **core course** for discussing the processes of angiogenesis, atherosclerosis, inflammation and ischemia-reperfusion injury with an emphasis on current advances in pharmacological and genetic therapies.

Same as Kinesiology & Health Science 6301 3.0.

Biology 5135 3.0: Spatially Coordinated Behaviour. This course deals with the spatial aspects of perception, cognition and motor control. Behavioural computational and physiological models are used to understand internal representations of space, and the transformations between these representations. Topics include spatial vision and proprioception; eye, head and arm movements; sensory consequences of movement, spatial updating and eye-hand coordination; spatial working memory, and the integration of visual perceptions across eye movements.

Prerequisites: undergraduate courses in perception, motor control, or systems neuroscience.

Same as Psychology 6260A 3.0 and Kinesiology & Health Science 6160 3.0.

Biology 5136 3.0: Perception and Action. This course looks at some of the biological and neurophysiological principles that underlie the representation of the spatial world and the sensory and motor processes with which we interact with the world. Specific examples of the realization of general principles are drawn from how we know about and control our own movements, including control of eye and head movements, reaching and pointing and locomotion and navigation. The course considers how various senses are transduced, coded, centrally represented and eventually converted into action. Same as Kinesiology & Health Science 6161 3.0 and Psychology 6750P 3.0.

Biology 5137 3.0: Topics in Motor Function & Dysfunction.

This **core course** surveys the role of different cerebral cortical and sub-cortical areas in controlling voluntary movements. Following a review of fundamental concepts in motor control and basic neuroanatomy, students give presentations summarizing what is currently known about the motor function of different brain regions. Data from theoretical, experimental, and patient studies is used to illustrate how various areas such as primary motor, premotor, parietal, and cerebellar cortices are involved in the planning and execution of sensory-guided voluntary motor behaviour.

Same as Kinesiology & Health Science 6150 3.0 and Psychology 6235 3.0.

Biology 5139 3.0: Advanced Exercise I: Muscle. Advanced topics in exercise physiology and biochemistry of muscle, including energy metabolism, fatigue, cell signalling and the molecular adaptations to exercise and disease states. Discussion of original research articles in exercise physiology.

Prerequisite: York undergraduate courses Arts/Science Kinesiology 4010 3.0: Physiology of Exercise or equivalent. Same as Kinesiology & Health Science 6370 3.0.

Biology 5140 3.0: Fish Biology. A study of fish biology (itchthyology), including evolution, structure and form, physiology, behaviour, ecology and systematics of freshwater adaptations to aquatic environments and current research areas utilizing fishes as model organisms.

Prerequisite: Biology 2030 3.0: Animals or an equivalent course. Integrated with undergraduate course Science Biology 4340 3.0.

Courses listed under the following numbers are offered periodically: Biology 5021A 1.5, 5023 3.0, 5031 3.0, 5032 3.0, 5112A 1.5, 5113A 1.5, 5116 3.0, 5121 3.0, 5221B 1.5, 5222 3.0, 5331B 1.5, 5334 3.0.

Biology 6021 3.0, 6022 3.0: MSc Research Evaluation. Progress in research is assessed annually as described above (see MSc Course Requirements).

Biology 7021 3.0, 7022 3.0, 7023 3.0, 7024 3.0: PhD Research Evaluation. Progress in research is assessed annually as described above (see PhD Course Requirements).

Business Administration/Executive MBA/ PUBLIC ADMINISTRATION/INTERNATIONAL BUSINESS

(416) 736-5060 http://www.schulich.yorku.ca W262 Seymour Schulich School Building

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V. Trivedi

D. ZWICK

MASTER OF BUSINESS ADMINISTRATION MASTER OF PUBLIC ADMINISTRATION INTERNATIONAL MASTER OF BUSINESS ADMINISTRATION

The Schulich School of Business offers candidates setting out on a career or moving to strengthen an existing career all the benefits of richly diverse, innovative, and real-world management programs.

To accommodate individual career management goals, Schulich provides students with a number of options: Fall, Winter and Summer terms of study; September and January entry points (International Master of Business Administration has September entry only); full-or part-time or part-time weekend enrolment status with the option of changing from one to the other (Master of Business Administration and Master of Public Administration); part-time study in Year 1 at a downtown campus as well as at York's main campus (Master of Business Administration); daytime and evening classes; career paths to the private, public and non-profit sectors; over 100 elective courses in 18 specialized areas; study abroad options in almost 50 countries.

All Schulich graduate degree programs strike a complementary balance between the knowledge and skills necessary to become a strong generalist in management, and a specialist in one or more management areas. The first half of each program is devoted to required foundations of management core courses (and Master of Public Administration and International Master of Business Administration required core courses). The second half of all three programs is reserved primarily for elective courses.

Areas of specialization include accounting, arts and media, business and sustainability, business consulting, economics, entrepreneurial studies, finance, financial engineering, financial services, health industry management, international business, marketing, non-profit management and leadership, operations management and information systems, organizational behaviour/industrial relations, public management, real property development and strategic management.

The length of the International Master of Business Administration is 20 months of continuous enrolment. The length of time required to complete a Master of Business Administration or Master of Public Administration varies considerably, depending on a candidate's previous education and work experience, and enrolment status at Schulich. Full-time students with a previous four-year honours undergraduate business degree and two years' work experience can earn their degree in as few as two terms (eight months). Full-time students with no previous education in business or public administration normally require an average of twenty months (with the summer off), while part-time students with the same background can anticipate completing their degree in 12 terms, or 48 months (using the possibility of taking time off during studies). There are limits to the length of time within which a program can be completed on a full- or part-time basis.

JOINT KELLOGG-SCHULICH EXECUTIVE MASTER OF BUSINESS ADMINISTRATION

This Joint Kellogg-Schulich Executive MBA is a two-year, general management program leading to a joint Master of Business Administration degree from the Kellogg School of Management at Northwestern University and the Schulich School of Business at York University. The program is designed for promising managers with substantial experience who are on executive career paths in their employing organizations.

The Kellogg-Schulich Executive MBA is part of a growing global network of joint Executive MBA programs with Kellogg. Graduates of the Kellogg-Schulich program become part of a global alumni network with Kellogg's other joint programs with the School of Business and Management at the Hong Kong University of Science and Technology in China, the Recanati Graduate School of Business Administration at Tel Aviv University in Israel, and the Otto Beisheim Graduate School at the Koblenz School of Corporate Management in Koblenz, Germany.

The curriculum provides exposure to all of the key functional areas of business for general managers and emphasizes United States, Canadian and international perspectives on global leadership and strategic management. The program's faculty members are drawn from both the Kellogg School and Schulich's senior faculty. Half of the faculty in each year come from each of the partnering schools. No advanced standing or exemptions are granted.

The structure of the program permits executive participants to complete the requirements of the MBA degree while continuing to work full-time. The program consists of six modules and two week long residency sessions, spread out over 24 months. Each module consists of five alternating weekends of classes. The weekend sessions take place from Friday noon to Sunday. All weekend class modules, as well as the Year 1 Schulich residence week take place at the Schulich School's downtown campus, the Miles S. Nadal Management Centre, which is located in the Ernst and Young Tower at King and Bay in Toronto. The residence week in the second year is conducted at Kellogg's James L. Allen Centre on Northwestern University's lakefront campus in Evanston, Illinois, near Chicago.

The program begins each year in January, and includes special features such as a fully-loaded laptop computer, specially designed CDs to help strengthen quantitative and accounting skills prior to the program, diverse study teams, and a guest speaker series.

JOINT MBA/LLB PROGRAM

Schulich and York's Osgoode Hall Law School offer a four-year program leading to a joint Master of Business Administration (MBA) and Bachelor of Laws (LLB) degrees. Graduates from this highly challenging program follow career paths in which business and law overlap. For information contact either the Schulich Graduate Admissions office at (416) 736-5060, or the Osgoode Office of Student Services at (416) 736-5042.

GRADUATE DIPLOMAS GRADUATE DIPLOMA IN ARTS & MEDIA ADMINISTRATION

This designation is available to graduates of the MBA program who have completed the specific concentration of Arts and Media courses, a **Management 6100 3.0:** Strategy Field Study examining an Arts or Media Organization and satisfied an approved internship or placement. Further information about the graduate diploma can be obtained by contacting the Division of Student Services at the address below.

GRADUATE DIPLOMA IN BUSINESS & THE ENVIRONMENT

Graduates of both MBA and MES programs require a solid grounding in new-style business and environment skills for the twenty-first century economy. This Diploma provides the perspectives, understanding, tools, skills and recognition for York Master's graduates to become leaders in business and the environment. Students in the MBA and MES programs are eligible to receive this

designation in conjunction with the completion of either graduate degree. The course requirements for the Diploma are the completion of 12.0 credit hours in designated Business & Sustainability courses. MBA students are also required to incorporate an environmental or sustainability component into their Management 6100: Strategy Field Study, while students in the MES program are required (in the MES III stage of their program) to undertake their major paper, major project, or thesis with a strong business and environment focus. In addition to the course requirements, students must complete an internship of at least 12 weeks in a business or agency with a focus on business and the environment.

GRADUATE DIPLOMA IN DEMOCRATIC ADMINISTRATION

Schulich students may concurrently complete this diploma which is administered through the Graduate Program in Political Science. Students study public sector management with reference to private sector management, public policy analysis, program implementation and evaluation, and business-government relations. The Diploma prepares students for leadership positions in either public sector or non-profit organizations by developing the analytical and practical insight needed to build more democratic and responsive institutions. Students are required to undertake 3.0 credit hours of extra courses and to complete an additional major research paper on a related topic. See the Graduate Program in Political Science section of this Calendar also.

GRADUATE DIPLOMAS IN FINANCIAL ENGINEERING

Of interest to students with strong quantitative backgrounds in economics, mathematics, statistics, engineering or computing, financial engineering is a Schulich specialization which offers a Diploma in conjunction with the MBA degree. Students are required to complete 21.0 credit-hours of required core Diploma courses consisting of 3.0 credit hours of courses taken in the first year of the MBA, and either an internship in a financial institution or an additional research paper. See the Graduate Program in Mathematics & Statistics section of this Calendar also.

The Graduate Diploma in Financial Engineering is also offered as a *stand-alone* graduate diploma, for students not registered in a graduate program, requiring five masters-level courses offered by the Schulich School of Business and the Graduate Program of Mathematics & Statistics. This graduate diploma is of particular interest to students with strong quantitative backgrounds in economics, mathematics, statistics, engineering science or computing who are looking to accelerate their career in financial management. Financial engineering students gain the theoretical knowledge and specialized skills necessary to develop new financial instruments and to understand the role of financial instruments in risk management. Further information about the graduate diploma is available by contacting the Division of Student Services at the address below.

GRADUATE DIPLOMA IN JUSTICE SYSTEM ADMINISTRATION

This program of study allows students in appropriate graduate programs at York University to specialize formally in the area of Justice System Administration, and to be awarded a Graduate Diploma in Justice System Administration. The diploma aims to equip students with both analytical and practical insights needed to help administer justice system programs fairly, responsively and effectively, and is geared to students who aspire to leadership positions in the justice system. Each student is exposed to an in-

depth analysis of the literature on judicial administration in Canada, with relevant comparisons to other related jurisdictions. In addition, students are exposed to a related body of literature on law and public administration, and students without substantial managerial experience in the justice system complete a 12 week work placement.

GRADUATE DIPLOMA IN NONPROFIT MANAGEMENT

Students may graduate with an MBA and Graduate Diploma in Nonprofit Management upon completion of the following requirements: 12.0 credit hours of required courses, a **Management 6100: Strategy Field Study,** conducted on a non-profit organization and an internship, consisting of a minimum of 12 weeks in an organization in the non-profit sector. A concise report of the placement experience is required.

GRADUATE DIPLOMA IN REAL PROPERTY DEVELOPMENT

Students in the MBA are eligible to receive this designation in conjunction with the MBA degree. The requirements for the Diploma are completion of 21.0 credit hours in the Real Property program; a **Management 6100 3.0: Strategy Field Study** at a site approved by the director; and completion of an internship or major research paper. Further information about the Diploma can be obtained by contacting the Division of Student Services at the address below.

POST-MBA DIPLOMA IN ADVANCED MANAGEMENT

The relentless and radical change associated with the business environment means that those holding MBA degrees must constantly upgrade their management knowledge and skills in areas such as inventory management, the management of workplace diversity, information systems, global operations and women in management. In recognition of this need, Schulich has developed a program that is unique in North America, the Post-MBA Diploma in Advanced Management. While other schools have chosen to mount brief 'refresher programs,' Schulich has opted instead to support more in-depth study through full-term (12 week) MBA elective courses. Open to individuals who hold an MBA degree from a recognized business school, the Diploma re-immerses the MBA graduate into the mainstream of the Year 2 of the Schulich MBA program.

Further details are available from Schulich School of Business Graduate Handbook. To obtain a prospectus and an application form, or for further assistance, contact:

The Division of Student Services and International Relations, Schulich School of Business, York University, 4700 Keele Street, Toronto, Ontario, Canada, M3J 1P3; telephone: (416) 736-5060; *fax*: (416) 650-8174; and email: admissions@schulich.yorku.ca.

COMBINED PROGRAM, SCHULICH SCHOOL OF BUSINESS AND FACULTY OF FINE ARTS MBA/MFA/MA

York University has distinguished itself in many ways but among its central achievements are the excellence of its Faculty of Fine Arts and that of the Schulich School of Business. These Faculties have created a combined MBA/MFA degree in the programs in Visual Arts, Theatre and Film & Video and a combined MBA/MA degree program in Art History, Dance, and Music at York University.

York's MBA and the Graduate Diploma in Arts & Media Administration are unique in Canada; at no other institution can a student obtain an MBA with a concentration in arts and media management. York's Faculty of Fine Arts is the largest and most comprehensive in Canada, offering a wide variety of graduate programs at the Master's level, each of which offers excellent preparation for students intending to enter the work force after obtaining a Master's degree. (While many of the students enrolled in the Faculty of Fine Arts' graduate programs intend to pursue doctoral level studies, York's MFA and MA were established primarily as two year terminal degrees for students interested in pursuing careers in the arts and many former students have pursued degrees in arts management.) Thus the MBA and the MFA/MA programs complement each other in focus and, in many instances, in the students they attract.

It should be noted that because of the uniqueness of the program in Arts & Media Administration's MBA program, no other graduate school in Canada could offer such an opportunity.

ADMISSION REQUIREMENTS

Students are accepted into this program if they have fulfilled the application requirements in both the MFA or MA, and the MBA as outlined by the university.

Students must have a four year undergraduate degree or equivalent in Fine Arts earning a minimum "B+" average. Students must earn an acceptable score on the Graduate Management Admissions Test (GMAT). Students should have relevant work experience within the arts or cultural industries (as assessed by the admissions committee). A limited number of students in Schulich MBA year one or a fine arts master's-level program are considered each year for direct admission to either the MBA/MFA or MBA/MA streams if they meet the program requirements.

LENGTH OF PROGRAM

Students who enrol in the combined program should be able to complete it within a period of seven or eight semesters.

FINANCIAL SUPPORT

Students in the Fine Arts are generally eligible for support in the form of research assistantships and teaching assistantships. A number of scholarships and bursaries are available for first year students in the MBA program.

DEGREE REQUIREMENTS

The following outline is, in a way, generic, indicating how a student might move through the program, once accepted. Particular strategies are required, depending on the major arts focus, and the amount of work as a Teaching Assistant/Graduate Assistant that the student undertakes.

FIRST YEAR OF STUDY

MBA Requirements in First Year

Because of the heavy course requirements of the first year MBA program, it is recommended that students complete this body of required courses before focusing on their specialized studies in Fine Arts. All students in the combined program must take Arts & Media 6301 3.0: Introduction to Arts & Media Administration in their first semester.

Required MBA courses in the first two semesters of study:

Management 5150 3.0: Management Skills Development Management 5250 3.0: Managing in a Contemporary Context

Management Science 5110 1.5: Information Systems Management Science 5120 1.5: Quantitative Methods Accounting 5210 1.5: Management Accounting Management Science 5210 1.5: Operations Management Accounting 5100 3.0: Financial Accounting for Managers **Economics 5100 3.0: The Economic Environment of Business**

Organizational Behaviour 5100 3.0: Organizational **Behaviour**

Finance 5200 3.0: Managerial Finance Marketing 5200 3.0: Marketing Management Arts & Media 6301 3.0: Introduction to Arts & Media Administration

MFA/MA Requirements in First Year

Students in the combined program should take all of their courses in the MBA program in this dedicated year of study, though in certain cases, it might be appropriate for a student to take a course in the Faculty of Fine Arts. (In certain cases, the order may be reversed and a student might enter the Fine Arts program first. This is particularly true for students who might apply for the combined program after being accepted into a graduate program in Fine Arts.)

SECOND YEAR OF STUDY

MBA Requirements in Second Year Strategic Management 6000 3.0: Strategic Management Arts & Media elective (3.0)

MA/MFA Requirements in Second Year

In this year, students complete the majority of the required courses in their fine arts specialization. The following outlines, according to discipline, the way in which students might choose to organize the second year of study in the combined program.

YEAR II - Art History: Students wishing to do the combined program are likely to specialize in museum and gallery work within the Art History program. Students generally complete their four required semester courses and an additional course in Art History during the second year of study. The following offers an example of how this year might be structured.

Fall semester

Art History 5110 3.0: Methods I Art History 5120 3.0: Methods II

Art History 5170 3.0: Museums and Galleries

Winter semester

Art History 5130 3.0: Graduate Seminar in Contemporary

Art History 5140 3.0: Graduate Art History Seminar

During the intersession and summer semester: Students may choose from several courses with a museum and gallery focus that are generally offered during this period. They may also choose to take MBA courses during the summer semester.

YEAR II - Dance: Students normally complete the four required semester courses in Dance.

Dance 5200 3.0: Research Methods

Dance 5210 3.0 or 5211 3.0: Selected Studies in Dance History

Dance 5300 3.0: Movement Analysis Dance 5400 3.0: Dance Ethnology

YEAR II - Film & Video: Students complete the four required semester courses in Film & Video and an additional elective in film. Film & Video 5010 3.0: Production Film & Video 5110 3.0: Screenwriting Film & Video 5210 3.0: Theoretical Issues Film & Video 5400 3.0: Graduate Seminar 1 additional film elective

YEAR II - Music: Students normally complete the required three semester courses in Music, drawing on the range of courses offered and the required full year course Music 5010 6.0: Research Methods and Problems.

The three required courses must be selected from:

Music 5100 3.0: History and Sociology of the Twentieth Century Music

Music 5110 3.0: Early Twentieth Century Music

Music 5120 3.0: South Indian Music

Music 5170 3.0: North American Traditional Music Music 5190 3.0: Afro-American Traditional Music

Music 5610 3.0: Special Topics

Music 6010 6.0: Theoretical Perspectives in Ethnomusicology and Music Criticism

YEAR II - Theatre: Normally, students complete the required courses in their respective streams (performance, directing, playwriting). Students are advised to contact the coordinator of the combined program for details.

During the summer semester, Theatre students prepare for their MFA production, working with their supervisors. (They may also pursue courses in the MBA program).

YEAR II - Visual Arts:

This is a studio program with a heavy focus on work completed in the studio, working with a supervisory committee. In addition, students must complete:

Visual Arts 5620 6.0: Graduate Seminar Visual Arts 5600 3.0: Theoretical Issues Part I Visual Arts 5610 3.0: Theoretical Issues Part II

During the summer semester, visual arts combined majors are expected to be engaged in their studio practice and the preparation of their thesis outline. (They could also pursue a course in the MBA program).

THIRD YEAR OF STUDY

In this third year of study, a very fine balance is required to ensure that students have the opportunity, in what is likely to be their final year, to focus on their thesis (thesis exhibition or production) or major research paper which reflects the focus of their studies. As well, they complete their MBA requirements, including **Management 6100 3.0:** Strategy Field Study.

MBA Course Work in Third Year

Management 6100 3.0: Strategy Field Study

Students should take two semester courses in the MBA program from the optional courses related to their specific interest; these courses might include not-for-profit management courses, legal aspects in the arts, entrepreneurial studies, or management of artistic resources, *etc.*, and should include the required policy course, if it has not been completed. They may, but need not be, taken from the Arts & Media slate.

Depending on the specific program and the requirements, students may be encouraged to take some of these courses during the previous summer semester. If they are doing a diploma in Arts & Media Administration, as well as the two degrees, the summer semester

after their third year of study, would be an appropriate time for them to meet their internship requirement, although some students may be able to complete an internship at an earlier point in their studies.

YEAR III - Art History:

Art History 5190 3.0: Apprenticeship[s] (or Art History or cognate course)

Art History 6010 3.0: Major Research Paper

❖ Note: The Art History Research Paper degree requires four core courses and five additional courses which can be fulfilled in art history (including apprenticeships), arts management or a cognate area. In the case of a thesis-focused degree, the student would devote his or her art historical studies in the third year of study to the thesis requirement.

YEAR III - Dance:

Dance 5310 3.0: Dance Writing

Dance elective from selection of courses offered including:

Dance 5330 3.0: Anthropology of Dance Dance 5360 3.0: Movement Analysis

Dance 5340 3.0: Topics in Historical or Cultural Dance Styles

* Note: Dance students must complete the equivalent of ten semester courses of which six must be in Dance. Students in Dance might also choose the major research paper/project route. In this case, course requirements in Dance would be completed in the second year of study and the third year of study would focus on the completion of the research requirement.

YEAR III - Film & Video:

1 or 2 semester electives in film from the range of courses offered, including:

Film & Video 5020 3.0: Selected Topics in Production

Film & Video 5120 3.0: Screenwriting

Film & Video 5220 3.0: Methods and Research in Film Studies

Film & Video $5310\ 3.0$: Selected Topics in Canadian Cinema Film & Video Thesis

* Note: Film & Video require the completion of four core semester courses and four additional semester courses in film or in a cognate area, including the MBA program. (The required courses would be completed in the second year of study).

YEAR III - Music:

1 semester course in discipline Major Research Paper (or Thesis)

❖ *Note:* Music's course work MA requires one full year core course and six additional semester courses of which up to two may be taken outside the discipline, including MBA courses. (The full year course and three of the required four music courses would have been completed in second year.) If a student were to choose the thesis option in Music, the student could focus on the thesis requirement in third year.

YEAR III - Theatre: Normally, students complete the required courses for their respective streams (performance, directing, playwriting). Students are advised to contact the coordinator of the combined program for details.

❖ *Note:* Theatre's requirements in non-credit work may be redistributed to allow students to complete the demanding body

of work in theatre over the whole of the third year of study. (It is possible that theatre students could become engaged in some of the non-credit work during their first year of study while they are focusing on the MBA requirements).

YEAR III - Visual Arts:

COMBINED PROGRAM IN MBA/MFA/MA

Visual Arts 5620 6.0: Graduate Seminar

Supervised studio work and thesis exhibition and exam

❖ Note: The Visual Arts program requires students to spend an extended amount of time in their studios, working with their advisors and developing their thesis proposals. This work is likely the focus of the summer after the student's second year of study, continuing into their third year of study of investigation at an advanced level. After the formal submission of the dissertation, an oral examination is held, normally centering on the dissertation and matters related to it. The total length of the dissertation should not exceed 200 pages unless previously authorized by the supervisory committee. Prior to submission to the graduate Faculty, the dissertation must be presented to, and approved by, a majority of the program members of the examining committee.

CHEMISTRY

124 Chemistry & Computer Sciences Building (416) 736-5246 http://www.chem.yorku.ca/grad

GRADUATE FACULTY MEMBERS

Professor and Director of the Graduate Program

MICHAEL MOZURKEWICH

Canada Research Chair and Distinguished Research Professor

DIETHARD K. BOHME

Canada Research Chair and Professor

SERGEY KRYLOV

Canada Research Chair and Associate Professor

Sylvie Morin

Distinguished Research Professors Emeriti

ALFRED B.P. LEVER HUW O. PRITCHARD

Distinguished Research Professor

CLIFFORD C. LEZNOFF

Professor and Guy Warwick Rogers Chair in Atmospheric Chemistry Geoffrey W. Harris

Professor, NSERC/MDS SCIEX Chair and CRMS Director

K.W. MICHAEL SIU

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ROBERT MCLAREN
DIANE MICHELANGELI
MICHAEL G. ORGAN
PIERRE G. POTVIN
DENNIS V. STYNES

Assistant Professors

GERALD F. AUDETTE
DASANTILA GOLEMI-KOTRA
ROBERT HUDGINS
GINO G. LAVOIE
VALERIA TSOUKANOVA

Adjunct Professors

VLADIMIR BARANOV JAN W. BOTTENHEIM RALF KOPPMANN SHAO-MENG LI BRUCE A. THOMSON DIETRICH VOLMER The Graduate Program in Chemistry offers courses leading to the MSc and PhD degrees. Areas of specialization include analytical, atmospheric, biological, inorganic, organic, physical and theoretical chemistry, and chemical physics. Special opportunities are available in modern aspects of air pollution, mass spectrometry, protein identification and characterization, Combinatorial chemistry, organic synthesis and reaction kinetics.

RESEARCH FACILITIES

The research is carried out in modern laboratory buildings. Both the Petrie Science & Engineering Building and the Chemistry Building have extensive areas for research and are well equipped with support facilities such as stores, a machine shop, drafting and photography facilities, an electronics shop, a glassblowing shop and a precision instruments facility. The Steacie Science Library subscribes to significant chemical and biochemical journals and holds extensive series of back issues.

Major equipment shared by the research faculty includes modern NMR spectrometers, Fourier transform infrared spectrometers and an analytical gas chromatograph/mass spectrometer system. Major specialized research equipment includes several custom-built mass spectrometers, a Selected Ion Flow Tube apparatus, modern laser and electrochemical facilities, a 600 MHz NMR spectrometer, a combinatorial chemistry facility, scanning tunnelling and atomic force microscopes, and instrumentation for monitoring trace atmospheric constituents. A more detailed listing of current equipment and computing facilities is available on request.

MASTER OF SCIENCE PROGRAM

ADMISSION REQUIREMENTS

Graduates with an honours degree in chemistry or biochemistry or its equivalent, normally with at least B standing, may be admitted as candidates for the MSc degree.

QUALIFYING YEAR

Graduates lacking the necessary undergraduate preparation may qualify for admission as undergraduate Special Students in the Faculty of Pure and Applied Science.

During the qualifying year, graduates will be required to raise their qualifications to the minimum level required for admission as candidates. While admissions are dealt with by the Undergraduate Admissions Office, students are advised to consult with the Director of the graduate program regarding course load and selection.

❖ *Note:* Successful completion of studies as a Special Student at the undergraduate level does not guarantee admission to the graduate program.

DEGREE REQUIREMENTS

There are two routes by which a student may achieve an MSc degree in chemistry, either by research thesis *or* by coursework.

MSc Degree by Research Thesis

(a) All entering students plan a research program with their supervisor at the start of their degree studies. Progress in research is monitored by the Supervisory Committee through annual enrollment

in the Research Evaluation Course (Chemistry 6020 3.0). This requires an annual progress report, consisting of a written paper, a public oral presentation, and an oral examination, usually in April each year. Satisfactory progress in research results in credit for Chemistry 6020 3.0 up to a maximum of 6 credits, and a statement of the student's progress in the student's record. In the event of failure to achieve satisfactory progress, the student will normally be required to withdraw from the program.

- (b) In addition to the **Research Evaluation** course, each student must complete a minimum of one full course (6 credits) from those offered by the Graduate Program in Chemistry. These courses should be chosen in consultation with the student's supervisor.
- (c) Students may be required to take up to two full undergraduate courses if this is necessary to strengthen the student's background in relevant areas.

Candidates must conduct a research study and report the results in appropriate thesis form. The research and thesis should demonstrate the candidate's independence, originality, and understanding of the area of investigation at an advanced level. After the formal submission of the thesis, an oral examination, normally centred on the thesis and matters related to it, is held.

MSc Degree by Coursework

Candidates for the MSc degree by coursework must either:

(a) successfully complete three full courses (18 credits) chosen from those offered by the Graduate Program in Chemistry, and conduct a full-course literature survey and write a review essay, which will be submitted to an examining committee for approval.

or

(b) successfully complete three full and one half courses (21 credits) chosen from those offered by the Graduate Program in Chemistry, and conduct a half-course literature survey and write a review essay, which will be submitted to an examining committee for approval.

or

(c) successfully complete four full courses (24 credits), chosen from those offered by the Graduate Program in Chemistry.

EVENING COURSES

Many courses within the Graduate Program in Chemistry are offered on a once-per-week basis during weekday evenings. The options of an MSc degree by coursework, or by coursework and review essay are therefore particularly suited to part-time candidates. Because of the special nature of research work, the MSc degree option by research is generally only open to full-time candidates.

TIME LIMITS

Candidates may take up to four years to complete the requirements for the MSc degree by coursework, or coursework and review essay on a part-time basis but a shorter period is desirable. Full-time candidates are normally expected to complete the requirements for the MSc degree in two years.

RESEARCH SEMINARS

A series of lectures on various topics in contemporary chemical research are presented by the faculty, visiting scientists and graduate students. Each graduate student is expected to attend throughout the time he or she is registered as a full-time student.

LANGUAGE AND COGNATE REQUIREMENTS

At the MSc degree level in chemistry, there is no language or cognate requirement.

OTHER REGULATIONS

Students may submit a petition to the Program Director to take graduate courses outside the Chemistry program for credit.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REQUIREMENTS

Graduates with a master's degree in chemistry may be admitted as candidates (PhD I) for the PhD degree. Such candidates may expect to spend between three and five years to complete the requirements for the PhD degree.

Graduates with an honours degree in chemistry (normally with at least B standing) may be considered for admission to the PhD degree. Normally, however, such graduates must first register as candidates for the MSc degree. If their progress is satisfactory they may be transferred into the PhD program and advanced in status to candidates (PhD I) for the PhD degree, generally after 18 months, and without necessarily completing the thesis requirements for the MSc degree. A graduate wishing at the end of one year to be transferred from the MSc program to the PhD program must write a report of her or his year's research and submit this for approval to an Examining Committee.

DEGREE REQUIREMENTS

Candidates (PhD I & II) for the PhD degree must fulfil the following requirements:

1. Courses

- (a) All entering students plan a research program with their supervisor at the start of their degree studies. Progress in research is monitored by the Supervisory Committee through annual enrollment in the Research Evaluation courses (Chemistry 7020 3.0). This requires an annual progress report consisting of a written paper, a public oral presentation, and an oral examination, usually in April each year. Satisfactory progress in research results in credit for Chemistry 7020 3.0 and a statement of the student's progress in the student's record. In the event of failure to achieve satisfactory progress, the student will normally be required to withdraw from the program.
- (b) In addition to **Research Evaluation**, each student must take a minimum of two full courses (12 credits) from those offered by the Graduate Program in Chemistry. These should be chosen in consultation with the student's supervisor. For students entering the PhD program with an MSc degree, a maximum of six credits may be allowed for courses taken at York University or at another recognized university.

2. Dissertation and Oral Examination

Candidates must conduct a research study and report the results in appropriate dissertation form. The research and dissertation should demonstrate the candidate's independence, originality, and understanding of the area of investigation at an advanced level. After the formal submission of the dissertation, an oral examination, normally centred on the dissertation and matters related to it, is held.

LANGUAGE AND COGNATE REQUIREMENTS

At the PhD degree level in chemistry, there is no language or cognate requirement.

OTHER REGULATIONS

Students may submit a petition to the Program Director to take graduate courses outside the Chemistry program for credit.

COURSES

Courses are offered subject to demand; not all courses will be offered in any one year.

Chemistry 5010 3.0: Selected Topics in Organic Chemistry. The topics selected represent significant advances in organic chemistry in recent years and hence necessarily change from year to year.

Chemistry 5030 3.0: Mechanisms of Organic Reactions. A course designed to present the more familiar organic reactions whose mechanisms have been most intensively investigated, as well as some less usual reactions which involve mechanistic points of fundamental interest

Integrated with the undergraduate course Chemistry 4023 3.0.

Chemistry 5040 3.0: Molecular Spectroscopy. The systematic study of atomic and molecular spectroscopy from the standpoints of: wavelength, transition assignment, energy level, and structure studies; and intensities, transition probabilities, and diagnostic studies. Applications are drawn from astrophysics, aeronomy, and plasma physics.

Same as Earth & Space Science 5040 3.0.

Chemistry 5050 3.0: Synthetic Organic Chemistry. This course attempts to organize the known reactions of organic chemistry into carbon-carbon bond forming and functional group interconverting types. The techniques of synthetic planning are discussed with reference to selected published syntheses involving skeletal, stereochemical, and multi-stage synthetic examples. *Integrated with the undergraduate course Chemistry 4021 3.0.*

Chemistry 5060 3.0 Aeronomy. The physics and chemistry of the earth's atmosphere and factors which affect composition, density, and temperature as a function of altitude are discussed in terms of the ionosphere, the aurora, and the airglow. A review is made of the composition and the photochemistry of other planetary atmospheres in terms of reaction kinetics of atmospheric processes. Same as Earth & Space Science 5060 3.0.

Chemistry 5080 3.0: Stereochemistry. This course is designed to survey the principles of molecular asymmetry in biological and synthetic organic chemistry. Topics include prochirality, isotopic substitution and chirality; stereospecificity in enzymic reactions; asymmetric synthesis and stereocontrol in organic synthesis; the use of chiral synthons in the formation of natural products.

Chemistry 5090 3.0: Physical Organic Chemistry. Methods of determining reaction mechanisms from kinetic data are discussed. Particular emphasis is placed on acid-base catalysis, reactions in concentrated acids, and the effects of solvents on rates of reactions.

Chemistry 5110A 3.0: Instrumental Methods in Chemistry. This course deals with the applications of spectroscopic techniques, mostly lasers, to the detection and measurement of trace constituents and free radicals in gases in laboratory systems and in the atmosphere. Applications to spectroscopy, chemical kinetics, and atmospheric chemistry are described. The systems are selected from: Fourier transform infrared spectroscopy, diode laser infrared absorption, laser induced fluorescence, coherent Raman spectroscopy, multiphoton ionization, and Shpolskii spectroscopy. Emphasis is on the fundamental principles involved, and their use in optimising performance, rather than on the use of commercial instruments.

Chemistry 5110B 3.0: Instrumental Methods in Chemistry. This course is designed to introduce graduate students in Chemistry to the use of modern techniques in NMR and mass spectroscopy. The fundamentals as well as their mode of application to the solution of various chemical problems are discussed.

Chemistry 5120 3.0: Frontiers in Electrochemistry. This course will present selected aspects of modern surface electrochemistry, electrocatalysis and electroanalysis. It will introduce new methods and instrumentation employed to understand electrochemical processes at the molecular and atomic levels. This will include scanning probe methods (STM and AFM), IR spectroscopy and x-ray diffraction.

Integrated with the undergraduate course Chemistry 4091 3.0.

Chemistry 5140 3.0: Analysis of Aerosols. This course deals with types of aerosols, particle size and concentration measurements, sampling techniques and instrumentation, analysis by chemical, radiochemical and activation techniques.

Chemistry 5150 3.0: Theoretical Reaction Kinetics. The course treats chemical kinetics from the statistical and dynamical points of view. Topics discussed range from elementary collisions, angular momentum restrictions, and energy disposal, all treated from a classical mechanics viewpoint. Included among the topics are some elements of statistical mechanics, unimolecular reaction rate theory, molecular dynamics method, and simulation of molecular collisions, Monte Carlo method, and simulation of complex systems.

Chemistry 5170 3.0: Selected Topics in Chemical Physics. Topics necessarily change from year to year. Typical subject material includes a review of the role of fundamental chemical processes operative in the earth's atmosphere and in combustion. Modern laboratory methods applied to the study of these processes (*e.g.*, flowing afterglow, time resolved spectroscopy, lasers) and their current limitations are discussed.

Chemistry 5190 3.0: Photochemistry. Basic concepts and methods of photochemistry are presented including the description of excited states, transitions between states, mechanisms of energy transfer, flash photolysis, laser applications, emission, nanosecond and pico-second methods. In alternate years emphasis is placed on applications from organic, inorganic, and/or physical chemistry. *Inorganic:* Photosubstitution and photoredox reactions, ligand field and charge transfer photochemistry. Solar energy conversion *Organic:* Photochemical decomposition pathways of organic chromophores, orbital symmetry and selection rules. *Physical:* Atmospheric photochemistry, infrared multiphoton dissociation, time resolved experiments.

Chemistry 5210 3.0: Group Theory. An introductory course in the chemical applications of group theory and symmetry. This course shows how group theory may be used to handle problems in molecular orbital theory, vibrational and electronic spectroscopy, magnetism, *etc*.

Integrated with the undergraduate course Chemistry 4032 3.0.

Chemistry 5220 3.0: Magnetic Resonance Techniques in Inorganic Chemistry. The theory and application of nuclear magnetic resonance, electron spin resonance, nuclear quadrupole resonance, and Mossbauer spectroscopies to inorganic chemistry. Prerequisites: Chemistry 5110B 3.0 and 5210 3.0. Integrated with the undergraduate course Chemistry 4031 3.0.

Chemistry 5230 3.0: Application of Vibrational Electronic Spectroscopy and Magnetism in Inorganic Chemistry. The theory and application of vibrational and electronic spectroscopy and magnetism to inorganic chemistry.

Prerequisites: Chemistry 5110B 3.0 and 5210 3.0.

Chemistry 5250 3.0: Bioanalytical Chemistry. This course describes modern methods of bioanalytical chemistry in their ap-

plication to the analysis of biological polymers: proteins, nucleic acids, carbohydrates and lipids. Analytical aspects of genomics and proteomics are considered.

Same as Biology 5036 3.0

Integrated with the undergraduate course Chemistry 4050 3.0

Chemistry 5260 3.0: Selected Topics in Inorganic Chemistry.

Topics selected represent significant advances in inorganic chemistry in recent years and hence necessarily change from year to year.

Chemistry 5400A 3.0: General Biological Organic Chemistry. An advanced course designed to survey chemical approaches to problems in biological organic chemistry. Topics include the structural organization of biopolymers; kinetics, mechanisms of action and active sites of enzymes; biosynthesis of natural macromolecules including proteins, nucleic acids, and polysaccharides.

Chemistry 5400B 3.0: General Biological Inorganic Chemistry.

An advanced survey of metalloproteins and metalloenzymes with emphasis on the model systems approach. Topics include porphyrins and metalloporphyrins, heme proteins, iron sulfur proteins, oxidases, peroxidases, catalase, Vitamins B6 and B12, nitrogenase, copper proteins, and oxygenated metalloproteins. Theoretical aspects of electronic spectroscopy and electron-transfer reactions are presented and their application to metalloproteins discussed.

Chemistry 5510 3.0: Quantum Mechanics. The physical basis of quantum mechanics is discussed along with its evolution from classical mechanics and the old quantum theory. The Schrödinger and Heisenberg treatments of simple physical phenomena involving particles and radiation with specific applications are chosen from important phenomena of physics and chemistry.

Chemistry 5540 3.0: Statistical Mechanics. Topics discussed include Boltzman distributions, bosons, fermions, population distributions for translational, rotational, vibrational, and electronic excitation of atoms and molecules. A review is made of partition functions, thermodynamic functions, heat capacities, ortho- and parahydrogen, entropies, and free energies of polyatomic molecules.

Chemistry 5610 3.0: Recent Advances in Chemistry. The course is designed to provide graduates in chemistry with a survey of modern developments in the field. Modern experimental techniques are given special attention.

Chemistry 5710 3.0: Chemistry of the Natural and Polluted **Atmosphere**. A detailed study of atmospheric trace gases including stratospheric ozone, tropospheric oxidants, photochemical smog, and acid deposition. Computer simulation of chemical reaction mechanisms will be used throughout the course.

Integrated with the undergraduate course Chemistry 4060 4.0.

Chemistry 5720 3.0: Transport and Chemistry of Atmospheric

Trace Gases. A study of the processes that affect the composition of the atmosphere and the methods used to include these in numerical models. Included are sources, transport, deposition, photochemistry, biogeochemical cycles, one-dimensional computer models and analysis of atmospheric data sets.

Integrated with the undergraduate course Chemistry 4061 4.0. Same as Earth & Space Science 5202 3.0.

Chemistry 5730 3.0: Heterogeneous Atmospheric Chemistry. An examination of the role of particulates in the atmosphere, their origin, their impact on the atmosphere and removal mechanisms. A similar

examination of water droplets focusing on the important chemical processes taking place in the aqueous phase.

Chemistry 5740 3.0: Selected Topics in Atmospheric Chemistry.

Specialized topics relevant to the chemistry of the atmosphere are presented. Course content necessarily changes from year to year. Sample topics include laboratory kinetic measurements relevant to atmospheric processes; modern methods for the determination of atmospheric composition; visualisation and analysis tools for the interpretation of field and modelled data; and the use of stable isotope analysis in atmospheric chemistry.

Chemistry MSc Thesis Research.

No course credit.

Chemistry 6010 6.0 and 6010 3.0: MSc Review Essay.

Prerequisite: the equivalent of two full graduate courses and permission of the Graduate Program Director.

Chemistry 6020A 3.0, 6020B 3.0: MSc Research Evaluation.

Progress in research is assessed annually as described above (see MSc Course Requirements).

Chemistry 6410 3.0 Advanced Topics in Bio-Inorganic Chemistry.

The purpose of this course is to acquaint students with current developments in inorganic aspects of biological chemistry. Content necessarily changes from year to year. May be offered as a directed reading course.

Chemistry 6420 3.0 Advanced Topics in Bio-Organic Chemistry.

The purpose of this course is to acquaint students with current developments in organic aspects of biological chemistry. Content necessarily changes from year to year. May be offered as a directed reading course.

Chemistry 7020A 3.0, 7020B 3.0, 7020C 3.0, 7020D 3.0: PhD Research Evaluation.

Progress in research is assessed annually as described above (see PhD Course Requirements).

COMMUNICATION & CULTURE

3013 Technology Enhanced Learning Building comcult@yorku.ca (416) 736-5978 http://www.yorku.

RYERSON UNIVERSITY GRADUATE

FACULTY MEMBERS

R. Bruce Elder (Image Arts)

Director of the Graduate Program

A Joint Program of York University and Ryerson University

YORK UNIVERSITY GRADUATE FACULTY MEMBERS

Associate Professor and Director of the Graduate Program

BARBARA CROW (Social Science)

Distinguished Research Professors Emeriti

IAN JARVIE (Philosophy) JOHN O'NEILL (Sociology)

Distinguished Research Professor

STEPHEN GILL (Political Science)

Canada Research Chair and Distinguished Research Professor

CHRISTOPHER INNES (English)

Canada Research Chair and Professor

ROSEMARY COOMBE (Social Science)

Canada Research Chairs and Associate Professors

JANINE MARCHESSAULT (Film) CATRIONA MORTIMER-SANDILANDS (Arts & Letters)

Canada Research Chair and Assistant Professor

CAITLIN FISHER (Film)

University Professors Emeriti

Fred Fletcher (Political Science) JOYCE ZEMANS (Visual Arts)

University Professor

SETH FELDMAN (Film)

Professors Emeriti

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Professors

ALAN BLUM (Political Science) SHIRLEY ANN BROWN (Visual Arts)

DEBORAH BARNDT (Environmental Studies) GARY BUTLER (Humanities) CAROLE CARPENTER (Humanities) Daniel Drache (Political Science) LIORA SALTER (Law)

Associate Professors

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Assistant Professors

Joe Sheridan (Education)

NELL TENHAAF (Visual Arts)

Amin Alhassan (Social Science) STEVE BAILEY (Humanities) KEVIN DOWLER (Social Science) JENNIFER FISHER (Visual Arts) Jay Goulding (Social Science) JANINE HADLAW (Design) Anna Hudson (Visual Arts) Andreas Kitzman (Arts & Letters) PATRICIA MAZEPA (Social Science) DAVID SKINNER (Social Science)

Adjunct Professors

JUDY REBICK DAVID GREEN Andrew Herman (Waterloo) DAVID NEWHOUSE (Trent)

PATRIZIA ALBANESE (Sociology) GENE ALLEN (Journalism) MARTA BRAUN (Image Arts) JENNIFER BRAYTON (Sociology) JEAN BRUCE (Image Arts) MIKE BURKE (Politics and Public Administration) JENNIFER BURWELL (English) JOHN CARUANA (Philosophy) CARLA CASSIDY (Politics and Public Administration) DAVID A. CHECKLAND (Philosophy) Janet Conway (Politics) Wendy Cukier (Information Technology Management) Charles Davis (Radio & Television Arts) DENNIS DENISOFF (English) Irene Devine (Information Technology Management) DEBORAH FELS (Information Technology Management) MATTHEW FRASER (Radio and Television Arts) IRENE GAMMEL (English) Abby Goodrum (Journalism) PAUL HEARTY (Radio & Telivision Arts) LORRAINE JANZEN (English) FILIZ KLASSEN (Interior Design)

KARI KROGH (Disability Studies)

JEAN MASON (Professional Communication) CATHERINE MIDDLETON (Information Technology Management) Colin Mooers (Politics and Public Administration) KAREN MULHALLEN (English) MICHAEL MURPHY (Radio and Television Arts) RUTH PANOFSKY (English) ISABEL PEDESEN (Professional Communication) ELIZABETH PODNIEKS (English) Murray Pomerance (Sociology) MICHAEL PROKOPOW (Interior Design) RAHUL SAPRA (ENGLISH) JOHN M. SHIELDS (Politics and Public Administration) EDWARD SLOPEK (Image Arts) JOYCE SMITH (Journalism) DON SNYDER (Image Arts) NEIL THOMLINSON (Politics & Public Administration) ELIZABETH TROTT (Philosophy) MONIQUE TSCHOFEN (English) ALEX WELLINGTON (Philosophy)

Emeritus

DONALD J. GILLIES (Image Arts)

The Joint Graduate Program in Communication & Culture is a unique partnership of York University and Ryerson University. The program combines academic and professional work, with the objective of promoting the application of theory and research to contemporary issues and practices in communication and culture. It brings together perspectives from the social sciences, humanities and fine arts, and communication- and media-related professions, and aims to encourage innovative thinking, research, and practice. The curriculum reflects the view that advanced work in this field requires not only a thorough grounding in theory and method but also a grasp of the practices, processes, and technologies in contemporary communication and cultural production.

Drawing on faculty members from many programs in both universities, the program's curriculum is structured around three flexible areas of study:

- * Media and Culture
- **❖** Politics and Policy
- * Technology in Practice: Applied Perspectives

The curriculum features required core courses for both the MA and PhD foundation courses in each area, and a wide range of electives, including courses mounted especially for this program.

Program requirements have been designed to serve the needs of both full-time and part-time students. Courses are offered at both universities, scheduled to minimize commuting. Offerings include opportunities for field placements (in public and private institutions) and independent study.

The focus of the program is on theory, research, and analysis of professional practice, production, and technology. The Doctoral program is research oriented and is designed to provide advanced training for candidates intending to pursue careers in research and postsecondary teaching.

MASTER OF ARTS PROGRAM

ADMISSION REQUIREMENTS

Graduates with an honours degree or equivalent from a recognized university in social sciences, humanities, fine arts, or a related applied program (such as media production or communication technology), with at least a B average in the final two years of study, will be considered for admission as candidates for the MA degree. Applicants will be expected to provide evidence of a high level of achievement in writing, research, or cultural production and of commitment to advanced work in communications and culture. Students whose first language is not English must have a minimum TOEFL score of 600.

DEGREE REQUIREMENTS

Required Courses

All students must complete the following **five** half courses:

Communication & Culture 6000 3.0: Core Issues in Cultural Studies (core)

Communication & Culture 6001 3.0: Core Issues in Communication Studies (core)

Communication & Culture 6002 3.0: Research Methods Workshop

Students are required to take **one** foundation course in each of **two** areas of specialization from:

Media & Culture:

Communication & Culture 6100 3.0: Theoretical Approaches

to Media and Culture OR Communication & Culture 6110 3.0 Visual Culture

Politics & Policy:

Communication & Culture 6300 3.0: The Political Economy of Culture and Communication OR Communication & Culture 6301 3.0: Issues in Communication and Cultural Policy

Technology in Practice - Applied Perspectives:

Communication & Culture 6500 3.0: Advanced Communication Technology OR Communication & Culture 6517: Media Production Techniques & Practices OR by permission only the following PhD level course: Communication & Culture 7500 3.0 Technology, Communication & Culture

Students are also required to participate in the **Program Seminar**, a non-credit pro-seminar in which faculty and students discuss new work in the field, analyze current issues in communication and culture, and pursue topics in professional development. All MA and PhD candidates are required to attend.

Students may complete the degree by **Research Paper or Thesis or Project.**

MA Degree by Research Paper

Students must successfully complete:

- * 10 half courses plus a Major Research Paper:
- ❖ 5 required half courses (as listed above); and,
- 5 additional half courses (in at least two areas of specialization) from the list of elective courses (or other elective courses approved by the program).

Candidates must undertake research under the direction of a faculty member on an approved topic and submit a paper of about 50 pages incorporating this research. The paper will be assessed by the supervisor and a second reader.

MA Degree by Thesis or Project

Students must successfully complete:

- ❖ 9 half courses plus a thesis or project:
- ***** 5 required half courses (as listed above); and,
- ❖ 4 additional half courses (in at least two areas of specialization) from the list of elective courses (or other elective courses approved by the program).

Candidates must undertake research or project work under the direction of three faculty members (including one from each university). The principal supervisor must be a member of the core faculty of the program. Candidates must submit a thesis (of about 100 pages) based on original research in appropriate thesis form, or a project (in appropriate form) that breaks new ground in an area of applied work and a project paper (about 30 pages) demonstrating the contribution of the work. Candidates will be required to defend the thesis or project in an oral examination.

The Project Option

The project option permits MA candidates to report on advanced work in non-traditional ways. Projects could include an audio, video, or multimedia production, a website or network design, a photo essay, technical manual, or strategic information plan, among many possible examples. The required project paper must document the work involved, place it in the context of the theory and practice in the field, and explain its contribution (how it "breaks new ground").

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REQUIREMENTS

Admission to the PhD program requires demonstrated capacity to undertake advanced study in communication and culture, normally through completion of the MA in communication and/or cultural studies or in a related academic or professional field (or equivalent), with a high level of accomplishment (normally a minimum of B+ average or equivalent). Students whose first language is not English must have a minimum TOEFL score of 600.

In addition to the submission of transcripts from all universities attended and three letters of reference, applicants will also be asked to submit a statement of interest (or proposed plan of study) and a sample of their written (or other relevant) work.

Applicants applying on the basis that their academic and professional credentials are equivalent to an honours degree (for the MA program) or to a master's/magisteriate degree (for the PhD) must make the case for equivalency in their statements of interest or in a covering letter as part of their applications.

Students lacking appropriate background in theories relevant to the study of communication/culture or knowledge of relevant technologies may be required to take upgrading courses as a condition of admission for the MA or PhD. See the information on summer intensive courses in the master's admission requirements section.

DEGREE REQUIREMENTS

Required Courses

Students must take a minimum of six half-courses including:

Communication & Culture 7000 3.0: Perspectives in Communication and Cultural Studies (core)

Communication & Culture 6002 3.0: Research Methods Workshop (unless an equivalent background can be demonstrated) Students are required to take at least one foundation course in each of two areas of specialization from:

Media & Culture:

Communication & Culture 6100 3.0: Theoretical Approaches to Media and Culture OR Communication & Culture 6110 3.0: Visual Culture

Politics & Policy:

Communication & Culture 6300 3.0: The Political Economy of Culture and Communication OR Communication & Culture 6301 3.0: Issues in Communication and Cultural Policy

Technology in Practice – Applied Perspectives:

Communication & Culture 7500 3.0: Technology, Communication & Culture OR by permission only the following MA level courses:

Communication & Culture 6500 3.0: Advanced Communication Technology OR Communication & Culture 6517 3.0: Media Production Techniques & Practices plus two elective courses.

Students are also required to participate in the **Program Seminar**, a non-credit pro-seminar in which faculty members and students discuss new work in the field, analyse current issues in communication and culture, and pursue topics in professional development. All MA and PhD candidates are required to attend.

Candidates must select a major field (minimum of two half courses) and a minor (minimum of one half course), which may be in a related

program (with permission of the program). Candidates will be required to take the Foundation Course for both the major and the minor, unless they can demonstrate equivalent background.

Qualifying Examination

PhD students must demonstrate an overall command of the field and of the major and minor areas of concentration by passing a written comprehensive examination. The examination is normally taken by the end of the second year of registration (or by the end of the third year for part-time students). The examination will test the students' grasp of the history of the field, its central themes and debates, and the key theoretical and methodological issues. The examination will reflect the diversity of perspectives in the field and its transdisciplinary nature. Successful completion of the examination demonstrates that the candidate is qualified to teach at the university level and has the level of knowledge in his/her area of specialization needed to begin work on the dissertation.

Dissertation Proposal

As part of the preparation for the qualifying examination, the candidate will prepare a dissertation proposal, under the direction of an advisory committee of program faculty, consisting of (1) a description of and rationale for the research question or problem; (2) a preliminary survey of the relevant literature and a discussion of the debates to which the research will contribute; (3) a discussion of research design, plans, and methods; (4) a proposed table of contents; (5) a select bibliography; (6) a work plan or timetable. The proposal will be presented in the Program Seminar and formally approved as part of the qualifying examination.

Dissertation

Candidates will be required to present and defend a dissertation that makes a significant contribution to knowledge in the field.

LANGUAGE AND COGNATE REQUIREMENTS

There are no specific requirements but candidates will be required to be competent in those languages or cognate skills essential to their research.

Courses

Not all courses will be offered every year. Courses may be found on the Faculty and program websites.

Each year prior to registration the program will issue a supplementary calendar setting out course offerings, instructors, times, and course locations. This information will also be available on the program's webpages. Courses marked "Doctoral level" are advanced courses, open to MA students with appropriate background. The range of courses will permit students to examine the social, political, economic, and practical dimensions of communication and culture, as well as the diffusion of new communication processes and the impact of technological change on cultural production.

REQUIRED COURSES

Communication & Culture 6000 3.0: Core Issues in Cultural Studies. This course provides an overview of the historical development of theories and approaches to cultural studies, surveying contemporary theories and discussing a wide range of approaches. The course deals with areas of inquiry in cultural studies that are the subject of debate and controversy and draws on materials from a number of disciplines. Topics include the meaning of culture, subjectivity and identity, constructionism, commodification, the culture industry, hegemony, public sphere, modernity and

postmodernity, colonial and postcolonial theories, citizenship and civil societies.

Master's core course.

Communication & Culture 6001 3.0: Core Issues in

Communication Studies. This course provides an overview of the historical development of theories and approaches to communication studies, surveying contemporary theories and discussing a wide range of approaches. The course deals with areas of inquiry in communication studies that are the subject of debate and controversy and draws on materials from a number of disciplines. Topics include political economy, commodification and markets, representation and discourse, medium theory (McLuhan), audience theory and reception theory, interpretive theories and feminist approaches. Master's core course.

Communication & Culture 6002 3.0: Research Methods

Workshop. Students in the core courses are required to attend this workshop on research methods in communication and cultural studies. These sessions are designed to complement the theoretical materials presented in the core seminars and will provide an overview of the range of research methods in communication and cultural studies. The course introduces students to a wide range of methods and approaches, including research design (qualitative and quantitative), survey research, content analysis, textual analysis, discourse analysis, historiography, legal and documentary research, ethnographic techniques, cultural studies approaches, and others.

Communication & Culture 6003 0.0: MA Seminar in Communication Research and Practice. This seminar presents an overview of current work in the field and features presentations by faculty and students in the program on their current and proposed projects. It explores current approaches and perspectives in policy analysis and applied research in communication and culture. No course credit. Master's level.

Communication & Culture 7000 3.0: Perspectives in Communication and Cultural Studies. This course provides an advanced exploration of the major theories and research approaches in the field, with particular attention to a critical assessment of contemporary theories and methods. Doctoral core course.

Communication & Culture 7300 0.0: PhD Seminar in Communication Research and Practice. This seminar presents an overview of current work in the field and features presentations by faculty and students in the program on their current and proposed projects. It explores current approaches and perspectives in policy analysis and applied research in communication and culture. No course credit. Doctoral level.

MEDIA AND CULTURE COURSES

Courses in this area of specialization focus on the mutual influence of media and culture and their relationship to social systems.

Communication & Culture 6100 3.0: Theoretical Approaches to Media & Culture. This course reviews central issues in the study of media and culture through an examination of the ways in which mediations of social identity (e.g., class, gender, race, sexuality, nationality), act as highly selective and ideologically shaped portravals of the social order. The course is built around a number of current and "classical" theories which allow particular insight into the articulations of representation (discursive, imagistic, visual) with human identity, subjectivity and selfhood. These theoretical frames of reference are also applied in the analysis of various media forms

and genres, including text, photography, television, film and the built environment.

Foundation course.

Communication & Culture 6110 3.0: Visual Culture. The course begins by exploring the ways in which we have been taught how to analyse and understand images, and how to produce and reproduce them. The course aims, however, to move beyond analysis of specific texts in order to historicize and understand the larger cultural meanings that have been assigned to the visual. The course attempts to come to terms with what W.J.T. Mitchell has called the "pictorial turn" in all its complexity. The course includes works by philosophers and cultural theorists as well as poets, painters, novelists, videographers, filmmakers, and cyberneticists. Foundation course.

Electives

Communication & Culture 5101 3.0: Theoretical Issues in Film. An intensive examination of selected precepts and principles which have influenced the practice of film making and its critical evaluation. Same as Film & Video 5210 3.0.

Communication & Culture 5102 6.0: Film and Social Change. Investigates the ways in which films of all kinds can be used as a means to radical insights into culture, giving consideration to the contributions to film criticism and theory offered by various radical movements such as Marxism, Feminism, and Gay Liberation. Integrated with the undergraduate course Atkinson Film 4410 6.0.

Communication & Culture 5103 6.0: Mediations of Identity. This course examines the ways in which media representations of social identity are selective and ideologically shaped portrayals of the social order. The focus is on the social construction of human identities as reflected in various media forms, with attention to the cultural and social implications of these identities (e.g., gender). Integrated with the undergraduate course Social Science 4325 6.0.

Communication & Culture 5104 3.0: Seminar in Symbolic Anthropology. Particular attention is placed on a fundamental understanding of symbolic thought and action with the aim of addressing the questions: how do symbols symbolize? How do they function to mediate meanings and transform sentiment and emotions into significant inducements or dispositions to action? Literature in anthropology, language and linguistics, semiotics and literary criticism—among others—are surveyed.

Same as Social Anthropology 5140 3.0.

Communication & Culture 6095 3.0: Marxism, Culture and

Film. This course examines the Marxist tradition in cultural and aesthetic theory and practice, considering selections from the philosophical and aesthetic writing of Marx and Engels, and later Marxists, like Lukacs, Gramsci, Lenin and Trotsky; and then considers the Frankfurt School, James, Debord, Althusser, Williams, Jamieson, Said and Eagleton, among others. Theoretical and creative work by major artists like Brecht, Eisenstein, Godard and Alea are discussed. Selected important debates and controversies about Soviet culture, the role of avant-gardes, realism and socialist realism, cultural imperialism and colonialism, feminism, modernism and postmodernism are discussed. Specific discussions focuses on analysis and practice related to the Marxist and socialist tradition in film, selected from the Soviet 1920s, Renoir and the French Popular Front, the Hollywood Reds, Italian neorealism, Godard and May 1968, and the Third Cinema of the 'third world.' Same as Political Science 6095 3.0.

Communication & Culture 6096 3.0: Reading Film. The course examines screen representation of gender as expressivity and enactment, from a historical, sociological, and critical perspective focusing largely on dramaturgy. Relevant approaches are introduced and a focused study of films and theoretical issues of choice is enabled.

Communication & Culture 6101 3.0: Issues in Cultural Studies. This course is an advanced examination of the contribution of cultural studies perspectives to the study of communication and culture, with emphasis on contemporary problems and theories.

Communication & Culture 6102 3.0: Culture as Performance: The Anthropology of the Arts. This course explores expressive culture by examining the performance and products which express cultural meaning. It investigates how performances are produced, interpreted and transformed through time, utilizing theoretical arguments related to the process of cultural production, including structuralism, formal analysis, semiotics and hermeneutics. Key questions include: How are artistic domains integrated within a society? What regularities and patterns can be seen cross-culturally within one form of artistic expression? How do artistic forms condense and communicate key symbolic messages? How is artistic expression transformed through mass culture and tourism?

Communication & Culture 6104 3.0: Reading Television.

Fundamental to contemporary cultural studies is the recognition that the meaning, form and value of cultural products, such as situation comedies, soap operas, and advertisements, cannot be separated from the social context in which they are produced and received. The course explores such question as: What are the genre conventions? How do different individuals and communities use and value television products? To what extent do television products promote resistance and change and to what extent do they preserve the status quo? Students apply several frameworks to selected products in order to analyse how the product works in relation to individuals and communities.

Communication & Culture 6105 3.0: Culture and Values in Popular Media. This course examines the rights, freedoms and social obligations of the media, with special attention to content producers and disseminators, both private and public. The issues of freedom of expression and its limits, access to information, privacy, and accountability are highlighted. The role of audiences—as citizens, consumers and potential producers of content—is also examined.

Communication & Culture 6106 3.0: Popular Music Studies.

The phenomenon of popular music is investigated from a number of perspectives through a survey of scholarly and popular vernacular literature. Issues in popular music, including paradigms for analysis and interpretation, are examined.

Same as Music 6320 3.0.

Communication & Culture 6107 3.0 The Cultural Conditions of Authorship. This course returns to the subject of the book as one of the earliest and enduring examples of cultural production. By focusing on the economy of the culture industry—specifically the social, political, historical, and material conditions of authorship—this course undertakes a study of the commodification of the Canadian author that began in the early nineteenth century and continues to this day.

Communication & Culture 6108 3.0: Globalization: Markets, Citizenship and Identity. This course examines the discourse and theory of globalization narratives, before and after the Seattle World

Trade Organization protests from a critical perspective as they affect markets, cultural policy, public goods and diverse citizenship needs.

Communication & Culture 6109 3.0: Special Topics in Media and Culture. Under this rubric, program faculty members propose limited duration courses arising from major research projects or current issues.

Communication & Culture 6111 3.0: Philosophy, Culture and Values. This course explores philosophical concepts that we rely on as meaningful in communication. It introduces students to metaphysical concepts and gives students a chance to explore how much of our world relies on shared metaphors in the struggle to communicate.

Communication & Culture 6112 3.0: Performing Arts and the City. This course examines the impact of the performing arts on local communities.

Communication & Culture 6113 3.0 and 6.0: Contemporary Topics in Social Theory. This course takes up issues that are topical and require some knowledge of social, political, philosophical and psychoanalytic theory.

Same as Philosophy 6630 3.0 or 6630 6.0, Social & Political Thought 6043 3.0 or 6043 6.0 and Sociology 6200 3.0 or 6200 6.0.

Communication & Culture 6114 3.0: Communication, Culture and The City. This course examines a variety of conceptions of culture in use in the social sciences, humanities, and fine arts, in particular as they have relevance for inquiry into social forms and practices of city life.

Same as Social and Political Thought 6626 3.0 and Sociology 6132 3.0.

Communication & Culture 6116 3.0: [Trans]National Identities, New Media/tions and the Place of the Public. This course explores the ways in which communications technologies shape national identities and understandings of public goods, and considers transformations and contestations of the public sphere, the public domain, intellectual property, freedom of speech, and multiculturalism in the face of an intensification of global population and cultural flows.

Prerequisite: Communication & Culture 6000 3.0: Core Issues in Cultural Studies, or permission of the instructor.

Communication & Culture 6120 3.0: Culture And Environment. Critical exploration into current literature in the emerging field of cultural studies. Examination of the discourses through which we attach 'culture' to nature, place and space. Particular attention is given to what resources contemporary cultural studies might offer in analysing interactions between culture, nature, and place; between social identity, community, and built and natural environments. Same as Environmental Studies 6149 3.0.

Communication & Culture 6121 3.0 and 6.0: Critique of Everyday Culture. This course is an attempt to integrate various theoretical frameworks centering on the twin problematics of everyday life and the study of popular culture. In particular, it examines anthropological, phenomenological, semiological, hermeneutical and neo-Marxist approaches to culture. Same as Sociology 6130 3.0 and 6.0, Social & Political Thought 6609 3.0 or 6.0.

Communication & Culture 6122 3.0: The Post Human Condition: Theory and Politics. Since the 1990s 'cyber' has altered what it means to be human in terms of self and other, essence, agency,

consciousness, intimacy, intelligence, reason, life, embodiment, identity, and gender. This course examines the meaning, possibilities, and implications of the posthuman.

Same as Political Science 6084 3.0, Social & Political Thought 6681 3.0.

Communication & Culture 6123 3.0: Cultures of Sexuality and Gender. This course surveys theoretical approaches to cultures of sexuality and gender in relation to diverse media. Using feminist, queer, constructionist, posthumanist, and other approaches, the course develops students' techniques of historicization and skills in analysing current debates in the field.

Communication & Culture 6124 3.0: City as Cinema: Film and City Spaces. This course seeks to locate dialectic in the relation between the cinema and the city to discern how particular experiences of city space and temporality have been expressed in the nonlinear narratives or decentred spaces of some recent films or in the very design of cinema screens and theatres.

Same as Film & Video 5240 3.0.

Communication & Culture 6125 3.0: Theorizing the Sacred in Contemporary Thought and Film. This seminar examines the idea of the sacred in film and contemporary thought. Among other topics, the course explores the dynamics of gift and exchange economies, the origin of violence, monsters, the scapegoat, nihilism, hospitality, and the Other.

Communication & Culture 6126 3.0: Modernist Literary Circles: A Cultural Approach. This course studies the culture of the early twentieth-century modernist literary circles and salons in several world cities including New York, Paris, and London with a focus on New York Dada, the Left Bank Moderns, and Bloomsbury. The course explores a range of cultural expressions including print culture, visual culture and performance. The structure of this course combines theoretical study with a creative/practical component with the goal to make the salons come alive for the twenty-first century.

Communication and Culture 6128 3.0: Writing the Self, Reading the Life. This course examines a variety of genres within the broadly defined category of life writing, including diary, memoir, autobiography, and biography. By sampling a range of texts from print, graphic, and electronic sources, students explore the diverse ways in which people, both famous and otherwise, have communicated their personal and public stories about life and selfhood throughout history.

Communication & Culture 6130 3.0 and 6.0: The York Summer Seminar in Social and Cultural Theory. This seminar examines key aspects of contemporary social and cultural theory, focusing on the writings of an important theorist in the field. Normally, that theorist participates in the course for one week, offering a series of seminars on their work.

Same as Philosophy 6640 3.0 and 6.0, Social & Political Thought 6642 3.0 and 6.0 and Sociology 6202 3.0 and 6.0.

Communication & Culture 7120 3.0: Selected Topics in Psychoanalysis and Culture. This course surveys some of the key concepts of Freudian and post-Freudian theory and assesses their value of the study of culture and society. The course then presents an overview of some of the ways that psychoanalytic theory has been used in the study of culture.

POLITICS AND POLICY

The focus in this area is on the critical role of the state, the market,

and civil society in the development of communication systems, the production and distribution of culture, and issues of social power.

Communication & Culture 6300 3.0: The Political Economy of Culture and Communication. This course reflects the theoretical perspective that communication systems and cultural practices shape and are shaped by the social distribution of power in all societies. It examines the role of the state, the market and civil society in the production and distribution of cultural products and the implications of their relationships for society. Foundation course.

Communication & Culture 6301 3.0: Issues in Communication and Cultural Policy. This course focuses on specific issues that are shaping communication and cultural policy, including the emergence of the 'information highway,' globalization and convergence.

Alternate Foundation course.

Electives

Communication & Culture 5301 3.0: Technology and

Globalization. This course examines the role of technology within the global context. What will it mean to be part of a global audience, work in a global factory, shop in a global supermarket, be governed by a world government? Can technology help to solve problems of environmental depletion and pollution? What role does technology play in escalating militarism around the world? Can technology reduce the gap between rich and poor, within nations and between nations?

Communication & Culture 5302 3.0: Image Industry. Images are organized into presentations and exhibitions in books and periodicals, in cinemas, in concerts, plays, and performances, at conferences and conventions, in galleries, in lectures and readings on television and closed circuit systems, in recordings, and theatres. This course examines the nature and operations of the image industry, its relationship with image users and consumers and its interaction with individual image makers.

Communication & Culture 5303 3.0: The Communications Industry. This course is designed to provide a perspective on the Canadian information technology and telecommunications industry, in international context. It provides an in-depth understanding of the structure and dynamics of voice, data, video, internet, wireless, hardware and content markets. It explores the current environment, trends, and major players, including their strategies and prospects.

Communication & Culture 5304 3.0: Current Issues in

Telecommunications. This course explores emerging issues of interest to telecommunications and information technology analysis, managers, and policy-makers. It assumes a basic understanding of the technology and industry and features presentations by leading experts in regulations, technology, and emerging issues.

Communication & Culture 5306 3.0: Global Justice and International Humanitarianism. Introduction to socioenvironmental ethics in general and, in particular, to social justice, as applied to issues of global development, the global environment, and international relations; theoretical schools of thought and particular public controversies are covered. Same as Environmental Studies 5068 3.0.

Communication & Culture 5307 3.0: Social Movements, Activism and Change. Examination of new social movements that

have arisen in response to the crisis of industrial culture, economic restructuring, shifting political formations, and ecological disasters.

The focus is on current theories of social movements in action. Opportunities for students to gain first-hand experience with social movement organizations through participatory research projects are

Same as Environmental Studies 5073 3.0.

Communication & Culture 6302 3.0: Cross-Cultural and International Communication. This course examines communication in the context of divergent cultural value systems, differing levels of technological adaptation, and unequal power configurations. It explores applications in international development, business communication, and crosscultural electronic communication.

Communication & Culture 6303 3.0: Globalization of Communication and Culture. This course focuses on the role and significance of the rapid growth of multinational communication industries in shaping the modern world, with particular emphasis on the relationship between technology and the structures of power and control. Global communication systems, the global economy, and global crises are examined from a critical perspective.

Communication & Culture 6304 3.0: Political Communication and Environmental Issues. This course examines the role of mass media in environmental discourse. In this context, it deals with issues of public debate, public policy and social advocacy in 'massmediated' society. The approaches can be applied to any area of

Same as Environmental Studies 6143 3.0, Political Science 6165 *3.0*.

Communication & Culture 6305 3.0: Communication Policy.

This course examines the structure and operation of the Canadian cultural industries within the public policy framework and within the international environment of the expanding communications sector. The courses focuses on the broadcasting, publishing, film and sound recording industries.

Same as Arts & Media 6330 3.0.

Communication & Culture 6306 3.0: Cultural Policy. This course examines the relationship between cultural and social policy in Canada through the study of historical and contemporary examples. Same as Arts & Media 6300 3.0.

Communication & Culture 6307 3.0: Communications

Law. This seminar examines law, policy and regulations concerning broadcasting (radio, television and news services) and telecommunications. Of particular interest are questions about controversial and biased programming, access to media, Canadian content, and the implications of new services in the Canadian broadcasting system. In telecommunications, emphasis is given to issues arising from new technologies.

Integrated with the undergraduate course Law 3005 3.0.

Communication & Culture 6308 3.0: The Politics of Intellectual **Property.** The expansion of intellectual property rights has become a major area of international controversy and global resistance as these properties come into conflict with broader public interests and violate human rights. The course explores struggles involving farmers, feminists, developing countries and indigenous peoples.

Communication & Culture 6309 3.0: Special Topics in Politics and Policy. Under this rubric, program faculty members are encouraged to propose one-time courses arising out of major research projects or current issues.

Communication & Culture 6310 3.0: Political Economy of Media: Technology, Politics and Globalization. The course examines the profound transformation of the media industries by new technologies and market applications. Emphasis is placed on the emergence of transnational media and their impact on political arrangements. Canada is discussed in comparative perspective.

Communication & Culture 6311 3.0: Globalization and Cultural Identities. This course explores globalization and its influence on the construction of cultural identities., addressing the contested term and its impact on nations, institutions, and peoples as they experience in local situations spatial and temporal transformations produced in discourses, images, and actions resulting from this process. Same as Social & Political Thought 6212 3.0 and Social Anthropology 5135 3.0.

Communication & Culture 6312 3.0: Applied Research Methods: Policy and Regulatory Research. This course provides students with the opportunity to develop the research skills required for policy and regulatory research, and a critical appreciation of their appropriate use in the design of their own research.

Same as Environmental Studies 6180 3.0 and Ryerson Graduate Communication & Culture 8957.

Communication & Culture 6313 3.0: Readings in Public Policy.

This course is an exploration of key ideas about public policy process with an emphasis on how this process is played out in the various policy areas of interest to students in the course.

Same as Environmental Studies 6560 3.0.

Communication & Culture 6314 3.0: Media Democracy. This course examines the central role of the news media in a democratic society, with an emphasis on Canada. The course looks at constraints on media democracy, exploring various media from newspapers to the internet.

Communication & Culture 6315 3.0: Communication & the Public Interest. This course puts the concept of the 'public' under close scrutiny. Through readings and a series of guided exercises, it explores how differing conceptions of the public are written into communication theory and how these might affect communication in practical ways. A background in communication theory is recommended, but not required.

Communication & Culture 6316 3.0: Public Affairs Media. This course examines public affairs radio, television and convergence media from an historical and critical perspective. These media are examined with reference to models of broadcasting, public address, technology and globalization.

Communication & Culture 6317 3.0: Culture, Counterpublics and the World Trade Organization. This course examines the impact of trade and the World Trade Organization framework in shaping the culture and communications policy environment for governments and communities. It is designed as a research seminar to enable students to examine the way the World Trade Organization is shaping and influencing cultural and communications policy.

Communication & Culture 6318 3.0: Owning Culture. The course explores the ways in which law shapes popular culture, with emphasis upon the intellectual property regimes of copyright, publicity rights, trademark, and domain names. The course considers how these laws create rights to control meaning and effect forms of censorship while provoking the emergence of alternative community norms.

COMMUNICATION & CULTURE

Communication & Culture 6319 3.0: Global Media. This course examines global media from an historical and critical perspective. Broadcasts, publications, films and digital productions are viewed as transnational communication channels which have a decisive impact on contemporary life.

Communication & Culture 6320 3.0: Culture and the Canadian Publishing Industry. This course examines the current structure, process, and product of publishing in Canada in light of changes in the concepts of book, text, author, and rights encouraged by newer forms of media and in light of aspects of political and economic culture. The course studies current publishing system: how books go from concept to the reader's lap, as well as interrelationships of publishers, distributors, bookstores, purchasing institutions, government, and cultural agencies and events. The course considers the author/editor boundary, political pressure on authors, and the role of authors' awards and festivals, Book Television, etc. Students are invited to view Canadian book publishing through many theoretical prisms.

Communication & Culture 6321 3.0: Communication & **International Development**. This course brings together various theoretical and policy approaches to communication and international development. As a seminar, selected critical readings serves as a backdrop for discussions on the nexus of communication, technology, development and the nation-state. The course interrogates the historical and social construction of development and underdevelopment, and how state actors mobilize the rhetoric of technology to galvanize support for the national development.

Communication & Culture 6322 3.0: Armed Conflict, Peace and the Media. This seminar analyzes the production of news and entertainment during periods of armed conflict from the First World War until the present. Students focus on relationships between industry and governments in debating issues of media control and civil rights.

Communication & Culture 6323 3.0: Global Cultural Flows and Permeable Borders: Ideoscapes, Mediascapes and Citizenship After 9/11. This course explores the way contemporary print and electronic media analysis is reshaping citizenship practice and state policy globally and locally. With the growth of alternative forms of media, including alternative Internet sites, satellites, cell phones, blogging, and podcasting, the question that must be examined is the degree to which traditional filters and framing are being bypassed.

Communication & Culture 6324 3.0: Alternative and Community Media. This course examines the theory and practice of alternative and community media, with opportunities to gain firsthand experience with alternative media organizations and policy through participatory research assignments.

Communication & Culture 6340 3.0: Introduction to Broadcast Management: Issues in Canadian Television Management. This course identifies and examines central issues in the management of public and private television enterprises in Canada. Students investigate each issue in its historical context and analyze the current environment and scenarios for the future of Canadian broadcasting. Same as Arts & Media 6340 3.0.

TECHNOLOGY IN PRACTICE: APPLIED PERSPECTIVES COURSES

Course work in this area focuses on the development, application, diffusion, and influence of new communication technologies in cultural production and organizations. Students will be encouraged to undertake advanced work on issues of professional practice and related theoretical concerns.

Communication & Culture 6500 3.0: Advanced Communication **Technology**. This course is an exploration of the major current issues for communication and culture raised by contemporary and emerging communication technologies and their applications. It builds on the more basic materials covered in Communication & Culture: **Understanding Communication Technologies**. Foundation course.

Communication & Culture 6517 3.0: Media Production Techniques and Practices. This course introduces students to a wide range of media-making techniques and production processes, including those currently employed and emerging in various media industries. The course includes lab demonstrations, practical workshops and examination of the context and social implications of these techniques and processes.

Foundation course.

Communication & Culture 7500 3.0: Technology,

Communication, and Culture. Employing the insights of the Toronto school and related theories, this course explores culture and technology as productive processes, with emphasis on the historical development of communication technologies and their influence on culture and society.

Foundation course. Doctoral level.

Electives

Communication & Culture 5501 3.0: Contemporary Theory in the Visual Arts. This course contextualizes contemporary structuralist, psychoanalytical, feminist, Marxist, and postmodernist theory with respect to the history and development of specific art practice in the visual arts and its relationship to society. It incorporates an analysis from French, British and North American sources together with debates, artistic productions, and explorations by contemporary artists.

Same as Visual Arts 5600 3.0.

Communication & Culture 5502 3.0: History and Theory of Film and Video. This course enables students to concentrate on specific aspects of the history and theory of film and video. The course deals with national and alternative cinema, film genres and alternative video. The relationship between the aesthetic features of given works and their cultural production are emphasized.

Communication & Culture 5503 3.0: Media Ethics. An examination of the rights, freedoms, and obligations of the media and of practising journalists. The course deals with such issues as the grounds and limits of freedom of expression, moral responsibilities respecting truth, balance, and objectivity; ethical and business pressures in media; obligations to the public, the audience, sources, colleagues, employers, and oneself. The course includes case studies and discussion of ongoing media activity.

Communication & Culture 5504 3.0: Selected Topics in Canadian Cinema. A seminar course focusing on particular topics in Canadian film and video.

Same as Film & Video 5310 3.0.

Communication & Culture 5505 3.0 Experimental Media. In the past century, groups of artists have repeatedly called for new methods for the creation of artworks, to revitalize arts that had grown dreary, stale, and predictable. This course comprises workshops and seminars and explores the value of such proposals.

Communication & Culture 5506 3.0: Experimental Film

Processes. An exploration of alternatives to conventional ways of producing black and white and colour cinematographic images, including nonstandard ways of generating cinematographic images and unorthodox means of transforming them.

Communication & Culture 6501 3.0: Issues in Media Production.

Contemporary theory is employed to examine the changes in sociotechnical systems and the production environment as well as the craft. Group projects may include radio news and drama, broadcast and print journalism, documentation for studio television, as well as CD-ROM, visualization, and web-based projects.

Communication & Culture 6502 3.0: Design for Interactive Multimedia. This course examines multimedia production in the context of a studio environment. Particular emphasis is placed on design models and their applications.

Communication & Culture 6503 3.0: Language and Narrative in Film, Video and Multimedia. Each medium has its own conventions for creating meaning. New interactive media demand new approaches to creating meaning. This course examines the evolution of language and narrative from a theoretical and practical perspective.

Communication & Culture 6504 3.0: Social and Cultural Implications of New Media. This course focuses on the changes brought about by changes in communication technology for individuals, groups and organizations, and the challenges and opportunities presented by them. This course may be offered as part of an experiment in interuniversity collaboration.

Communication & Culture 6505 3.0: The Diffusion of Communication Technologies. Technology is often adopted in ways not anticipated by its creators and is shaped by the interaction of technological innovation, economic interests, and social and political power. This course explores the models developed for understanding the diffusion of communication technologies in society and examines specific cases, such as the printing press, the motion picture, the telephone, television, the computer, and the Internet.

Communication & Culture 6506 3.0: Communication in Organizations. This course presents a framework for understanding communication in organizations, including contingency, structuration, and interpretive approaches. The course exposes students to a variety of perspectives on telecommunication. It considers technological, social, cultural and economic perspectives at the organizational level and their implications.

Communication & Culture 6507 3.0: Future Cinema. This course examines the shift from traditional cinematic spectacle to works probing the frontiers of interactive, performative, and networked media. Drawing upon a broad range of scholarship, including film theory, communication studies, cultural studies and new media theory, the course considers how digital technologies are transforming the semiotic fabric of contemporary visual culture. The focus is on the phenomenon Gene Youngblood described three decades ago as 'expanded cinema'—an explosion of the frame outward towards immersive, interactive and interconnected (*i.e.*, environmental) forms of culture.

Same as Film 5245 3.0 and Humanities 6304 3.0.

Communication & Culture 6509 3.0: Special Topics in Technology and Communication. Under this rubric, program faculty members propose courses growing out of major research projects or current issues.

Communication & Culture 6510 3.0 and 6510 6.0: Media Production Workshop. Combines active media analysis with the production of images/text around environmental issues. Students critically explore the production process through media observations, readings, and audiovisuals, visits to production sites, and interviews with imagemakers. There are opportunities to develop hands-on skills in photographic or video production. The central learning experience of the workshop involves a media production applying analytical insights, technical skills, and creativity. Same as Environmental Studies 6349 3.0 or 6.0.

Communication & Culture 6511 3.0: Race and Gender in Digital Technology. In recent years corporate leaders, government officials, and media pundits have portrayed the western restructured socioeconomic near-future as a 'digital' one, forefronting the centrality of digital technology and the digitization of information to the social, economic, and political changes currently sweeping Canada, as well as the rest of the OECD. In this course, we will examine the ways in which race and gender manifest in the discourses, policy decisions and representations of digital technology in Canada.

Same as Film 5320H 3.0, Women's Studies 6903 3.0.

Communication & Culture 6512 3.0: Digital and Interactive Entertainment. This course examines the convergence of digital content, broadband and wireless distribution over a variety of display platforms. If compatibility standards and data-protection schemes are worked out, we will be able to enjoy, create and distribute content in a variety of new ways.

Communication & Culture 6513 3.0: The Struggle for Creativity and Innovation on the Internet. This course is about the future of ideas. The internet environment was originally designed to enable the new and is now being transformed to protect the old. The course examines principles and technologies needed to let innovation flourish on the internet.

Communication & Culture 6514 3.0: Documentary Narration.

While nonfiction films are most frequently discussed in terms of the images they bring to us, most of these films from early sound newsreels to present day historical essays are in fact highly dependent upon the quality of their voiceover narration. This course focuses on the nature of the writing that has shaped those works, including its relationship to the images. The course also examines the way in which voiceover narration is used in television news and television actuality programming as well as personal essays. Same as Film 5320P 3.0.

Communication and Culture 6515 3.0 Photographic Vision, Photographic Practice: An Inquiry. The importance of photographic imagery in history, culture, media and communication is widely acknowledged but is largely unexamined. This course investigates the materials and methods of photographic imagemaking, and surveys related critical writings and contemporary theories about photographic representation.

Communication & Culture 6516 3.0: Activist Video Making.

From the earliest times, the potential of using film and video to animate, agitate and educate has attracted committed film and videomakers. Participants in this course are involved in the collaborative production of short community-based video works focused on selected social and political issues. The course also includes an historical overview of documentaries made by film and video makers engaged in radical production, postproduction and distribution practices.

Same as Film 5020B 3.0.

Communication & Culture 6518 3.0: Advanced Media

Production: Project. This course offers students who have advanced production skills and who have successfully completed the necessary technical proficiency examinations to access equipment an opportunity to develop and produce their own media project. Students work independently or in teams to produce an previously approved production using existing or emerging technologies from a variety of media.

Communication & Culture 6519 3.0: A History of News. This course studies the evolution of news as a historical phenomenon. It focuses on the form which news has taken at different periods and in different places; on how and why news has changed (with particular reference to changes in technology, business organization, and markets), and to what effect; on how different audiences have responded to and used news; and on how the producers of news have understood their role in relation to their society (especially its structures of political and economic power), their audiences, their employers and their peers.

Communication & Culture 6520 6.0: The Wired World: Culture, Technology and Contemporary Philosophy. This course explores the intersection of philosophical thought with communication and information technology. It considers both the importance of philosophical foundations for contemporary studies of technology as well as the philosophical implications of advances in contemporary communication technology.

Same as Humanities 6306 6.0.

Communication & Culture 6521 3.0: The Culture of the Avant-Garde: Modernity's Discontents. This course explores the discontent that vanguard artistic movements of the twentieth century harboured for the culture of modernity, and examines the different forms that protest assumed in various vanguard movements, drawing on the manifestos that the various movements issued.

Communication & Culture 6522 3.0: The Body and the Culture of Modernity. This course surveys representative examples that show how recent and contemporary artists have used the body to work out their thoughts on the relation of the self to society, on gender, on the construction and regulation of sexuality, on power and control.

ADDITIONAL COURSES

Students will be able to take the following courses for credit in any of the areas of specialization, with the approval of the program:

INDEPENDENT STUDY

With the approval of the Program Director and subject to the availability of a faculty member to direct the course, students may take a maximum of two independent study courses (equivalent of one full course). Independent Study courses may not overlap significantly with courses previously taken or currently offered in the program.

Communication & Culture 6902 3.0 and 6.0: Directed Research in Communication and Culture. A directed research course is intended to permit the student to conduct research or develop a theoretical perspective in an area of study related to the student's program objectives. The research may take the form of a pilot study for a thesis or dissertation project.

Master's level.

Communication & Culture 6903 3.0 and 6.0: Directed Group Study in Communication and Culture. Under this heading, a group

of students, with the agreement of a faculty member, may organize a seminar in an area not covered in the course offerings. *Master's level.*

Communication & Culture 6909 3.0 and 6909 6.0 Field Placements. Master's students are able to receive credit for a maximum of two term courses by undertaking field placements in appropriate institutions.

Communication & Culture 6911 3.0 and 6911 6.0, and 6912 3.0 and 6912 6.0: Directed Readings.

Master's level.

Communication & Culture 7002 3.0 and 6.0: Directed Research in Communication and Culture. A directed research course is intended to permit the student to conduct research or develop a theoretical perspective in an area of study related to the student's program objectives. The research may take the form of a pilot study for a thesis or dissertation project.

Doctoral level.

Communication & Culture 7003 3.0: Directed Group Study in Communication and Culture. Under this heading, a group of students, with the agreement of a faculty member, may organize a seminar in an area not covered in the course offerings. *Doctoral level.*

Communication & Culture 7011 3.0 and 7011 6.0, and 7012 3.0 and 7012 6.0: Directed Readings.

A directed reading course is intended to permit the student to survey a coherent body of literature in an area of study related to the student's program objectives.

Doctoral level.

COMPUTER SCIENCE & ENGINEERING

1003 Computer Science Building (416) 736-2100, extension 66183

GRADUATE FACULTY MEMBERS

Associate Professor and Director of the Graduate Program RICHARD WILDES

Canada Research Chair and Professor

John Tsotsos

University Professor

ESHRAT ARJOMANDI

Professors

NICHOLAS CERCONE PATRICK DYMOND MICHAEL R.M. JENKIN JOSEPH LIU GEORGE TOURLAKIS WALTER WHITELEY HUGH WILSON

Associate Professors Mokhtar Aboelaze

ROBERT ALLISON AIJUN AN AMIR ASIF JEFF EDMONDS James Elder PARKE GODFREY JAREK GRYZ RICHARD HORNSEY JIMMY HUANG Hui Jiang YVES LESPÉRANCE

MARIN LITOIU SCOTT MACKENZIE Andranik Mirzaian JONATHAN S. OSTROFF EUGENE ROVENTA ERIC RUPPERT MINAS SPETSAKIS ZBIGNIEW STACHNIAK Wolfgang Stuerzlinger VASSILIOS TZERPOS FRANCK VAN BREUGEL Jia Xu

Assistant Professors

MELANIE A. BALJKO Luiz Cysneiros SUPRAKASH DATTA Andrew Eckford PETER KHAITER UYEN TRANG NGUYEN NATALIA VLAJIC

Adjunct Professors

RAINER HERPERS KELLY LYONS EVANGELOS MILIOS RICHARD PAIGE ARTHUR RYMAN MIKHAIL SOUTCHANSKI ZIJIANG YANG

The Graduate Program in

Computer Science offers courses and opportunities for advanced studies and research leading to the degrees of Master of Science and Doctor of Philosophy in Computer Science. The MSc program covers a wide variety of subdisciplines. The PhD program concentrates on computer vision, robotics, human computer interfaces, databases, networks, theory of computation and software engineering.

FACILITIES

Computing facilities, which can be accessed remotely, consist of Linux servers and workstations, Windows workstations and networked printers. The infrastructure is supported and maintained by the department's own technical staff. The general-use, drop in labs and speciality labs are accessible around the clock, every day. They include:

- VGR (Vision, Graphics and Robotics) Lab: autonomous mobile robots, 2 CRS robot arms, 6-sided virtual reality cave, multimedia hardware;
- Active and Attentive Vision Labs: custom robotic wheel chair and Pioneer mobile robot, both with manipulators and camera systems, custom active robotic binocular heads, psychophysics experimental setups with eye tracking;
- Perception Lab: speciality hardware to generate 3D virtual reality displays and record movements of head, eyes and body;
- Vision Lab: custom high-DOF computer controlled stereo head, high-resolution still and video cameras, laser range finder, 6 DOF computer controlled motion platform, high precision optical bench, digital VCR, blackout and lighting facilities highend (dual-boot Windows/Linux) PCs:
- VISOR Lab: microelectronics CAD tools (Cadence, HSPICE, Synopsis) for developing CMOS active pixel image sensors;
- ISR (Interactive Systems Research) Lab: various text input and pen-based devices, large interactive walls and table surfaces usable via laser styli, novel display and 6 DOF tacking systems;
- SPC (Signal Processing and Communications) Lab: dual-boot workstations, Qualnet network simulation software and other software for audio/speech/image processing, bioinformatics, sensor networks, wireless/wireline communications;
- Database Lab: dual processor server with 4TB disk, DB2 and other database software for research on query optimization, web searching, etc.
- Data Mining Lab: software such as Matlab, Weka, Okapi and ELEM2, multiprocessor Linux workstations, windows PCs;
- SE (Software Engineering) Lab: workstations and software tools (e.g., Eiffel) for software development;
- Theory Lab: large compute server and software for verification of concurrent systems;
- PCs or X-terminals are available in all graduate student offices. There also is a general-use lab equipped with multi-platform workstations.

MASTER OF SCIENCE PROGRAM

ADMISSION REQUIREMENTS

Graduates with an honours degree in Computer Science or equivalent, with at least a B⁺ average in the last two years of study, may be admitted as candidates for the master's program in Computer Science. In addition, those admitted must have completed the equivalent of a senior-level course in the area of theoretical computer science. The following are the minimum English Language test

COMPUTER SCIENCE YORK UNIVERSITY FACULTY OF GRADUATE STUDIES 2007-2009 CALENDAR

scores (if required): TOEFL 233/577 or YELT 4. The GRE general test and computer science subject test are strongly recommended, especially for applicants who did their work outside of Canada and/or the United States.

DEGREE REQUIREMENTS

Students are expected to choose between the degree by thesis or by project before the end of their second term. There is a breadth requirement on the selected graduate courses. At least one course must be from each of the following three areas:

- * Theory of Computing & Scientific Computing
- ❖ Artificial Intelligence & Interactive Systems
- Systems: Hardware & Software

No more than one-third of the course requirements can be integrated with undergraduate courses.

MSc Degree by Thesis

Candidates for the MSc degree must complete five graduate three-credit courses and successfully defend a master's thesis. Candidates must conduct a piece of approved research under the general direction of a supervisor. The resulting thesis should demonstrate the Candidates' research ability in the research subject.

MSc Degree by Project

Candidates for the MSc degree must complete seven graduate threecredit courses and conduct a research project. The research project will have a more limited scope and/or degree of originality than a thesis. The project is under the general direction of a supervisor. A paper describing the project must be submitted and graded by the supervisory committee.

TIME REQUIREMENTS

Students are expected to complete all of their master's degree requirements in no more than five terms (twenty months). For more details refer to the program's supplemental calendar.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REQUIREMENTS

Applicants must have an MSc degree equivalent to the MSc Computer Science degree (thesis option) at York University. The York MSc Computer Science degree is based upon course work and a defended thesis. A minimum average grade of B+ on all course work is required. Applications must include official copies of all academic transcripts, a breadth statement, an extended abstract/copy of the MSc thesis, three letters of reference and a one-page statement of purpose and previous experience. The statement of purpose should indicate the applicant's area(s) of interest in computer science. The following are the minimum English Language test scores (if required): TOEFL 233/577 or YELT 4. The GRE general test and computer science subject test are strongly recommended, especially for applicants who did their work outside of Canada and/or the United States.

DEGREE REQUIREMENTS

Candidates for the Ph.D degree must complete at least three three-credit graduate courses to satisfy both breadth and depth requirements. No more than one-third of the course requirements can be integrated with undergraduate courses. Candidates must successfully complete a qualifying examination consisting of a written report on the candidate's field of interest and have an oral defense of the report. Candidates must present a dissertation proposal outlining the anticipated results of their dissertation. Candidates are required to enrol in either an industrial internship or a teaching practicum. Finally, candidates must conduct a significant body of

original research under the supervision of a supervisory committee and successfully defend the resulting dissertation.

TIME REQUIREMENTS

Students are expected to complete their requirements in no more than four years. More detailed information is available in the program's supplemental calendar.

COURSES

Not all courses listed are offered each year. For breadth requirements, graduate courses are classified into three major groups. The second digit in the course number indicates the group to which the course belongs.

- Group 1: Theory of Computing (x1xx) and Scientific Computing (x2xx)
- ❖ Group 2: Artificial Intelligence and Interactive Systems (x3xx)
- ❖ Group 3: Systems: Software (x4xx) and Hardware (x5xx)

Some special topics courses (xx9x) will be offered each year depending on the availability of faculty members and their interests.

GROUP 1

Computer Science 5101 3.0 Advanced Data Structures. This course discusses advanced data structures: heaps, balanced binary search trees, hashing tables, red—black trees, B—trees and their variants, structures for disjoint sets, binomial heaps, Fibonacci heaps, finger trees, persistent data structures, etc. When feasible, a mathematical analysis of these structures is presented, with an emphasis on average case analysis and amortized analysis. If time permits, some lower bound techniques are discussed, as well as NP-completeness proof techniques and approximation algorithms. Integrated with the undergraduate course Arts Computer Science 4101 3.0.

Computer Science 5111 3.0: Automata, Computability and Complexity. This course provides students with a detailed understanding of the basic concepts of abstract machine structure, information flow, computability, and complexity. The emphasis is on appreciating the significance of these ideas and the formal techniques used to establish their properties. Topics include models of finite and infinite automata, the limits to computation, and the measurement of

Integrated with the undergraduate course Computer Science 4111 3 0

Computer Science 5290 3.0: Algorithms for Bioinformatics.

the intrinsic difficulty of computational problems.

Bioinformatics deals with the computation of biological information. This course presents an introduction to the basic concepts of molecular genetics; concepts and algorithms for sequence comparison; examples of algorithms for protein structure prediction; and biological data mining.

Computer Science 6111 3.0: Advanced Algorithm Design and

Analysis This advanced theoretical computer science course is directed at non-theory students with the standard undergraduate background. The course surveys the key theory topics that every computer science graduate student should know, gaining insight into the basics and studying one or two examples in depth, possibly including key algorithmic techniques, randomized algorithms, NPcompleteness, approximation algorithms, linear programming, distributed systems, computability, concurrency theory, cryptography, structural complexity, data structures and quantum algorithms. Prerequisite: Science & Engineering Computer Science 3101 3.0 or equivalent and any fourth year theory course.

Computer Science 6112 3.0: Parallel Algorithms. This course discusses the recent advances in parallel computating. The course begins with a classification and analysis of parallel models of computation including local memory, shared memory, data flow, and systolic arrays. The focus of the course is on the design of parallel algorithms. Typical examples of parallel algorithms include graph algorithms, merging and sorting, and matrix computations. Much of the material comes from recent journal publications on the subject.

Computer Science 6113 3.0: Computability. This course discusses fundamental issues as well as recent advances in the area of computability. Topics include abstract computing devices; computable and semi-computable functions; universal function and S-m-n theorems; recursion theorem; unsolvable problems; Rice's Theorem; reducibilities; productive and creative sets; Godel's incompleteness theorems and Church's undecidability result; polynomial time reducibilities; NP-hard and NP-complete problems; on the length of formal proofs.

Same as Mathematics & Statistics 6034 3.0.

Computer Science 6114 3.0: Computational Geometry. This course will investigate the fundamental problems in computational geometry, the algorithmic study of computational problems in geometry, with an emphasis on important methodologies in solving computational geometry problems.

Computer Science 6115 3.0: Computational Complexity. This course is an introduction to computational complexity, focusing on the computational resource requirements (such as time and space) which are required for important computational tasks. Topics include the general theory of complexity classes, and specific complexity classes of interest such as problems which can be solved in polynomial time and the class NP; model-theoretic (Turing machine and circuit) and logical (expressibility) characterizations of complexity classes, such as the cost of simulating nondeterminism by determinism; complexity hierarchies, reductions and NPcompleteness; the Polynomial Space Hierarchy, intractability. There is also a selection of other topics from the areas of cryptography and protocols, axiomatic complexity theory, randomized complexity, the approximability of optimization problems, circuit complexity, parallel complexity and the complexity of logical theories, and other current research topics in computational complexity theory.

Computer Science 6116 3.0: Advanced Computational

Complexity. Topics covered will include complexity classes, models of computation, lower bound, parallel complexity, randomized algorithms, and cryptography, along with techniques from combinatorics, probability theory, and logic. Additional topics will be chosen to meet the interests of the student and instructor.

Computer Science 6117 3.0: Theory of Distributed Computing. Can a given problem be solved in a distributed system? If so, how efficiently? This course investigates how the answers to these questions depend on aspects of the underlying distributed system including synchrony, fault-tolerance and the means of communication between processes. Topics include models of distributed systems, mutual exclusion, agreement problems, lower bounds and consensus hierarchy.

Computer Science 6118 3.0: Combinatorial Optimization. This course investigates the algorithmic and computational complexity aspects of combinatorial optimization problems. Optimization problem areas include: Linear, non-Linear, Convex, Integer, and Semidefinite Programming, as well as their application to specific areas such as network flow, matching, and various graph optimization problems.

Computer Science 6121 3.0: Advanced Data Structures and

Algorithms. This course studies advanced data structures, their algorithms and techniques for their analysis, including structures for dictionaries, disjoint sets, priority queues, average-case and amortized analysis; algorithm design using dynamic programming, and 'greedy' solutions; NP-completeness and approximation.

Students may not also have taken for credit Computer Science 5101 3.0.

Computer Science 6211 3.0: Numerical Linear Algebra. This course is on matrix computations involving numerical linear algebra. It covers direct and iterative methods for solving linear systems of equations, and orthogonalization methods for linear least squares problems. Various algorithms are discussed for the solution of each problem. The related theory, and the benefits, disadvantages and pitfalls associated with each method are explained. The matrix computations are performed using the LINPACK software package throughout the course.

Computer Science 6212 3.0: Sparse Matrices. This course uses a graph-theoretic approach to consider direct methods for solving such linear systems. The band, profile/envelope, and general sparse methods are covered. The subject is intensely practical. A component of this course is to modify some existing sparse matrix software packages so that actual large practical problems will be solved.

Computer Science 6221 3.0 Statistical Signal Processing Theory.

This course introduces theory and algorithms of stochastic signals and their applications to the real world. Discrete random variables, random vectors and stochastic processes are reviewed followed by signal processing methods used for detection, estimation and optimal filtering.

GROUP 2

Computer Science 5311 3.0: Logic Programming. This course discusses core concepts and recent advances in the area of logic programming. Topics include logical foundations of logic programming systems, PROLOG as a logic programming system, constraints and dependencies, the closed-world assumption, and the problem of sound negation. Other topics include sequential versus parallel implementations, the problem of non-logical control primitives, optimizing backtracking, and applications to knowledge based programming.

Integrated with the undergraduate course Computer Science 4402 3.0.

Computer Science 5323 3.0: Computer Vision. This course introduces the basic concepts in computer vision. Primarily a survey of current computational methods, we begin by examining methods for measuring visual data (image based operators, edge detection, feature extraction), and low-level processes for feature aggregation (optic flow, segmentation, correspondence). Finally, some issues in "high-level" vision by examining current high-level vision systems are considered.

Integrated with the undergraduate course Computer Science 4422 3.0.

Computer Science 5324 3.0: An Introduction to Robotics. This course introduces concepts in robotics. The course begins with a study of the mechanics of manipulators and robot platforms. Trajectory and course planning, environmental layout and sensing are discussed. Finally, high-level concerns are introduced. The need for real-time response and dynamic-scene analysis are covered, and recent development in robotics systems from an artificial intelligence viewpoint are discussed.

Computer Science 5326 3.0: Topics in Artificial Intelligence. This course will be an in-depth treatment of one or more specific topics within the field of artificial intelligence.

Integrated with the undergraduate course Computer Science 4401 *3.0*.

Computer Science 5331 3.0: Introduction to Computer Graphics.

The first half of the course covers window systems, display hardware, graphical primitives, scan conversion, two and three dimensional transformations and the mathematics of planar geometric projection. This provides the groundwork for thinking and working in three dimensions. The second half of the course concentrates on raster algorithms and on understanding the problems and approaches required to generate realistic looking images. Some of the topics include visible surface algorithms, modeling, shading, anti-aliasing, texture mapping, ray tracing and radiosity.

Integrated with the undergraduate course Computer Science 4331

Computer Science 5351A 3.0: Human-Computer Interaction.

This course introduces the concepts and technology necessary to design, manage and implement interactive software. Students work in small groups and learn how to design user interfaces, how to realize them and how to evaluate the end result. Both design and evaluation are emphasized.

Computer Science 6323 3.0: Advanced Topics in Computer

Vision. An advanced topics course in computer vision which covers selected topics in greater depth. Topics covered vary from year to year depending on the interests of the class and instructor. Topics include stereo vision, visual motion, computer audition, fast image processing algorithms, vision based mobile robots and active vision sensors, and object recognition.

Prerequisite: Computer Science 5323 3.0: Computer Vision.

Computer Science 6324 3.0: From Control to Actuators. A "robot building course," this course follows the issues involved in

building a robot or robotic system from control to actuators, including microcomputer control, actuator design, high-level software models, and sensor inputs.

Prerequisites: Computer Science 5324 3.0: Introduction to Robotics. Previous experience in electronics would be an asset.

Computer Science 6325 3.0: Mobile Robot Motion Planning. This course focuses on robot motion planning in known and unknown environments. Both theoretical (computational-geometric) models, as well as practical case studies are covered in the course.

Computer Science 6326 3.0: Principles of Human Perception & Performance in Human-Computer Interaction. This course considers the role of human perception in human-computer interaction particularly computer generated graphics/sound and immersive virtual reality. Fundamental findings from sensory physiology and perceptual psychophysics are presented in the context of interface and display design.

Computer Science 6327 3.0: Multi-Media Communication. The course introduces the coding, networking, and system technologies used in multimedia communications. In coding, compression standards including the ITU H.26X and ISO MPEGs and JPEGs are introduced. Issues involved in transmitting multimedia over ATM, wireless, and IP networks are discussed.

Computer Science 6328 3.0: Speech & Language Processing. Introducing the latest technologies in speech and language

processing, including speech recognition and understanding, keyword spotting, spoken language processing, speaker identification and verification, statistical machine translation, information retrieval, and other interesting topics.

Prerequisites: Computer Science 4451 3.0 or 4401 3.0 or equivalents.

Computer Science 6329 3.0: Advanced Human-Computer

Interaction. This course examines advanced concepts and technologies for human-computer interaction. Students learn about advanced input and output devices (e.g., for mobile computing and/or virtual reality), about advanced design methods, how to implement effective interfaces and how to perform rapid, effective iterative user

Computer Science 6330 3.0: Computational Pragmatics. Many interactive systems strive to afford the same mechanisms to human users that are used in face-to-face conversation. This course examines the formal models and computational techniques that concern the pragmatics of language use that such systems employ.

Computer Science 6331 3.0: Advanced Image Synthesis. This course concentrates on raster algorithms and image synthesis. Some of the topics may include visible surface algorithms, modeling, shading, global illumination, anti-aliasing, texture mapping and animation.

Computer Science 6332 3.0: Statistical Visual Motion Analysis. A seminar course that examines statistical approaches to visual motion analysis, including 3-D structure and motion estimation, optical flow, segmentation and tracking using tools like maximum likelihood estimation, maximum a posteriori, least squares and expectation maximization.

Computer Science 6333 3.0: Multiple View Image

Understanding. This course considers how multiple images of a scene, as captured by multiple stationary cameras, single moving cameras or their combination, can be used to recover information about the viewed scene (e.g., three-dimensional layout, camera and/or scene movement). Theoretical and practical issues of calibration, correspondence/matching and interpretation are considered. Prerequisite: Computer Science 5323 3.0 or equivalent or permission of the instructor.

Computer Science 6334 3.0: Image Sensor Technology. The design of practical vision systems requires an understanding of the sensors that generate the images and their characteristics and limitations. Single-chip cameras are now challenging existing camera technologies for applications where high integration, costeffectiveness and/or on-chip signal processing are important. This course introduces the design of electronic camera systems, including CCDs, single-chip cameras and sensors for non-visible wavelengths. Topics covered range from general operating principles to complete system performance.

Prerequisite: Computer Science 5323 3.0 or equivalent is recommended, or permission of the instructor.

Computer Science 6335 3.0: Topics in Virtual Reality. This course considers how to present to a user a compelling illusion of being in an alternate (virtual) reality. It considers how humans perceive visual, audio, haptic and other perceptual inputs and how technology can be used to stimulate these sense appropriately to simulate some virtual environment.

Prerequisite: Computer Science 4471 3.0 or equivalent is recommended.

GROUP 3

Computer Science 5411.03: Database Management Systems.

The focus of the course is on design theory for relational databases. Theory of functional dependencies, normal forms and multivalued dependencies, relational models based on relational algebra and calculus and query languages based on these concepts are studied. Two thirds of the course is dedicated to the above concepts. Other topics, possibly covered by student presentations, include: distributed databases, query optimization, security and integrity, and concurrency control

Integrated with the undergraduate course Arts Computer Science 4421 3.0.

Computer Science 5421 3.0: Operating System Design. A modern operating system has four major components: process management, input/output, memory management, and the file system. This project-oriented course puts operating system principals into action and presents a practical approach to studying implementation aspects of operating systems. A series of projects are included for students to acquire direct experience in the design and construction of operating system components and have each interact correctly with the existing software. The programming environment is C/C++ under UNIX. Integrated with the undergraduate course Computer Science 4321 3.0.

Computer Science 5422 3.0: Performance Evaluation of

Computer Systems. This course introduces the concept of modelling a computer system, using queuing theory techniques and simulation techniques, then it examines the practical applications of these concepts in some case studies. These case studies are chosen to have a practical impact.

Integrated with the undergraduate course Computer Science 4211 3.0.

Computer Science 5423 3.0: Programming Language

Design. This course covers fundamental aspects of the design of programming languages. Aspects contributing to design include human factors of programming languages, the study of programming paradigms, and the fundamentals of programming language theory. Case studies in the design of existing programming languages will be considered, including the design of novel paradigms such as visual programming, and programming by example.

Integrated with the undergraduate course Computer Science 4301 3.0.

Computer Science 5424 3.0: Language Processors. An

introductory course in language processors, focusing on the architecture and implementation of programming language compilers. *Integrated with the undergraduate course Computer Science 4302 3.0.*

Computer Science 5431 3.0: Mobile Communications. This course provides an overview of the latest technology, developments and trends in wireless mobile communications and addresses the impact of wireless transmission and user mobility on the design and management of wireless mobile systems.

Computer Science 5441 3.0: Real-time Systems Theory.

Specification and verification techniques for real-time systems with many interacting components. Formal design of real-time systems using (a) programming languages with unambiguous semantics of time-related behaviour and (b) scheduling algorithms.

Integrated with the undergraduate course Computer Science 4351 3.0.

Computer Science 5442 3.0: Real-time Systems Practice.

Introduction to the correct use and applications of real-time programming languages. Examples of real-time programming languages are studied in detail and applied to the solution of typical real-time programming problems (*e.g.*, communication networks, avionic systems and process control).

Integrated with the undergraduate course Computer Science 4352 3 0

Computer Science 6411 3.0: Programming Logic for Complex

Systems. This course covers program verification methods for a class of programs, commonly referred to as reactive programs. Reactive programs typically never terminate and are run in order to maintain some interaction with the environment. An adequate description of reactive systems must refer not only to initial and final states, but also to the ongoing behaviour as a (possibly infinite) sequence of states and events. This course investigates the use of logical calculi for the specification, design and verification of reactive systems. Topics include modeling of discrete event systems, semantics of real-time languages, logical and discrete calculi (*e.g.*, temporal logic) for specifying and verifying safety, liveness, deadlock, priority and fairness properties of reactive programs, and prolog tools for automating verification.

Computer Science 6412 3.0: Data Mining. This course introduces fundamental concepts of data mining. It presents various data mining techniques, algorithms and applications. Topics include association rule mining, classification models, sequential pattern mining and clustering.

Prerequisites: an introductory course in database systems. Students who receive credit for this course may not also receive credit for Computer Science 6490C 3.0.

Computer Science 6421 3.0: Advanced Database Systems. This course provides an introduction to and an in-depth study of several new developments in database systems and intelligent information systems. Topics include internet databases, data warehousing and OLAP, object-oriented and deductive databases.

Students may not also have taken for credit Computer Science 5411 3.0.

Integrated with the undergraduate course Computer Science 4411 3.0.

Computer Science 6422 3.0: Parallel and Distributed Computing.

This course investigates fundamental problems in writing efficient and scalable parallel and distributed applications with emphasis on operating systems support and performance evaluation techniques.

Computer Science 6423 3.0: Parallel Computing on Networks of Workstations. The advent of highspeed low-cost networks is making clusters of workstations attractive as a platform for parallel computing. This course investigates strategies for exploiting parallelism on workstation clusters, with an emphasis on distributed shared memory (DSM). Discussions centre on fundamental DSM issues such as cache coherence and memory consistency. Students study some of the key work in this area, and learn how to build a distributed shared memory system. The course involves implementation work on an actual DSM system running on a cluster of workstations, and weekly readings.

Computer Science 6431 3.0: Software Re-engineering. Industrial systems are usually large and complex, while knowledge of their structure is either lost or inadequately documented. This course presents techniques that aid in the comprehension and design recovery of large systems.

Computer Science

Computer Science 6441 3.0: Methods for Large-Scale Software **Development**. This course studies the application of mathematical methods to the construction of large-scale software systems. It considers issues relevant to large-scale design and the application of mathematics. It involves a large-scale software project in which industrial-strength tools are applied.

Prerequisites: familiarity with logic and discrete mathematics (e.g., York undergraduate courses Mathematics 1090 3.0 and 2090 3.0), programming in an OO language like Java, C++, or Eiffel. Some familiarity with formal methods or program verification would be helpful, but is not required.

Computer Science 6442 3.0: Object Oriented Software

Construction. This course focuses on the principles, notations, methods and tools needed for the production of quality maintainable software using the full power of object orientation. Main topics include: fundamental software engineering principles, how to specify code using abstract data types and classes, how to develop implementations seamlessly and reversibly from specifications, the production of reliable code via contracts, design methods (BON and UML) and formal methods for verifying the correctness of industrial strength programs.

Computer Science 5501 3.0: Computer Architecture. This course presents the core concepts of computer architecture and design ideas embodied in many machines and emphasizes a quantitative approach to cost/performance tradeoffs. This course concentrates on uniprocessor systems. A few machines are studied to illustrate how these concepts are implemented; how various tradeoffs that exist among design choices are treated; and how good designs make efficient use of technology. Future trends in computer architecture are also discussed.

Integrated with the undergraduate course Computer Science 4201

Computer Science 6501 3.0: Introduction to Parallel Computer **Architectures**. This course introduces the basic concepts in parallel and non-von Neumann architectures. It covers the following topics: algorithm-architecture mapping, algorithm analysis, parallelism extractions, technology constraints, architecture design, and system development.

Computer Science 6502 3.0: Computational Aspects of VLSI.

This course focuses on automated design of VLSI systems and application algorithms. It covers the Mead-Conway VLSI design methodology; area-time tradeoffs for VLSI oriented computation; layout algorithms; parallel network models, such as hypercube, shuffle-exchange and mesh-of-trees; systolic algorithms; VLSI design tools, such as circuit extraction, design rule checking, placement and routing.

OTHERS

Computer Science 5910 3.0: Software Foundations. This course introduces object-oriented programming and the basic principles of software development to non-Computer Science students already familiar with programming. Web technologies for the collection and dissemination of knowledge will be introduced and studied. Prerequisite: a course in programming

Computer Science 6190A 3.0: Special Topics: Online

Computing. This course investigates the rapidly growing field of online computing in many areas of computer science, covering methodologies and applications, beginning with amortized competitive analysis, probabilistic and randomized methods, potential functions and, continuing, to apply these methods to problems arising

from data structure, operating system scheduling, distributed and parallel computing, dynamic online scheduling, robot mappings and navigations and combinatorial online problems. The emphasis is on a philosphical linkage between these problems; the competitive analysis approach for computation with imperfect information.

Computer Science 6190B 3.0: Special Topics: Coarse Grained Parallel Computing. This course investigates three aspects in parallel computation: routing, algorithms and scheduling with an emphasis on asymptotic optimal executions of parallel algorithms on parallel machines, including both theoretical analytic results and experimental measurements.

Computer Science 6390A 3.0: Special Topics: Knowledge Representation. This course examines some of the techniques used to represent knowledge in artificial intelligence and the associated methods of automated reasoning, emphasizing the compromises involved in providing a useful but tractable representation and reasoning service to a knowledge-based system. Topics include formal models of knowledge and belief, systems of limited reasoning, languages of limited expressive power, defaults and exceptions, meta-level representation and reasoning, reasoning about action and theories of rational agency.

Computer Science 6390B 3.0: Special Topics: Scheduling in Hard Real-time Systems. This course discusses concepts and methods for satisfying timing constraints in large, complex hard-real-time systems. Topics include characteristics of hardreal-time systems, timing constraints, periodic and asynchronous processes, run-time and pre-run-time scheduling, cyclic executives, priority scheduling, preemptive and non-preemptive scheduling, synchronization, schedulability analysis, resource management and real-time programming language constructs.

Computer Science 6390D 3.0: Computational Modeling of Visual **Perception**. The process of computational modeling is developed in stages, including: statement of the computational problem, selection of representations, probabilistic formulation, statistical analysis, algorithm development, model evaluation and refinement. Constraints from psychophysical and physiological data are applied, particularly in selecting and evaluating representations and algorithms. Same as Psychology 6750B 3.0.

Computer Science 6490A 3.0: Special Topics: Concurrent Object-Oriented Languages. The integration of the two paradigms of object-oriented programming and concurrent programming has been the subject of much research since the early 1980s. This course studies approaches to integration, current research issues and reviews some of the existing concurrent object-oriented systems, with an emphasis on C++ based systems.

Computer Science 6490B 3.0: Special Topics: Issues in Information Integration. This course explores the challenges and research issues arising from scaling current information systems technology to a widely-distributed heterogeneous database environment, with a focus on the use of semantic information to integrate information sources, optimize query processing and provide cooperative response to a user in such systems. Topics include heterogeneous database systems, management of uncertain (disjunctive) information, integrating relational and object-oriented database models, dynamic query processing, semantic query caching, semantic query optimization and cooperative answering systems.

Computer Science 6490C 3.0: Special Topics: Decision Support Systems. This course introduces technologies for analysis and

exploration of data in order to support high-level decision making, concentrating on two such technologies: on-line analytical processing and data mining (exploratory data analysis). Prerequisite: a course in databases.

Computer Science 6490D 3.0: Special Topics in Software Systems: Software Re-Use. Systematic software reuse is viewed as a possible means to reduce software development costs while improving software quality. Reuse has the potential to increase productivity by reducing the time and effort needed to develop software, to increase reliability since systems are developed with thoroughly tested and proven components and to reduce costs by sharing knowledge and practices needed to develop and maintain software, so as to establish a more standard and consistent approach to software development and evolution using common components and procedures. There are numerous technical and non-technical barriers to software reuse. This course reviews the technical issues in software reuse, including those of software classification, storage and retrieval.

Computer Science 6490E 3.0: Reasoning in Databases. This course studies semantics, reasoning tasks, and decision problems relevant to database design, queries, optimization and mining, focusing on the computational complexities and decidability of, correspondences among, and implementation approaches to, these

Prerequisites: Computer Science 2001 3.0, 3101 3.0 and 3421 3.0 or eauivalent.

Computer Science 6590A 3.0: Special Topics: High-Performance Computer Networks. This course focuses on high performance computer networks, presenting a comprehensive

study of modern high speed communication networks capable of providing data, voice and video services. It also covers mobile and wireless communication networks. Topics include principles of queueing theory (M/M/1, M/D/1, networks of queues), ATM switches architecture. ATM performance (buffer management, losses, admission policies, delay), optical links, wireless networks, multiple access techniques for wireless networks, standards for wireless systems, security and privacy and wireless/conventional internetworking.

Computer Science MSc Thesis Research.

No course credit.

Computer Science MSc Project Research.

No course credit.

Computer Science 6002 3.0: Directed Reading.

This course is directed by a graduate faculty member and can cover any topic not covered by other courses offered in the current academic year.

Computer Science PhD Dissertation Research.

No course credit.

CRITICAL DISABILITY STUDIES

438 Health, Nursing & Environmental Studies Building (416) 736-2100, ext. 44494 TTY: (416) 650-8273 gradcds@yorku.ca http://www.yorku.ca/cdis

GRADUATE FACULTY MEMBERS

Associate Professor and Director of the Graduate ProgramGeoffrey Reaume

Professor Emeritus

GARY OWEN BUNCH

Professors

GERALD GOLD JOEL LEXCHIN JOHN RADFORD DENNIS RAPHAEL MARCIA H. RIOUX

Associate Professors

JOAN GILMOUR
NEITA KAY ISRAELITE
ISABEL KILLORAN
DAVID LUMSDEN
ROXANNE MYKITIUK
MARY WIKTOROWICZ

Assistant Professors

TAMARA DALY
DENISE NEPVEUX
BETTY JANE RICHMOND

Adjunct Faculty

Adrienne Asch (Professor, Yeshiva University, United States)

Colin Barnes (Professor, Leeds University, England)

LEN BARTON (Professor, University of London, England)

Lee Ann Basser (Associate Professor, La Trobe University, Australia)

Catherine Frazee (Co-Director, Ryerson RBC Institute for Disability Studies Research and Education, Canada)

Nora Groce (Associate Professor, Yale University, United States)

LILIANA IGRIC (Professor, University of Zagreb, Croatia)

Rod Michalko (Associate Professor, St. Francis Xavier University, Canada)

Robyn Munford (Professor, Massey University, New Zealand)

Margrit Shildrick (Honorary Research Fellow, Queen's University, Northern Ireland) The MA and PhD degrees of the Graduate Program in Critical Disability Studies offer a comprehensive curriculum covering major scholarly perspectives. The program structure and environment encourages advanced research, new scholarship and other opportunities to contribute to the field, enabling a multi-disciplinary group of students to explore disability in relation to social policy, social justice, human rights issues, and social movements in Canada and internationally.

In particular, the programs provide graduate students with the ability to:

- critically understand existing policies and practices relating to disability, as well as Canadian and international laws and instruments governing human rights and protections for people with disabilities;
- * present theories of human rights as a basis for understanding existing legal, economic and social rationales for inclusion in relation to systemic barriers and oppression;
- situate key debates in disability studies in both historical and contemporary contexts, including understanding how issues relating to disability are interpreted and advanced in both an academic setting and in public and private policy and programming;
- * recognize the importance of race, poverty, gender, sexuality and class issues as they intersect with disability;
- influence public policy at federal, provincial and local levels and contribute to movements for social justice and human rights;
- contribute to an evidence-based body of knowledge on people with disabilities at the international, national and local level in the health, education, social policy and legal sectors; and,
- apply qualitative and quantitative research skills to policy research and longitudinal studies.

The PhD program is geared towards students who wish to further develop their critical understanding of disability both as an independent issue and as an issue that raises fundamental questions relating to the meaning of equality, legal distinctions of classes of people, issues of difference as a social category, applied human rights, the social and legal construction of inequality, and the implications of inclusion as opposed to add-on programs and services.

The MA program can be completed either on a part-time or full-time basis. The PhD program can be completed on a full-time basis.

MASTER OF ARTS PROGRAM

ADMISSION REQUIREMENTS

The program is open to graduates of recognized universities. Applicants must possess a completed honours degree with a minimum B average or equivalent in the humanities, social science or a related applied program (no specific undergraduate major is required). Applicants must provide:

- a recent research paper or report to indicate ability in writing and conducting research;
- a statement of interest showing evidence of commitment to advanced work in studies in disability. The statement should include a discussion of the applicant's background, interests, skills and career goals, with a proposed program of study;
- three recommendation forms; and,
- for students whose first language is not English, a minimum TOEFL score of 600 (paper based) or 250 (computer based) or a YELT score of 1 is required.

Applicants are assessed on the basis of academic achievement and potential and/or demonstrated capacity or potential for advanced work in an applied area. The submitted research paper or report and the statement of interest will provide a basis for evaluating that potential.

Please consult the application material provided by the Graduate Admissions Office for deadlines. For application forms and further information applicants should contact: Graduate Program in Critical Disability Studies, York University, 438 Health, Nursing & Environmental Studies Building, 4700 Keele Street, Toronto, Ontario, Canada, M3J 1P3; (416) 736-2100, extension 44494; gradcds@yorku.ca.

DEGREE REQUIREMENTS

Candidates for the Master of Arts (Critical Disability Studies) degree must fulfill the following requirements.

Three and a half course equivalents at the graduate level, including the major research paper as follows:

1. Core courses

- Critical Disability Studies 5100 6.0: Disability Studies: An Overview;
- ii. Critical Disability Studies 5110 3.0: Methodology;
- iii. Critical Disability Studies 5120 3.0: Law; and,
- iv. Critical Disability Studies 6000 3.0: Research Seminar with a required major research paper.

2. Elective courses

Two half-courses selected from the courses offered.

TIME LIMITS

Faculty of Graduate Studies' regulations require all students to register for a minimum of three full terms or equivalent, and to complete all requirements within 12 terms.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REQUIREMENTS

The program is open to qualified students who want to obtain advanced scholarly training in the interdisciplinary study of Critical Disability Studies and who have demonstrated academic excellence in a related field of study. To be considered for admission, candidates must:

- ♦ have completed a master's degree with a minimum A- average or equivalent; equivalence is demonstrated by five or more years of voluntary or paid work experience in a senior position in government, administrative position in an NGO, teaching or administrative position in a university, college or high school, within the area of social justice, human rights and disability;
- provide a statement of interest demonstrating commitment to advanced work in disability studies. The statement should include a discussion of the applicant's background, interests, skills and career goals, along with a proposed program of study and specific research interests;
- demonstrate ability in writing and research by submitting a recent research paper or report that the applicant has written for a course or in an employment context; and,
- provide three letters of reference, preferably two from university faculty members. Equivalencies (letters from non-university faculty) are considered for applicants who have been out of school for more than five years.

For students whose first language is not English, a minimum TOEFL score of 600 (paper based) or 250 (computer based) or YELT score of Band 1 is required.

FIELDS IN THE PROGRAM

Within the broader scope of critical disability studies, faculty members offer research and teaching strengths in the following fields:

- 1. Human Rights and Social Justice. This field covers the key philosophical, historical and legal concepts surrounding the development and implementation of ideas and policies pertaining to human rights and social justice. It includes a broad understanding of international and national human rights standards as well as crosscultural interpretations of what is meant by social justice and legal rights obligations. The meaning of human rights and social justice are considered within the context of their applicability to people with disabilities. This field also examines diversity pertaining to crosscultural, class, gender, sexual orientation, race, ethnicity, age and poverty issues as they relate to disability. There is a focus on the ways in which diversity issues in the context of broad socioeconomic factors impact experiences of people with disabilities and how equity struggles within a diverse society inter-connect with one another.
- **2. Critical Theory.** This field covers key critical concepts and texts both within disability studies as well as articulated by post-modernism, Marxism, racial formation theory, queer theory, and feminist theories, among others, which have significantly influenced disability studies.
- **3. Social Policy.** This field examines social policy development affecting disability and equity issues within a Canadian and international context in regard to their impact on national, regional and local policies affecting people with disabilities. The impact of grass roots organizing and activism are also included as an important area of study, looking at how disability advocacy has influenced the development of social policies at different times and places both historically and in contemporary society.

DEGREE REQUIREMENTS

The PhD program is a full-time program of advanced graduate study. It is expected that most students will complete the program in four years. If students require an additional year to complete their degree requirements, they continue to be funded in their fifth year. Thereafter any student would be registered on a part-time basis.

All PhD candidates are required to develop a plan of study providing an integrated, coherent rationale for their studies as they relate to coursework, the comprehensive examination and the dissertation. The plan of study must demonstrate the use of critical theory in disability studies as well as an interdisciplinary approach that charts new areas in scholarship in this field. Upon admission, each student is assigned an advisor, based on student's field of interest as indicated in statement of interest and advisor's area of expertise, with whom the student meets to decide on the plan of study. The plan must be approved by both the student's advisor and the Program Director during the first term of study. By the end of the second term, the student must submit a finalized plan of study, which is a refinement of the first. Upon completion of their first year of study, students are required to choose a supervisor.

The PhD program has three major components: coursework, a comprehensive examination, and the dissertation.

1. Courses

Core Courses

Students are required to take one full core course, over two terms in the first year of study:

Critical Disability Studies 6100 6.0: Doctoral Seminar in Critical Disability Theory and Research.

CRITICAL DISABILITY STUDIES

Electives

In addition, students are required to complete any three half-courses from among the program's electives. Although approval from the Program Director is required, students are encouraged to take courses from other graduate programs to fulfill their elective requirements. No specialization is required, as students obtain general competencies from engagement in all three fields. It is expected that students complete their elective requirements over the first three terms of

Note If, prior to admission, students have not taken a graduate level methodology course, Critical Disability Studies 5110 3.0: **Methodology** is required in addition to the three electives for a total of four electives.

Note Critical Disability Studies 5120 3.0: Law is primarily offered to master's students; however it is accessible to PhD students who have not previously taken a law course. If prior to admission, students have not taken a Law course relating to issues of disability, Critical Disability Studies 5120 3.0: Law is required in addition to two electives for a total of three electives.

2. Comprehensive Examination

The comprehensive examination is a pedagogical exercise that requires candidates to engage in written and oral focused academic inquiry on a topic or problem of interest that extends the bounds of coursework and moves toward the conceptual work of the dissertation.

This process consists of three 25-page papers, one of which covers the scope and history of the field, its central themes and debates, and the key theoretical and methodological issues and the other two which cover specialized areas within the field.

The oral comprehensive examination is set at the completion of the three written papers. The examination committee includes the three faculty members who supervised the 3 papers as well as the Graduate Program Director. The oral component consists of a two-hour examination wherein the examiners discuss the students' comprehensive knowledge of the three areas of their papers.

The comprehensive examination is assessed using one of the following categories: pass, pass with conditions, or unsatisfactory. Candidates who receive an unsatisfactory rating on the examination have one opportunity to retake the comprehensive examination within six months of the date of the first examination. A second failure results in expulsion of the student from the program. Successful completion of the written and oral exam qualifies the candidate to begin the dissertation proposal.

3. Dissertation and Oral Examination

After successful completion of the comprehensive examination, students begin preparation of the dissertation. The dissertation, with a concentration in one of the fields, but with broad application of all three, makes an original contribution to scholarship in the field of Critical Disability Studies. The dissertation process follows the standard procedures of the Faculty of Graduate Studies.

TIME LIMITS

Faculty of Graduate Studies' regulations requires all students to register for a minimum of 12 terms (4 years), and to complete all requirements within 18 terms (6 years). Terms in which a student registers for Leave of Absence, Maternal Leave, Parental Leave, or No Course Available are not included in these time limits. Continuous registration at York University must be maintained.

COURSES

CORE COURSES

Critical Disability Studies 5100 6.0: Disability Studies: An

Overview. This course provides a broad overview of definitions and paradigms of impairment and disability: medical, psychological, sociopolitical and theoretical perspectives; functionalist, role theory, interactionism, disability and human rights issue, and recent developments in feminist and postmodern approaches to disability. Attention is given to the historical and cultural development of concepts and categories of disability; disability theory and policy at provincial, national and international levels; and implications of theory and practice for the lives of persons with disabilities.

Critical Disability Studies 5110 3.0: Methodology. This course explores current debates and issues on the implementation of disability research, including emphasis on emancipatory research and participant action research. Areas for discussion include an introduction to doing disability research, qualitative and quantitative research methodologies, involving persons with disabilities in policy and planning, assessment procedures, the dissemination of research findings and accessibility of information.

Critical Disability Studies 5120 3.0: Law. This course explores disability as a legal category with implications for the human rights of persons with disabilities. Areas for discussion include the history of disability legislation in Canada and internationally; the disability rights movement; the social and legal construction of competence and inequality; social discourse of law and policy; and recent human rights cases.

Integrated with the undergraduate course Osgoode Law 4905 3.0.

Critical Disability Studies 6000 3.0: Research Seminar with a Required Major Research Paper. This required seminar enables students to engage in either secondary analysis or original research on a topic related to the human rights approach to disability. Emphasis will be placed on the development and demonstration of skills including: question formulation, problem solving, data collection and analysis, proof and communication. This seminar provides the guidance for the major research paper that students must complete as a program requirement.

Major Research Paper: The research paper tests students against the educational objectives of breadth, depth, synthesis and originality; trains students in the recognition, formulation and writing up of a specific project; and gives students experience of working independently on a project under faculty supervision. Students are supervised on a small group basis and exceptions are made for students who have interests in specific areas to be supervised by faculty members with related expertise.

Critical Disability Studies 6100 6.0: Doctoral Seminar in Critical **Disability Studies and Research**. This course provides a broad overview of key texts in the field of disability studies, as well as an in-depth analysis of competing and complementary views about how 'disability' is defined. Areas to be studied include social movement theory and how this theory is reflected in the context of disability activism; tension and collaboration between academics and grass roots activists; gaps in disability studies; marginalization between and among people with disabilities; the notion of a disability community or communities; disability and the law; race, class, gender, and poverty; disability culture and literature; and social policy and the political economy of disability. The seminar also covers disability issues in the developing world and in Europe, including a comparative study of national and international laws pertaining to disability rights protection and the connections between disability rights and human rights, locally, regionally and internationally.

ELECTIVE COURSES

Not all elective courses are available in any one year. For course offerings in a particular session please consult the Graduate Program Office. Courses may be found on the Faculty and program websites. **Please note:** Cognate electives are allowed, with permission.

Critical Disability Studies 5020 3.0: Social Justice in the Labour Force. This course examines issues of social justice for people

with disabilities focusing on issues of un/employment, workplace accommodation and inclusion, and employment policy and practice in relation to persons with disabilities. Areas of discussion include: enabling and disabling workplace environments; disability employment programs in Canada and internationally; employment rights; and the social construction of productivity and the valuation of work.

Critical Disability Studies 5025 3.0: History of Health Care Ethics from Ancient Times to the Present. This course analyzes the diversity and controversies surrounding health care ethics over more than two thousand years of debates and experiences by practitioners and lay people. Makes connections between past practices and present developments upon which to guide future decision-makers. Integrated with the undergraduate course Health Studies 4020 3.0

Critical Disability Studies 5030 3.0: Pedagogy and

Empowerment. This course examines the assumptions, history and practices of segregation in the school, and looks beyond these debates to models of democratic and inclusive education. Areas of discussion include the social construction of 'special needs', the experience of segregated education, education policy in Canada and internationally. *Same as Education 5711 3.0.*

Critical Disability Studies 5035 3.0: Mad People's History. This course provides an overview of madness as it has been expressed and experienced in modern history, with an emphasis on first-person accounts and historical developments since the eighteenth century in Western Europe and North America.

Critical Disability Studies 5040 3.0: Experience and Politics of Multiple Identities. This course explores relationships experience, social discourse and politics of identity, focusing on areas of gender/sexuality, ethnicity and class. Areas of discussion include: racism and ableism, dual discrimination, feminist approaches to disability, gay/queer/lesbian experience and rights.

Critical Disability Studies 5045 3.0: Health Equity and Mental Health Policy. Involves an analysis of mental health policy starting with early conceptualizations and approaches to mental health care, to more recent government initiatives and societal approaches in Canada, with a comparison to other international contexts.

Integrated with the undergraduate course Health Studies 4140 3.0

Critical Disability Studies 5050 3.0: Disability in Cultural Context. This course focuses on (1) the cultural construction of disability as a discursive category, (2) disability in cross-cultural perspective, and (3) disability and the globalization of culture. Areas for discussion include: disability and media representation; disability, identity and community; cross-cultural perspectives on competence and the body; the embodiment of identity; the disability culture movement.

Critical Disability Studies 5055 3.0: Knowledge Production. This course builds on students' understanding of knowledge production and methods associated with the research pradigms. It examines the politics of knowledge production, including how institutions and other social structures influence research question and what knowledge is deemed legitimate.

Critical Disability Studies 5060 3.0: Disability in an Age of Information Technology. This course examines concepts and experience of disability in relation to recent innovations in information technology and communicative innovation. Emphasis will be placed on relationships between technological innovation and societal definition of disability; the dissemination of information; the potential of new technology for empowerment/disablement, and on issues of technological research ethics.

Critical Disability Studies 5065 3.0: Health Systems, Issues and Inequities in Comparative Perspective. This course uses a

comparative political economy perspective to understand change in Canadian and global health policy issues. Students are first introduced to health policy issues by comparing Canada's system with others. Subsequent sessions investigate health issues including the role of international organizations, globalization and privatization, caregiving, environmental health and genetics, health reform, health care and place,' social determinants of health, role of nonprofits, and the impact of transmissable diseases. Emphasis is placed on analyzing these issues as they impact class, race/ethnicity and gender. Integrated with the undergraduate course Health Studies 4110 3.0.

Critical Disability Studies 5070 3.0: Geography of Disability. This course examines the embodied experience and social construction of disability in relation to the production and development of built space. Issues to be addressed include: a historical analysis of the social space of disability; the environment of community care and independent living; urban/rural experiences of disability; policy and concepts of urban planning; transportation and accessibility regulation.

Same as Geography 5260 3.0.

Critical Disability Studies 5080 3.0: Language, Literature and Disability. This course explores representations, fantasies and fictions of physical and cognitive difference as they have appeared in works of literature throughout history. Through critical discussion of major literary works, discussion will focus on the ways in which our perceptions of the body and our definitions of disability have underpinned our concepts of humanness; our cultural perceptions of what bodies should be or do.

Critical Disability Studies 5090 3.0: Public Policy and Disabilities. This course focuses on the concept of social exclusion and its relationship to the experience of persons with disabilities in Canada. It will consider the extent to which persons with disabilities are provided with a) access to societal and community resources; b) voice in policy development and implementation; and c) opportunities for participation in common cultural activities. Integrated with the undergraduate course Health Studies 4130 3.0.

Critical Disability Studies 6120 3.0: Social Inclusion: Theory and Practice in Education and Social Policy. Inclusive education and social policy demand a politics and discourse of recognition. This course critically examines the international discourses of special education, inclusion and integration to expose disabling knowledge which serves to regulate and limit the educational and social options for students with disabilities.

Critical Disability Studies 6130 3.0: International Development in Disability and Human Rights. This course examines international development, human rights and disability rights. Topics include the impact of civil and imperialist conflict; refugees and disability supports; globalization and the influence of international organizations.

Critical Disability Studies 6140 3.0: Health and Disability. What comprises disability? What comprises chronic illness? This course analyzes the social construction of disability and illness, and the ways in which the two are distinct, yet inter-related. The course's analysis is rooted in examining assumptions about where the source of disability is located.

Critical Disability Studies 6150 3.0: Critical Interpretations of Disability History. This course examines the historical experiences of people with disabilities from medieval European history to twentieth century North American society. Topics to be examined include pre-industrial interpretations of physical and mental disability; the impact of the industrial revolution on disability as a social category and lived experience; segregation, transinstitutionalization and community living; rehabilitation programs and their critics in the twentieth century; diversity, discrimination and activism within the disability community; the modern development of critical literature on the history of people with disabilities.

DANCE

301 Accolade East Building (416) 736-5137 http://www.yorku.ca/finearts/dance/grad.htm

GRADUATE FACULTY MEMBERS

Professor and Director of the Graduate ProgramSelma Odom

Professors

PENELOPE REED DOOB PENNY VAN ESTERIK HOLLY SMALL MARY JANE WARNER

Associate Professors

DARCEY CALLISON NORMA SUE FISHER-STITT MARY-ELIZABETH MANLEY

Assistant Professors

Modesto Amegago Carol Anderson Danielle Robinson Claire Wootten

Adjunct Faculty

MIRIAM ADAMS
EDMUND FAIRFAX
STEPHEN JOHNSON (TORONTO)
BRIAN QUIRT
RHONDA RYMAN (WATERLOO)
ANTON WAGNER

The Master of Arts in Dance is a two-year program offering the study of dance through historical research, critical writing, ethnology, movement analysis and reconstruction. Graduates from the program are currently involved in teaching, writing, performing, further study and work in libraries, archives and museums.

It is possible for students to obtain their Master of Arts in combination with a Master of Business Administration degree. Please see the Combined MBA/MFA/MA section of this *Calendar* for more information.

MASTER OF ARTS PROGRAM

ADMISSION REQUIREMENTS

Candidates should hold an honours degree (or equivalent) with a B standing and should have a background in dance studies or a related area such as music, theatre, history, philosophy, anthropology, sociology or folklore. Students lacking sufficient dance background may be asked to enrol in a qualifying year prior to entering the program. Applications are evaluated on the basis of transcripts, three letters of reference, a 500-word statement on research and career objectives and a sample of past written work.

DEGREE REQUIREMENTS

Students may complete the MA degree by using one of the following three routes:

MA Degree by Thesis

Candidates for the MA degree by thesis must fulfil the following requirements:

1. Courses

Five half-courses or equivalent, chosen from those offered by the Graduate Program in Dance. Of these, students are required to take **Dance 5200 3.0** and **Dance 5300 3.0**. Two additional half courses to be selected from the current program offerings. One half course from the program offerings or from a cognate area.

2. Language

There is no foreign language requirement for the MA in Dance but a candidate's supervisor or supervisory committee may require the candidate to demonstrate a reading knowledge of such languages as are necessary to enable them to use the major primary and secondary sources relevant to their major research paper/project or thesis. When appropriate, other skills or courses (*e.g.*, statistics) may be required in addition to the course requirements.

3. Colloquia

All students are required to attend non-credit colloquia scheduled each year in which guests and students present material of common interest.

4. Thesis

A **thesis** or **thesis project** which demonstrates the student's ability to do original research. After formal submission of the thesis, an oral examination, normally centred on the thesis and matters related to it, is held.

MA Degree by Research Paper

Candidates for the MA degree by research paper must fulfil the following requirements:

1. Courses

Six half-courses, or equivalent, chosen from those offered by the Graduate Program in Dance. Of these, students are required to take **Dance 5200 3.0 and Dance 5300 3.0**. Two additional half courses are selected from the current program offerings, and a further two half courses are selected from the program offerings or from a cognate area.

2. Language

There is no foreign language requirement for the MA in Dance but a candidate's supervisor or supervisory committee may require the candidate to demonstrate a reading knowledge of such languages as are necessary to enable them to use the major primary and secondary sources relevant to their major research paper/project or thesis. When appropriate, other skills or courses (*e.g.*, statistics) may be required in addition to the course requirements.

3. Colloquia

All students are required to attend non-credit colloquia scheduled each year in which guests and students present material of common interest.

4. Research Paper

Candidates must undertake research under the direction of a Dance graduate program faculty member on an approved topic and write a substantive research paper incorporating this research. The paper will be evaluated by the faculty member directing the research and by a second reader appointed by the Director of the Graduate Program.

MA Degree by Coursework

Candidates for the MA degree by coursework must complete a total of ten three-credit courses or equivalent:

1. Courses

Six three-credit courses chosen from those offered by the Graduate Program in Dance (Dance 5200 3.0 and Dance 5300 3.0 plus four additional three-credit courses).

2. Cognate

Two three-credit courses or equivalent from approved cognate fields at the graduate level.

3. Elective

Two three-credit courses or equivalent at the graduate level in dance or at the graduate level in an approved cognate field.

4. Language

There is no foreign language requirement for the coursework option.

5. Colloquia

All students are required to attend non-credit colloquia scheduled each year in which guests and students present material of common interest.

MASTER OF FINE ARTS PROGRAM*

*Pending OCGS approval

The Master of Fine Arts in Dance provides students with the opportunity to conduct research in contemporary choreography and dance dramaturgy within diverse contexts for theatrical dance. This

five-term MFA program enables students to develop and refine skill in all aspects of choreographic process, from conceptualization through to final production and documentation of theatrical choreography.

ADMISSION REQUIREMENTS

Normally candidates for the MFA in Choreography and Dance Dramaturgy will have a BFA in dance, or equivalent, with a B+ average or above in the last two years of study. Candidates are expected to enter with a full understanding of choreographic elements and a knowledge of dance history and dance aesthetics. When applying, all candidates are required to submit video examples of their most recent choreography and a statement outlining their objectives in pursuing this degree The entrance MFA Graduate committee conducts interviews in person or by telephone as required.

DEGREE REQUIREMENTS

MFA Degree by Thesis

Students in the Dance MFA program are required to successfully undertake the following courses and activities during five terms.

1. Colloquia

All students are required to attend the non-credit **Dance MFA Colloquia** scheduled each year in which guests and students present material of common interest.

2. Courses

Elective

An **elective** course (in dance or another cognate area course) must be taken during the first three terms.

Required Courses

Students enrol in the following courses in the first term of study:

Dance 5501 6.0: Initiating, Forming and Performing Choreography

Dance 5300 3.0: Methods and Materials for Movement

Observation

Dance 5325 3.0: Creativity Studies and Performing Arts

Students enrol in the following courses in the second term of study:

Dance 5501 6.0: Initiating, Forming and Performing

Choreography (continues from first term)

Dance 5350 3.0: Theory and Practice in Dance Dramaturgy

3. Thesis Proposal and Research

Students prepare the thesis proposal in the second term of study, and must complete the thesis proposal and submit it for approval by the end of that term. Research for the thesis including creative research is expected to be completed during third and fourth terms.

4. Thesis

An MFA choreography OR dramaturgy thesis which demonstrates the student's ability to do original research. After formal submission of the thesis, an oral examination, normally centred on the thesis and matters related to it, is held.

COURSES

Not all courses are offered in any one year. Please consult with the program director for the current year's offerings. Courses may be found on the Faculty and program websites.

Dance 5100 6.0 or 5110 3.0: Directed Readings. A full or half course in supervised readings for individual students to prepare for intensive research in a selected area. Approval is required of the principal advisor and program director.

Dance 5200 3.0: Research Methods. This course considers dance research from various theoretical and disciplinary perspectives. It also emphasizes searching skills, bibliography, research design and strategies for scholarly writing and presentation. Lecture/discussion, readings, seminar presentations. Required of all students.

Dance 5210 3.0: Selected Studies in Dance History I. Dance 5211 3.0: Selected Studies in Dance History II. Two seminars focusing on selected topics in the field of dance history. Topics to be announced. Lecture-discussion, seminar, research paper.

Dance 5220 3.0: Dance and Modernism. This course examines dance modernism in the period immediately before World War I. Creative collaboration, working process, production, critical and popular response, social context and politics form the main reference points for an investigation of key performances.

Dance 5225 3.0: Choreography. This course involves choreography with and emphasis on interdisciplinary productions and work on structure and form. Students work on the development of personal interests and style in choreography. The course requires them to commit themselves to pre-performance and performance schedules related to productions of their work.

Integrated with the undergraduate course Fine Arts Dance 4220 3.0.

Dance 5230 3.0: Women Performing Heroism. To investigate women as visionaries and activists, and to study their representations as heroes, this seminar considers interpretations of Joan of Arc in dance, drama, music, theatre and film.

Dance 5300 3.0: Methods and Materials for Movement Observation. Various frameworks for the study and description and documentation of human movement may be offered, e.g., Laban Movement Analysis or Motif Writing. Lecture-discussion, movement work, readings, field study and individualized projects. Required of all students.

Dance 5310 3.0: Dance Writing. A seminar on writing about dance based on the study of historical and contemporary writers, as well as on practical experience in various written forms.

Prerequisites: York's undergraduate courses Fine Arts/Dance 1340 3.0 and Fine Arts/Dance 2340 3.0 or equivalent courses in dance

Integrated with the undergraduate course Dance 4310 3.0.

Dance 5320 3.0 Methods of Dance Reconstruction. This seminar examines dance reconstruction from the Renaissance era to today focusing on methodologies and issues related to historical performance.

Dance 5325 3.0: Creativity Studies and Performing Arts. This course examines current theories, methodologies, and findings in creativity studies literature and applies them to individual or collaborative research projects on the nature and nurture of creativity in the performing arts, with a focus on dance.

Dance 5330 3.0: Anthropology of Dance in Canada. This course surveys classical, folk, tribal and social dance traditions within the Canadian cultural context and from an ethnographic perspective. Pre- or corequisite: Fine Arts/Dance 1340 3.0 and Fine Arts/Dance 2340 3.0 or equivalent courses in dance history survey and, for undergraduates, upper level standing. Integrated with the undergraduate course Dance 4330 3.0.

Dance 5340 3.0: Topics in Historical or Cultural Dance Style.

Practical and theoretical studies in historical or cultural dance style from an historical or ethnological perspective. Methodologies of describing, recording, and interpreting movement patterns in context or emphasized. Lecture/discussion/demonstrations; research papers and presentations.

Integrated with the undergraduate course Dance 4340 3.0.

Dance 5345 3.0: Issues in Canadian Dance History. An

investigation of selected periods, people, cultural, social and political events in the development of Canadian dance during the nineteenth and twentieth centuries.

Integrated with the undergraduate course Dance 4345 3.0.

Dance 5350 3.0: Theory and Practice in Dance Dramaturgy. This course examines the thematic structures and foundational elements of contemporary choreographies through the lens of dance dramaturgy. Students develop methodologies for researching and documenting the aesthetic content, historical contexts and political connotations of the creation and production of original choreography.

Required of all Dance MFA students.

Dance 5350 3.0: Theory and Practice in Dance Dramaturgy. This course examines the thematic structures and foundational elements of contemporary choreographies through the lens of dance dramaturgy. Students develop methodologies for researching and documenting the aesthetic content, historical contexts and political connotations of the creation and production of original choreography.

Prerequisites: Dance 5300 3.0 and Dance 5325 3.0.

Dance 5400 3.0: Research Seminar in Dance Ethnology. This course surveys a wide range of theoretical approaches to the study of dance from an ethnological perspective. Included are the study of dance as a system of communication, dance as part of social structure, dance as ethnicity and dance as sacred art.

Prerequisite: one course in anthropology of performance or permission of the course director.

Same as Music 6280 3.0.

Dance 5420 3.0: World Dance: Global and Local Perspectives.

This course investigates the vast spectrum of world dance, particularly as it can be locally accessed in Canada. Theoretical research complements practical study through internships or fieldwork. Students develop case studies of their chosen examples.

Dance 5501 6.0: Initiating, Forming and Performing

Choreography. This course explores a variety of creative approaches to developing, structuring and editing movement. Through individual and collaborative research, the student develops a personal choreographic voice and explores the cultural and aesthetic questions arising from their choreographic research.

Corequisites: Fall (Term 1): Dance 5300 3.0 and 5325 3.0; Winter (Term 2): Dance 5350 3.0.

Required of all Dance MFA students.

Dance 5900 3.0: Imaging the Arts: Interdisciplinary

Collaborations. This course explores practical and theoretical aspects of crossdisciplinary collaborations in the arts. With a view to reflecting on issues of representation, analysis of pre-existing collaborations supplement critical reflections on newly created works. Participants in the course augment their already acquired skills with new techniques/skills related to other art forms. Studio creative experiences, supplemented by work with analog and digital technologies, culminate in a personal or group project supported by a paper. Team-taught, the focus of the course shifts from year to year. Same as Film & Video 5900 3.0, Music 5900 3.0, Theatre 5900 3.0 and Visual Arts 5900 3.0.

Dance MA Research Paper.

No course credit.

Dance MA Thesis or Thesis Project Research.

No course credit.

Dance MFA Colloquia. MFA students attend a series of eight colloquia or workshops over five terms. Topics include: ethics in dance research and creation; dance and human rights; making dance films; dance science and the expressive body; preventing injury and encouraging risk; teaching dance to a diverse student body; financing dance and living above the poverty line; time management and stress: strategies for health; dancing with older bodies; designing dance: lighting, costumes, makeup; choreography for and with children; dance with diverse ability; communities of dance; copyright laws and dance; various studio workshops in such things as alternative bodywork, social dance, Butoh, as well as classes with guests from Toronto's many master teachers from various cultures.

Required of all MFA students.

No course credit.

Dance MFA Production Workshop. Over five terms MFA students are required to complete 150 hours of production, rehearsal direction, design and administrative work related to the creation and mounting of theatrical dance events, 30 hours in each of 5 terms. This workshop is organized by the Director of the MFA programme and the Performance Committee Chair; together they meet with MFA students in the first month of each term. In this meeting, collaborative graduate production projects are assigned for the entire term. It is the responsibility of the graduate students to submit monthly progress forms. It is the responsibility of the Director of the MFA programme in Dance, the Performance Committee Chair and each student's supervisor to evaluate the student's participation. Required of all MFA students.

No course credit.

Dance MFA Choreography Thesis. The choreography thesis demonstrates the student's personal choreographic voice through the creation and mounting of three original, and diverse dance ideas. Each of the three choreographies must be presented in a minimum of three public performances.

No course credit.

Dance MFA Dramaturgy Thesis. Students completing a Dance dramaturgy thesis are required to work with two different choreographers on the development, creation, production and documentation of original choreography. *No course credit.*

DESIGN

4008 Technology Enhanced Learning Building (416) 736-5885 http://www.design.yorku.ca

GRADUATE FACULTY MEMBERS

Associate Professor and Director of the Graduate Program Woltek Janczak

Professor Emeriti

ANDY TOMCIK

Associate Professors

DON NEWGREN
JIMMY PENG
DAVID SCADDING
WENDY WONG

Assistant Professors

David Cabianca Sandra Gabriele Janin Hadlaw Angela Norwood

Adjunct

BRIAN DONNELLY ARLENE GOULD ANGELA IAROCCI MICHAEL LARGE BRIAN TSANG DOUG WHITTON The Graduate Program in Design is a practice-based, two-year program that investigates cultural, social, cognitive and technological dimensions of communication design, information design, interactivity design, motion graphics and design studies. It prepares graduates for careers as professional designers, design theorists/researchers and educators by engaging students in design practice, theory, methodology, research and management strategies. The program embraces intellectually curious students interested in experimental and investigative approach to design practice, theory and research.

FACILITIES

The teaching facilities located in the Technology Enhanced Learning Building on the York campus are among the finest design education spaces in North America. Dedicated spaces include a state-of-the-art computing studio for graduate students and special project rooms for research/office space. The graduate computing studio is equipped with the latest technology for professional design and research. The typography studio, with an extensive collection of wood type and press facilities, is designated for tactile experimentation.

MASTER OF DESIGN PROGRAM

ADMISSION REQUIREMENTS

Admission to the program requires a four year undergraduate honours degree or equivalent, with at least a B (second class) standing, preferably in design or a design-related field. Exceptional students who apply from non-design fields, or who do not hold an honours degree, may be encouraged to complete up to one year of makeup study as an undergraduate student before their formal application can be reviewed. Undertaking and completing this BDes undergraduate year does not constitute or promise formal acceptance into the Master of Design program.

APPLICATION PROCEDURES

An application to the program includes several components. Before starting the application process, please review all of the requirements for formally applying to the Faculty of Graduate Studies as well as those additional ones that are required by the Graduate Program in Design. All components should be completed and submitted as one package.

This package should include the application and application fee, curriculum vitae, statement of intent (1000 words), three letters of recommendation, two copies of all transcripts, portfolio (on a CD/DVD) and all other supporting documentation.

DEGREE REQUIREMENTS

The Master of Design degree requires the equivalent of five semesters of full-time study.

The first two terms provide a solid core of coursework in practicum, design research, theory, issues, management, and design investigations. The problems addressed in the second term practicum course and within Design Investigations will help shape the thesis proposal that is written in the third term. Terms four and five are dedicated to the practicum-oriented thesis.

Master of Design by Thesis

1. Courses

Students **must** successfully complete the following courses within five terms:

Design 5101 3.0: Design Research and Theory

Design 5001 6.0: Design Practicum
Design 5102 3.0: Design Issues
Design 5103 3.0: Design Management
Design 5104 3.0 or 6.0: Design Investigations

Design 5105 3.0 or 6.0: Group Major Research Project

Design 5106 0.0: Design Colloquium

2. Thesis

When required course credits are completed, students may begin the practicum oriented thesis. Students must successfully complete the thesis, **Design 5002 18.0: Thesis**, according to program and Faculty regulations.

ENGLISH LANGUAGE REQUIREMENT

All instruction in the Graduate Program in Design is delivered in English. It is imperative that students be proficient in English and be able to present their ideas both verbally and in writing. Consequently, proof of language proficiency is required unless applicants meet one of the following criteria:

- ❖ first language is English; **OR**
- completed at least two years of full-time study at an accredited university in a country (or institution) where English is the official language of instruction.

COURSES

Not all courses are offered each year.

Design 5101 3.0: Design Research and Theory. For the past twenty-five years the discipline of design has been developing its own theoretical and research base. This course examines both the range and findings of the design research which has been completed and reviews the theoretical groundwork for mapping out future research strategies. The course employs lectures, case studies, and exploration at both the individual and group levels.

Prerequisite: Registration in the Graduate Program in Design or permission from the Graduate Program Director

Design 5001 6.0: Design Practicum. This course offers students opportunities to explore problems in communication, information, and design systems issues, applying research, theory and planning content from the design research and theory course. Students work with faculty advisors, producing design work with full supporting process documentation. Projects are both individual and collaborative. Presentations and critiques are attended by students, faculty and visitors.

Prerequisite: Registration in the Graduate Program in Design or permission from the Graduate Program Director

Design 5102 3.0: Design Issues. This course examines contextual issues for communication design. Topics include technological innovation, social change, cultural values and behaviour, and business models. The course employs lectures, presentations and extensive readings.

Prerequisite: Registration in the Graduate Program in Design or permission from the Graduate Program Director

Design 5103 3.0: Design Management. There is growing awareness that design and design-led thinking should be an integral part of corporate and institutional strategy. This course focuses on the role of design as a core competency for business. It explores

issues, processes and best practices in the discipline of design management using case studies from corporate and institutional sources.

Prerequisite: Registration in the Graduate Program in Design or permission from the Graduate Program Director

Design 5104 3.0: Design Investigations. Students pursue individual explorations of design related topics. Themes may be drawn from design research, history or theory, or from design management and ethics issues.

Prerequisite: Design 5101 3.0, 5102 3.0 permission from the Graduate Program Director.

Design 5105 3.0: Group Major Research Project. Students form themselves into small groups of three or four which may include individuals from non-design disciplines. Each group is responsible for developing a research project involving multidisciplines, conducting the research and presenting the findings in a suitable public forum.

Prerequisite: Design 5101 3.0: Design Research and Theory or permission of the Graduate Program Director

Design 5106 0.0: Design Colloquium. All students in both years of study come together on a regularly scheduled basis to review and present their work; plan and give presentations on special topics; and listen to guest lectures.

Prerequisite: Registration in the Graduate Program in Design or permission from the Graduate Program Director

Design 5002 18.0: Thesis. The thesis studio project demonstrates mastery of design knowledge and process and is fully documented in a report, presenting the research, analysis, rationale, evaluation and other supporting material. Students pursue their thesis topic with a supervisory committee.

Prerequisite: completion of all course work.

DEVELOPMENT STUDIES

(416) 736-2100 ext. 20979 http://www.arts.yorku.ca/sosc/ids/Graduate 308 Founders College

GRADUATE FACULTY MEMBERS

 $\begin{tabular}{ll} \textbf{Associate Professor and Director of the Graduate Program } \\ \textbf{Fahimul Quadir} \end{tabular}$

Professors

JUDITH HELLMAN LINDA PEAKE

Associate Professors

EDUARDO CANEL
RAJU DAS
LISA DRUMMOND
RICARDO GRINSPUN
SHUBHRA GURURANI
PABLO IDAHOSA
PHILLIP KELLY
KAMALA KEMPADOO
ANANYA MUKHERJEE
VIVIANA PATRONI
PETER VANDERGEEST

Assistant Professors

Amin Alhassan Mario Blaser The Graduate Program in Development Studies is a unique graduate program comprised of a set of interdisciplinary core courses that have been specifically designed to provide students with a full range of conceptual and methodological tools to engage the current issues and challenges of sustainable human development as it confronts us in our globalizing world. The program requires that students deal with this reality through the literature and through fieldwork. The coursework and fieldwork together combine to provide students with the basis for an opportunity for sustained reflection on a particular aspect of the larger development problematic.

The course of study integrates critical theoretical exploration and practice, and incorporates contemporary discourses on development to better reflect the new realities of globalization and the recent developments in the field. Students gain real-world experience with a variety of international internships and volunteer opportunities and through the fieldwork component.

Designed for persons who are either currently working or aspiring to work in the field (*e.g.*, for multilateral organizations, government agencies, development NGOs or local community organizations), the program serves as an excellent foundation for those intending to complete a specialized doctoral program in development studies.

MASTER OF ARTS PROGRAM

ADMISSION REQUIREMENTS

Candidates must:

- * have a completed honours degree (with B average or equivalent) in a relevant humanities, social science, or related applied program;
- submit a recent research paper or report to indicate ability in writing and research;
- ❖ submit a statement of interest providing evidence of commitment to advanced work in studies in development. The statement should include a discussion of the applicant's background, interests, skills, and career goals, with a proposed program of study;
- ❖ submit three (3) letters of recommendation written by academic and/or non-academic referees; and,
- ❖ for students whose first language is not English, have a minimum TOEFL score of 600 (paper-based) or 250 (computer-based); or YELT score 1.

Applicants are assessed on the basis of academic achievement and potential and/or demonstrated capacity for advanced work in International Development. Efforts will be made to attain a balance among students who have significant work experience in the field and those that are relatively recent graduates of undergraduate programs.

SUPERVISORY COMMITTEES

Each student's area of study is taken in consultation with a twoperson faculty supervisory committee, allowing the student to maintain close contact with faculty members who share similar orientation and interests. Members of the supervisory committee act as academic advisors assessing the student's work and progress, assisting with thesis or major research paper preparation and serving as professional mentors.

DEGREE REOUIREMENTS

The program is offered on a full-time and part-time basis, with a recommended time of 2 years for completion of the program. The program offers two options with respect to degree requirements, a thesis, or a major research paper.

MA Degree by Thesis

The thesis option is completed within a two year (5 term) timeframe.

1. Courses

Students are required to take two and one-half full course equivalents (four three-credit core courses, one three-credit elective), a non-credit seminar, fieldwork and a thesis.

Development Studies 5100 3.0: Conceptual Foundations for Development I

Development Studies 5101 3.0: Conceptual Foundations for Development II

Development Studies 5120 3.0: Research Methods for Development

One three-credit course from among: Development Studies 5110 3.0: Development, Political Economy & Policy; Development Studies 5111 3.0: Civil Society & State in Development Discourse and Practice; Development Studies 5112 3.0: Cultural Politics of Development; Development Studies 5121 3.0: Tools and Policy Analysis for Development

One three-credit elective course

Development Studies 5122 0.0: Critical Reflections on Field Work and Writing (non-credit seminar)

2. Fieldwork

All students will be required to undertake field work for a period of three to four months, preferably during the Summer semester. In cases where students entering the program have extensive work experience in the field with a development agency or NGO, they may be granted credit for the field work requirement based upon this experience. Students will be assisted in choosing the location of their field work by the Graduate Director

3. Thesis

Candidates must conduct a research study and report the results in appropriate thesis form. The research and results should demonstrate the Candidate's independence, originality, and understanding of the area of investigation at an advanced level. There are no precise requirements for length, but a reasonable guideline would be 100 double-spaced typewritten pages. The thesis is written under the supervision of a Thesis Supervisory committee consisting of three faculty members, including one from outside the program. Upon completion, the thesis must be defended in an oral examination before a Thesis Examining committee, made up of two faculty members from the program, one from another program and the Dean's Representative. Aside from requirements established by the Faculty of Graduate Studies, theses should follow normal scholarly standards in form.

MA Degree by Major Research Paper

The major research paper option is completed within a two year (5 term) timeframe.

1. Courses

Students are required to take three full course equivalents (four three-credit core courses, two three-credit electives), a non-credit seminar, fieldwork and a major research paper.

Development Studies 5100 3.0: Conceptual Foundations for Development I

Development Studies 5101 3.0: Conceptual Foundations for Development II

Development Studies 5120 3.0: Research Methods for Development

One three-credit course from among: Development Studies 5110 3.0: Development, Political Economy & Policy; Development Studies 5111 3.0: Civil Society & State in Development Discourse and Practice; Development Studies 5112 3.0: Cultural Politics of Development; Development Studies 5121 3.0: Tools and Policy Analysis for Development

Development Studies 5122 0.0: Critical Reflections on Field Work and Writing (non-credit seminar)

Two three-credit elective courses

2. Fieldwork

All students are required to undertake field work for a period of three to four months, preferably during the summer semester. In cases where students entering the program have extensive work experience in the field with a development agency or NGO, they may be granted credit for the field work requirement based upon this experience. Students are assisted in choosing the location of their field work by the Graduate Director

3. Major Research Paper

The major research paper comprises the sustained exploration of a theoretical or empirical question. The major research paper should normally be related to the student's fieldwork. As a research project, the major research paper is generally narrower in scope, less complex in methodology and/or less ambitious in data gathering and analysis than a thesis. Major research papers should be between 40 and 50 double-spaced pages in length. The paper is supervised by a core faculty member from the program. Upon completion, the paper will be read by an additional faculty member from the program, and the student is required to defend it orally before both readers. Where students have been granted advanced credit for fieldwork (on the basis of previous work experience) then the major research paper need not be based upon fieldwork. It is also the case that unlike a master's thesis, an major research paper need not contain original research. Instead, a major research paper may take the form of a review of literature in a field, the exploration or synthesis of various points of view in a subject area, or a pilot study for a larger project.

COURSES

Course offerings support the program objectives. Students are advised to contact the Graduate Program in Development Studies for further information on courses to be offered in any given year. Supplementary courses on special topics may be added. Not all courses will be offered each year.

CORE COURSES

Development Studies 5100 3.0: Conceptual Foundations for Development I. This course examines the problematique of conceptualising development as a critical paradigm and assesses the competing paradigms in development in light of their epistemological and normative theoretic foundations.

Development Studies 5101 3.0: Conceptual Foundations for Development II. Following from Conceptual Foundations of Development I, this course explores the historical foundations and evolution of development theory and practice. Specifically, the course examines the origins, emergence, and convergence of development ideas and practices through a number of key institutions, states, agencies and actors.

YORK UNIVERSITY FACULTY OF GRADUATE STUDIES 2007-2009 CALENDAR DEVELOPMENT STUDIES

Development Studies 5110 3.0: Development, Political Economy and Policy. The course explores major contributions to the study of global political economy in order to account for the political determinants, and also the consequences, of international economic relations. The course focuses on the origins and evolution of the modern world system, including globalization and its impact on structures of power.

Development Studies 5111 3.0: Civil Society & State in **Development Discourses and Practice**. This course explores practices of development which reflect efforts of civil society groups; the values they espouse; the constraints they face, and their interactions with the institutional approaches and actors; the debate on participation and resistance; and the inherently conflictual nature of development.

Development Studies 5112 3.0: Cultural Politics of Development.

This course brings together cultural theory and development theory and practice to explore the ways that development processes have changed the social and cultural makeup of countries and communities, and to investigate the salience of the connections between representation, power and culture in development practice. The course also examines the changing uses to which culture has been put by development institutions as an instrument of and for development.

Development Studies 5120 3.0: Research Methods for **Development**. This interdisciplinary course provides a basis for research on and in developing countries, giving students an appreciation of the range of competing theoretical and methodological frameworks, which inform research in international development.

Development Studies 5121 3.0: Tools & Policy Analysis for **Development**. This course offers a concise, yet critical and systematic analysis of development praxis. It emphasizes a close link between development theory and practice, and thus aims to provide a deeper understanding of the processes by which development intervention programs are designed, implemented, and monitored.

Development Studies 5122 0.0: Critical Reflections on Field Work. Drawing from participatory action research models, this course critically review the data collected and/or experiences gathered from the field. It highlights the potential contradiction between a researcher's agenda and findings and the lack of usefulness or relevance the information, data and insights have for primary beneficiaries, stakeholders and local people.

ELECTIVE COURSES

Some elective courses are drawn from existing courses in other graduate programs and are open to graduate students in a variety of programs at York, depending on availability and demand. Students should consult with the program for current information about elective courses.

Communication & Culture 6321 3.0: Communication & International Development. This course brings together various theoretical and policy approaches to communication and international development. As a seminar, selected critical readings serves as a backdrop for discussions on the nexus of communication, technology, development and the nation-state. The course interrogates the historical and social construction of development and underdevelopment, and how state actors mobilize the rhetoric of technology to galvanize support for the national development.

Development Studies 5110 3.0: Development, Political Economy and Policy. The course explores major contributions to the study of global political economy in order to account for the political determinants, and also the consequences, of international economic relations. The focus is on the origins and evolution of the modern world system, including globalization and its impact on structures of power.

Development Studies 5111 3.0: Civil Society & State in **Development Discourses and Practice**. This course explores practices of development which reflect efforts of civil society groups; the values they espouse; the constraints they face, and their interactions with the institutional approaches and actors; the debate on participation and resistance; the inherently conflictual nature of development.

Development Studies 5112 3.0: Cultural Politics of Development.

This course brings together cultural theory and development theory and practice to explore the ways that development processes have changed the social and cultural makeup of countries and communities, and to investigate the salience of the connections between representation, power and culture in development practice. The course also examines the changing uses to which culture has been put by development institutions as an instrument of and for development.

Development Studies 5121 3.0: Tools and Policy Analysis for **Development**. This course offers a comprehensive yet critical overview of the ways in which development is delivered by official aid agencies, government organizations and NGOs. By exploring selected case studies, it aims to provide a balanced analysis of the effectiveness of commonly used tools that aim to promote peoplecentred development in different parts of the world. The course creates an opportunity for students to break new intellectual ground in the delivery of development.

Education 5464 3.0: Issues in Globalization and Education. This course examines some of the key issues confronting educational work in the context of globalization. The course considers the antecedents of globalization, the emerging processes of globalization and conceptual resources for understanding the relationship between globalization and internationalization in educational policy and practice.

Geography 5330 3.0: Feminist Geographies of Space and Place.

This course examines developments in feminist geography over the last two decades. Particular attention will be given to studies of the construction and representation of gendered identities in specific places as well as the role of place in the constitution of those identities.

Geography 5360 3.0: Geographies of Globalization and **Development**. This course examines the ways in which developing areas are being integrated into a globalizing world economy. The course explores: the discursive power of globalization and development as concepts; the flows of commodities, capital and people that integrate global space; and, the multiple scales at which the global economy is constituted.

Geography 5375 3.0: Place, Space and Capitalism: Themes in the Historical Geography of Materialism. This course examines the political economy of capitalism from a geographical angle. It looks at the spatial and environmental aspects of capitalism employing Marx's 'mature' works as well as more contemporary literature on political economy in geography and cultural studies.

Political Science 5590 3.0: Political Development in South Asia.

This course explores the various dimensions of South Asian political development, with emphasis on political-economy and development issues. It examines the similarities and differences between South Asian nations and explores their contemporary dynamic in a historical context.

Integrated with the undergraduate course Political Science 4590 3.0.

Political Science 5575 3.0: The Politics of Southern Africa. This course examines South Africa's racial capitalist system and resistance to it – focussing on the present transition to a more equitable political and economic system; it also explores the current situation in other southern African countries, such as Angola, Mozambique, Namibia and Zimbabwe.

Political Science 6566 3.0: Advanced Topics in Latin American and Caribbean Politics. This course examines the impact of international economic integration on Latin America and the Caribbean. It focuses on the social impact of globalization and the responses that these changes call forth: state policies, the rise of new political parties, unions and grassroots organizations and, in particular, international migration and transnationalism.

Same as Social & Political Thought 6305 3.0.

Social Anthropology 5190 3.0: Cultural Politics of Environment and Development II: Environmental Justice. Increasingly, the natural environment is a contested site of local, national, and

global struggles over resources, livelihoods, representations, and meanings. The contending claims over resources, competing interpretations of environmental change, environmental movements worldwide, and a revived focus on racialized and gendered forms of ecological knowledge describe the highly politicized nature of ecological conflicts. This is the second part of a two course sequence addressing the intersections in the cultural politics of environment and international development. Topics include environmental justice movements in both northern and southern settings, globalization and environment, post-Marxist political ecology, environmental history, the state in political ecology, environment and violence, and the social construction of space.

Same as Geography 5325 3.0 and Sociology 6315 3.0.

Sociology 6660 3.0: Sociology of Global Development. This course reviews major theories of underdevelopment, such as imperialism, neo-imperialism, dependency, world system and modernization. It also pays significant attention to the state, culture, hegemony, resistance, gender, ethnicity and other issues as conceptualized by theorists and researchers who see gaps in the earlier traditions of scholarship in this field. The terms "development" and "underdevelopment" are analyzed critically in terms of their diverse usages by theorists. Attention is given to regional diversity and country-to-country variation in an effort to develop perspectives for the comparative analysis of social organization and change.

DISASTER & EMERGENCY MANAGEMENT

(416) 736-2100 ext. 22879 http://www.atkinson.yorku.ca/madem 282 Atkinson Building

GRADUATE FACULTY MEMBERS

Lecturer and Director of the Graduate Program

DAVID ETKIN

Professor Emeritus

WALTER PENZ

Professors

OIUMING CHENG PAUL WILKINSON

Associate Professors

Harris Ali MARY ANN JENKINS LILLIE LUM KEN McBey DAVID ROGER MUTIMER

Assistant Professors

ALI ASGARY ABDULLAH DASCI RONGBING HUANG NIRU NIRUPAMA RON OPHIR WALTER PERCHAL HASSAN OUDRAT-ULLAH Cristóbal Sánchez-Rodriguez PETER TIMMERMAN

Adjunct Professors

CONSTADINOS ARMENAKIS JASON LEVY IOAN NISTOR KUMARASWAMY PONNAMBALAM The Master of Arts in Disaster & Emergency Management is a unique program developed in response to the growing recognition of the urgent need for graduate level education in this new and important field. Business, industry, government and non-profit sectors increasingly recognize the necessity of having better educated planners and policy makers at senior levels who can bring to bear a sophisticated analytical perspective informed by current research.

The program is designed to give students the knowledge and skills to prevent, mitigate, prepare for, respond to and recover from local, national and international disasters and emergencies. It draws on a wide range of disciplines, approaches and methodologies to help students appreciate the complexity of perspective and approach in the field. The innovative curriculum emphasizes an experiential learning approach offering opportunities to interact with professionals in the field and use state-of-the-art disaster and emergency management software. Courses are broadly organized around five conceptual areas: public safety and security, environmental issues and disaster management, business continuity management, technology and disaster management, and risk and social vulnerability.

The program is intended for those with an academic background or work experience in emergency and disaster management as well as those aspiring to become disaster and emergency management professionals. It is designed to build on a student's existing foundational knowledge to develop the leadership skills and knowledge needed for mid to senior level emergency managers. For applicants with nonstandard qualifications, opportunities exist to acquire this foundational knowledge before beginning the program.

MASTER OF ARTS PROGRAM

ADMISSION REQUIREMENTS

To be considered for admission, candidates must have completed:

1. an honours undergraduate degree program in emergency management or equivalent (typically a four-year full-time program) from an accredited postsecondary institution with a minimum grade point average of B+ in the final two years of study.

OR,

- an honours undergraduate degree program or equivalent (typically a four-year full-time program) from an accredited postsecondary institution with a minimum grade point average of B+ in the final two years of study with at least one of the following:
- a) certificate in the area of emergency management from a recognized university or a recognized professional granting body. with a minimum grade point average of B+;
- completion of a post-graduate college certificate in emergency management with a minimum grade point average of A from a recognized college program;
- completion of the following core undergraduate courses in emergency management offered by York University with a grade of no less than B+ in any course: Atkinson/Administration Studies 3700 3.0: Fundamentals of Emergency Management; Atkinson/ Administration Studies 3701 3.0: Emergency Management: Hazard, Vulnerability and Risk Assessment; and Atkinson/Administration Studies 3702 3.0: Emergency Management: Mitigation, Preparedness, Response, Recovery or the equivalent;

- d) successful completion of a comprehensive exam on emergency management fundamentals administered by the Graduate Program in Disaster & Emergency Management;
- e) extensive experience in the emergency management field as assessed by the graduate admissions committee of the Disaster & Emergency Management program.

In exceptional circumstances, the graduate program admissions committee may recommend applicants to the Faculty of Graduate Studies for admission on condition that they complete specified courses in emergency management at the undergraduate level.

Proof of language proficiency is required for applicants who do not meet one of the following criteria:

- 1. their first language is English; OR,
- 2. they have completed at least two years of full-time study at an accredited university in a country (or institution) where English is the official language of instruction.

A minimum TOEFL score of 600 (paper based) or 250 (computer based) or YELT score of Band 1 or equivalent is required.

Applicants must submit a statement of intent outlining their interests and career goals in relation to a proposed area of study (approximately 500 words), two letters of recommendation and a résumé.

DEGREE REQUIREMENTS

MA Degree by Major Research Paper

The program is offered on a full-time and part-time basis. The recommended time to completion is two years for full-time students and four years for part-time students.

1. Courses

Students **must** successfully complete 24 course credits including the following:

a) Core required courses: 12 credits

Disaster & Emergency Studies 5010 3.0: Advanced Disaster and Emergency Management

Disaster & Emergency Studies 5020 3.0: Natural Disasters: An Unnatural Phenomenon/Same as Environmental Studies 6401 3.0 Disaster & Emergency Studies 5030 3.0: Social and Behavioural Dimensions of Disasters

Disaster & Emergency Studies 5040 3.0: Contemporary Issues in Disaster Studies/Management

b) Six additional credits in research methods:

Disaster & Emergency Studies 5050 6.0: Research Methods in Disaster and Emergency Management or

In consultation with the student's supervisor, an alternative six credits research methods from other graduate programs in the Faculty of Graduate Studies.

c) Six additional credits selected in consultation with the student's advisor from appropriate graduate courses offered across the university based on student's field of specialization including the following listed below. Normally these courses are from one of five broadly defined areas of study.

2. Major Research Paper

Candidates for the Masters of Arts in Disaster & Emergency Management are required to write a major research paper on an approved topic. Topics can either be a critical evaluation and synthesis of the current state of knowledge and research within a defined area of study or may focus on a specific research topic in depth. Papers must comprise original material of a scholarly nature, demonstrate that the student is capable of independent research and critical analysis and be of publishable quality. The major research paper should be between 80-100 pages. The paper will be supervised by a full member of the graduate program and graded on a pass/fail basis by a committee composed of the student's general faculty advisor, supervisor and one other faculty member who has not been involved in the major research paper process.

COURSES

CORE COURSES

Disaster & Emergency Studies 5010 3.0: Advanced Disaster and Emergency Management. Examines and explores the applications of advanced methods and technologies in disaster and emergency management. Students study disaster and emergency management decision and planning methods and models, decision support systems, information systems and disaster databases, geographic information systems, remote sensing, various disaster and emergency management software and their applications.

Disaster & Emergency Studies 5020 3.0: Natural Disasters: An Unnatural Phenomenon. This course examines natural disasters from an interdisciplinary point of view, particularly considering why there seems to be more natural disasters, and how and why decisions made by people create vulnerable communities.

Disaster & Emergency Studies 5030: 3.0 Social and Behavioural Dimensions of Disasters. This course explores social and behavioural dimensions of human interactions before, during and after emergencies and disasters, including behavioural myths and realities; linkages between individuals, families, groups, organizations, community social systems and various levels of government; social vulnerability and the disproportionate impact of disasters upon various societal groups, *etc*.

Disaster & Emergency Studies 5040 3.0 Contemporary Issues in Disaster Studies/Management. This course focuses on recent and current disasters that have taken place anywhere in the world. Using these disasters as case studies, students critically analyze various aspects of disaster management including assessment of the impacts of disasters using state-of-the-art technology, such as GIS and remote sensing techniques.

RESEARCH METHODS COURSE

Disaster & Emergency Studies 5050 6.0 Research Methods in Disaster and Emergency Management. This course is an advanced and subject-specific course on how to do quality research in disaster and emergency management. Students are provided with a comprehensive knowledge and understanding of various qualitative and quantitative research methods and their applications. Students also develop skills in analyzing disaster and emergency management research. Using examples and case studies, this course also examines the particular problems and issues of conducting research in disaster and emergency management.

There are no prerequisites for this course.

SUGGESTED ELECTIVE COURSES:

PUBLIC SAFETY AND SECURITY

Environmental Studies 5068 3.0: Global Justice and Humanitarian Internationalism/Integrated with the undergraduate course Environmental Studies 4312 3.0

Environmental Studies 6147 3.0: Humanitarian Crises Political Science 6225 3.0: Critical Security Studies Political Science 6220 3.0: Contemporary Security Studies: Regional Security and Conflict Management

Environmental Issues and Disaster Management

Environmental Studies 5123 3.0: Environment and Behaviour/ Same as Environmental Studies 4123 3.0

Environmental Studies 6156 3.0: Critical Theory of International Development

Environmental Studies 6175 3.0: Global Environmental Politics Communication & Culture 6120 3.0: Culture and the Environment

Business Continuity Management

Environmental Studies 6156 3.0: Critical Theory of International Development

Disaster & Emergency Management 6300 3.0: Fundamentals of Logistics Management

Disaster & Emergency Management 6362 3.0: Global Logistics and Operations Management

TECHNOLOGY AND DISASTER MANAGEMENT

Earth & Space Science 5420 3.0: Advanced Geospatial Information Technology

Geography 5050 3.0: Geographical Information Systems and Spatial Analysis

Geography 5015 3.0: Remote Sensing and Image Processing for Geographical Analysis and Environmental Monitoring

RISKS AND SOCIAL VULNERABILITY

Environmental Studies 5068 3.0: Global Justice and Humanitarian Internationalism/Same as Environmental Studies 4312 3.0

Environmental Studies 5124 3.0: Development Studies Environmental Studies 6137 3.0: Women, Development and Globalization

Environmental Studies 6147 3.0: Humanitarian Crises

Environmental Studies 6156 3.0: Critical Theory of International Development

Human Resources Management 6800 3.0: Global Mindsets and People Management

Sociology 6310 3.0: Environmental Sociology

Sociology 6315 3.0: Cultural Politics of Environment and

Development II: Environmental Issues

EARTH & SPACE SCIENCE

206 Petrie Science Building

(416) 736-5247 http://www.cress.yorku.ca/grad

GRADUATE FACULTY MEMBERS

Professor and Director of the Graduate Program

PETER A. TAYLOR

Distinguished Research Professors Emeriti

RALPH W. NICHOLLS HUW O. PRITCHARD GORDON G. SHEPHERD

Distinguished Research Professors

Norbert Bartel JOHN C. McCONNELL

University Professor Emeritus

ROBERT H. PRINCE

Canada Research Chair and Distinguished **Research Professor**

DIETHARD K. BOHME

Canada Research Chairs and Professors

C. VINCENT TAO JIANHONG WU

Canada Research Chair and Associate Professor

JAMES A. WHITEWAY

Professors Emeriti

KEITH D. ALDRIDGE ALLAN I. CARSWELL JURIJ W. DAREWYCH Douglas E. Smylie

Professors

JOHN J. CALDWELL WAYNE H. CANNON OIUMING CHENG MICHAEL M. DE ROBERTIS DONALD R. HASTIE

GARY T. JARVIS James G. Laframboise MARSHALL L. McCall IAN C. McDade JOHN R. MILLER MICHAEL MOZURKEWICH JOCHEN RUDOLPH K.W. MICHAEL SIU

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Assistant Professors

SUNIL BISNATH BAOXIN HU Brendan Quine JINJUN SHAN GRANT SHENG ZHENG HONG ZHU

Adjunct Faculty

JING MING CHEN AHMED EL-RABANNY WAYNE F.J. EVANS VICTOR I. FOMICHEV GEORGE ISAAC JONATHON LI JINLIANG LIU PAUL MAKAR C. THOMAS McElroy NORMAN T. O'NEILL ALAN SCOTT MARIANNA G. SHEPHERD Gunho Sohn BRIAN H. SOLHEIM DAVID W. TARASICK WILLIAM E. WARD

The Centre for Research in Earth and Space Science (CRESS), founded in 1965, and the related Graduate Program in Earth & Space Science, provide a means for those members of the Departments of Earth & Space Science & Engineering, Physics & Astronomy, Chemistry, Computer Science & Engineering and Mathematics & Statistics, whose research interests strongly overlap, to work closely together on programs of mutual interest. Their resources and experience are pooled in comprehensive, fundamental and applied, experimental, observational and theoretical research programs on remote sensing of the Earth's surface and atmosphere, very long baseline interferometry, dynamics of the Earth's core and mantle and atomic and molecular species which play important roles in the energetics of the Earth's atmosphere (in meteorology and aeronomy), other planetary atmospheres and a wide range of astrophysically important phenomena. Research is done in the major areas:

- * Atmospheric Science
- Geomatics and Earth Science
- ❖ Space Science and Engineering

Descriptions of each field are available at http://www.cress.yorku.ca .

The CRESS research program also provides an excellent vehicle for postgraduate and postdoctoral education and research. MSc and PhD students are involved in many aspects of the CRESS research program including aircraft, balloon, and upper atmosphere satellite studies of the Earth and its atmosphere and the development and testing of space instrumentation for Mars missions. CRESS scientists are responsible for numerous instruments deployed in space. Major specialized research equipment in the Petrie Science Building, in which the Centre and its Space Instrumentation Laboratory (CSIL) are located, includes an attached two-dome astronomical observatory equipped with twenty-four and twelve-inch reflecting telescopes, a remote sensing lidar observatory, an aeronomy observatory; an airborne imaging spectrometer for remote sensing research; massspectrometer facilities, a 'Chemical' heavy ion accelerator for ionmolecule reactions, shock tubes, laser facilities, microdensitometers; extensive geomatics and GIS labs; GPS and geomatics engineering equipment. Field studies are conducted in areas as diverse as Australian deserts and the Canadian Arctic and a network of VHF wind-profilers is currently being installed.

In addition to access to the facilities of the York Computer Centre, CRESS maintains numerous computers in its laboratories. Comprehensive machine-shop, glass blowing, and electronics support facilities are also available. By special arrangement, graduate students may use equipment at a number of Canadian national laboratories.

CRESS is a major York University participant in the Ontario Centre of Excellence called CRESTech (Centre for Research in Earth and Space Technology). CRESTech is a consortium of Ontario universities and industries dedicated to the transfer of technology from universities to industry.

APPLICATION PROCEDURE

Students may apply online at http://www.yorku.ca/web/ futurestudents/graduate. Completed application forms, letters of recommendation from referees, and up-to-date transcripts are reviewed by relevant CRESS faculty members. Admissions are made to the program on a competitive basis.

EARTH & SPACE SCIENCE YORK UNIVERSITY FACULTY OF GRADUATE STUDIES 2007-2009 CALENDAR

MASTER OF SCIENCE PROGRAM

ADMISSION REQUIREMENTS

Graduates with an honours degree, or equivalent, in chemistry, physics, pure or applied mathematics, astronomy, engineering, or engineering physics from a recognized university, with at least B standing (no lower than second class honours in an honours degree from a British University), may be admitted as candidates for the MSc degree, which normally requires at least twelve months to complete.

DEGREE REQUIREMENTS

MSc Degree by Thesis

Candidates for the MSc degree by thesis must fulfil the following requirements:

1. Courses

In addition to successfully completing the required Research Evaluation courses Earth & Space Science 6030 3.0, candidates must successfully complete two full graduate courses (12 credits), or equivalent of which up to three credits may be from the Research Evaluation courses Earth & Space Science 6030 3.0. Students may be required to take a further half-course, if the supervisory committee determines that this is necessary to strengthen a student's background in the thesis area.

2. Thesis and Oral Examination

- a) All entering candidates plan a research program with their supervisor at the start of their degree studies, and conduct the research under the general direction of their supervisor and supervisory committee and describe it in an appropriate thesis. The research and thesis should demonstrate the candidate's research ability in the area of investigation. After the formal submission of the thesis, an oral examination, centred on the thesis-research, is held. Prior to the oral examination each candidate delivers a formal lecture on her or his research work.
- b) Research progress is monitored by meetings of the supervisory committee with the candidate and by an annual progress report consisting of a written paper and a public oral presentation normally in May or June. Satisfactory progress results in credit for Earth & Space Science 6030 3.0 (Research Evaluation) and a statement of the candidate's progress in the candidate's record. In the event of failure to achieve satisfactory progress the student will normally be required to withdraw from the program.

MSc Degree by Coursework and Research Exercise

Candidates for the MSc degree may take the three courses and research exercise option instead of the thesis option on the recommendation of the Program Director. The requirements are:

1. Research Exercise Option

Candidates must successfully complete three full courses and must also conduct an exercise in research procedures and report on it in an appropriate manner. The selection of graduate courses and of the topic of the research exercise must be arranged in consultation with the Program Director.

2. Four Course Option

Candidates must successfully complete four graduate courses selected in consultation with the Program Director.

LANGUAGE AND COGNATE REQUIREMENTS

There is no foreign language requirement for the MSc degree but candidates must give satisfactory evidence to the Graduate Program in Earth & Space Science of an ability to program and use electronic digital computers for the solution of non-trivial scientific problems. English proficiency requirements, where applicable, can be found at http://www.yorku.ca/admissio/graduate/gradprog/earthspace.asp.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REQUIREMENTS

Graduates with a master's degree in chemistry, physics, pure or applied mathematics, astronomy, engineering, or engineering physics from a recognized university, may be admitted as candidates (PhD I) in a program leading to the PhD degree. On the average, candidates with a BSc degree, or equivalent, may expect to spend three to five years to complete the requirements for the PhD degree. Graduates with an honours degree in chemistry, physics, pure or applied mathematics, astronomy, engineering, or engineering physics may be considered for admission to the program leading to the PhD degree. However, such graduates must first register as candidates for the MSc degree. If their progress is satisfactory they may be transferred into the PhD program and advanced in status to candidates (PhD I) for the PhD degree, after one year, and on the recommendation of their Research Supervisor and the Program Director.

DEGREE REOUIREMENTS

Candidates (PhD I & II) for the PhD degree must fulfil the following requirements:

1. Courses

In addition to successfully completing the required Research Evaluation courses, Earth & Space Science 6030 3.0 and Earth & Space Science 7030 3.0, candidates must successfully complete four full graduate courses, or equivalent, of which up to six credits may be from Earth & Space Science 6030 3.0 and Earth & Space Science 7030 3.0. A credit for two full courses may be granted normally to candidates who hold a MSc degree from York University or another recognized university or who completed the course requirements for this degree. Candidates may be required to take a further half course, if the supervisory committee determines that this is necessary to strengthen a candidate's background in the thesis area.

2. Dissertation and Oral Examination

- a) All entering candidates (PhD I) plan a research program with their supervisor at the start of their degree studies, and must successfully complete a significant piece of research, under the general direction of a supervisor and a supervisory committee, in one of the six major areas offered by the program, and describe it in an appropriate dissertation. The research must be of such a standard that it will be acceptable for publication in the scientific literature. After the formal submission of the dissertation, an oral examination is held, centred on the dissertation-research. As part of the oral examination exercises candidates deliver a formal lecture on their research work after which they meet with their examiners.
- b) Research progress is monitored by meetings of the Supervisory Committee with the candidate and by an annual progress report consisting of a written paper and a public oral presentation normally in May or June. Satisfactory progress results in credit for Earth & Space Science 7030 3.0 (Research Evaluation) and a statement of the candidate's progress in the candidate's record. In the event of failure to achieve satisfactory progress the candidate will normally be required to withdraw from the program.

LANGUAGE AND COGNATE REQUIREMENTS

A candidate (PhD I & II) must give satisfactory evidence to the Graduate Program in Earth & Space Science of an ability to program

and use electronic digital computers for the solution of non-trivial scientific problems, or, with the permission of the program director, may give satisfactory evidence of an ability to translate scientific literature from a foreign language. English proficiency requirements, where applicable, can be found at

http://www.yorku.ca/admissio/graduate/gradprog/earthspace.asp .

COURSES

The following graduate courses are offered according to need. Not all courses will be offered in any one year. The coursework program for each student is worked out between the student and the supervisory committee early in each academic year.

Earth & Space Science 5010 3.0: Directed Readings. This course is directed by a graduate faculty member and can cover any topic not covered by other courses in the current calendar year. The exact scope is agreed upon between the faculty member and the student in advance and submitted to the graduate director. Students can take up to one reading course as part of their degree requirement.

Earth & Space Science 5020 3.0: Time Series and Spectral Analysis. Treatment of discrete sampled data by linear optimum Wiener filtering, minimum error energy deconvolution, autocorrelation and spectral density estimation, discrete Fourier transforms and frequency domain filtering and the Fast Fourier Transform Algorithm.

Integrated with the undergraduate course Science Earth and Atmospheric Science 4020 3.0.

Earth & Space Science 5040 3.0: Molecular Spectroscopy. This course covers the essentials of diatomic molecular spectroscopy. It emphasizes the concepts of spectral intensities in emission and absorption, the Franck-Condon principle and molecular transition probabilities and how they control the intensity profiles of molecular spectra. It reviews the principles of diagnostic interpretation of molecular space spectra in terms of species concentrations and energy exchange mechanisms taking place in remote regions of the atmosphere, space and astrophysical locations. Methods of realistic syntheses of spectral intensity profiles are reviewed.

Earth & Space Science 5050 3.0: Space Geodynamics. The determination of the gravity field and figure of the Earth by space measurement techniques. Included are the external gravity field of the Earth, orbital dynamics of artificial satellites, internal equilibrium figure of the Earth, and rotational dynamics of the Earth.

Earth & Space Science 5060 3.0: Aeronomy. The physics and chemistry of the earth's atmosphere and factors which affect composition, density, and temperature as a function of altitude are discussed in terms of the ionosphere, the aurora, and the airglow. A review is made of the composition and the photochemistry of other planetary atmospheres in terms of reaction kinetics of atmospheric processes.

Same as Chemistry 5060 3.0.

Earth & Space Science 5160 3.0: Spectral Imaging of the Atmosphere. This course involves the basic properties of optical radiation and its detection and analysis. Fourier methods are used to study interferometric spectroscopy using prisms, gratings and various types of interferometers. These concepts are then applied to observations of the atmosphere, from simple photometry through to Doppler imaging.

Students may not receive credit for both Earth & Space Science 5160 3.0 and Physics & Astronomy 5170 3.0.

Earth & Space Science 5180 3.0: Physical Principles of Remote Sensing. This course reviews the physical problems encountered in remote sensing the properties of the terrestrial surface from airborne or satellite-borne sensors. Topics treated include the solar Fraunhofer spectrum, atmospheric absorption phenomena, the physical aspects of the albedo, the reflection spectrum of surfaces, characteristics of sensors, data handling and the LANDSAT-program.

Earth & Space Science 5190 3.0: Earth and Planetary Physics I. Physics of the earth's interior, seismology, geomagnetism, heat-flow and thermal history of the earth, earth tides, rotation of the earth, gravity field paleomagnetism, plate tectonics and continental drift, structure of planetary interiors, spin-orbit coupling of planets, general properties of the solar system.

Earth & Space Science 5200 3.0: Atmospheric Dynamics. The theory and behaviour of Rossby baroclinic and internal gravity waves in the atmosphere including their origin, structure and propagation. The role of these waves in the large-scale dynamics of the troposphere and stratosphere is studied.

Earth & Space Science 5202 3.0: Transport and Chemistry of Atmospheric Trace Gases. A study of the processes that affect the composition of trace species in the atmosphere and the methods used to include these in numerical models. Included are emission sources, resolved and parameterized transport by large and small scale convection, deposition, photochemistry and particle microphysics. Box models, and multidimensional models are examined. The course includes "hands-on" modelling experience and analyses of 3D atmospheric data sets.

Same as Chemistry 5720 3.0.

Earth & Space Science 5203 3.0: Turbulence and Diffusion.

Laminar and turbulent flows, hydrodynamic stability and transition; wind and temperature profiles in the atmospheric boundary-layer, Monin-Obukhov and Planetary Boundary Layer similarity theories. Turbulence spectra, local isotropy, the inertial subrange and Kolmogoroff hypotheses; turbulent diffusion from atmospheric sources.

Same as Physics & Astronomy 6120 3.0.

Earth & Space Science 5204 3.0: Numerical Weather Prediction. The development of computational techniques for the solution of problems in atmospheric dynamics; the construction of numerical models for the prediction of weather.

Earth & Space Science 5205 3.0: Cloud Physics and Radar Meteorology. Thermodynamics of cloud processes; buoyance and convection; weather radar; storms and associated precipitation; cloud droplet formation and growth of ice crystals; snow, graupel and hail.

Earth & Space Science 5230 3.0: Remote Sensing of Atmospheres. A study of the theory, instrumentation and applications of remote sensing methods of terrestrial and planetary atmospheres from space platforms.

Earth and Space Science 5260 3.0: Numerical Climate Modelling. The Earth's climate and general circulation of the atmosphere are described. Climate models and the long term stability of the Earth's climate are visited. The anthropogenic impact on the climate due to CO, and other gases is addressed.

Earth & Space Science 5300 3.0 or 6.0: Special Topics. Directed readings on specific topics of interest and need to an individual student. This course is offered from time to time as circumstances require.

EARTH & SPACE SCIENCE YORK UNIVERSITY FACULTY OF GRADUATE STUDIES 2007-2009 CALENDAR

Earth and Space Science 5400 3.0: Geographical Information Systems (GIS) and Advanced Spatial Analysis. Project-oriented geomatics course using GIS techniques (weights of evidence, statistics, fuzzy logic, Fractal/multifractal and geostatistics) for processing and integrating diverse geoscience data. Database management and spatial modeling with macro language programming in ARC/INFO.

Integrated with the undergraduate course Science Earth and Atmospheric Science 4400 3.0.

Earth and Space Science 5410 3.0: Advanced Satellite Positioning. An overview of satellite positioning methods leads to GPS satellite orbits, signals, propagation, measurement errors, and observables. Topics include GPS models for various distances, integer ambiguity resolution, integration of GPS with GLOSNASS and INS.

Earth and Space Science 5420 3.0: Advanced Geospatial Information Technology. This course is designed to help students understand the latest research and development of geospatial

information and communication technology (GeoICT). The course covers topics in advanced spatial positioning, imaging, remote sensing, and advanced geospatial algorithms such as open GIS, internet GIS, 3D GIS, *etc*.

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Earth & Space Science MSc Research Exercise. *No course credit.*

Earth & Space Science 6030A 3.0, 6030B 3.0: MSc Research Evaluation. Progress in research is assessed annually as described above

See MSc by Thesis course requirements.

Earth & Space Science 6300 3.0 or 6300 6.0: Special Topics. Directed readings on topics of interest and need to an individual student will be offered from time to time as circumstances require.

Earth & Space Science 7030A 3.0, 7030B 3.0, 7030C 3.0, 7030D 3.0: PhD Research Evaluation. Progress in research is assessed annually as described above (see PhD Course Requirements).

ECONOMICS

1120 Vari Hall

(416) 736-5323 http://dept.econ.yorku.ca/graduate

GRADUATE FACULTY MEMBERS

Associate Professor and Director of the Graduate Program Wai-Ming Ho

Professors Emeriti

CHARLES PLOURDE CHRISTOS PARASKEVOPOULOS

Professors

ELIE APPELBAUM Janet Landa ELI PRISMAN J. Barry Smith JOHN SMITHIN BERNARD WOLF A.C.M. Wong YUEHUA WU

Associate Professors

MAHMUDUL ANAM SAM BUCOVETSKY SHIN-HWAN CHIANG AVI COHEN RICARDO GRINSPUN JOANN JASIAK Nils-Petter Lagerloëf Bernard Lebrun KIN CHUNG LO Arman Mansoorian PAUL RILSTONE PAULINE SHUM Brenda Spotton Visano

Assistant Professors

Anastasios Adamopoulos AHMET AKYOL GERVAN FEARON Alla Lileeva

Adjunct

Alfred Haug

The Graduate Program in Economics offers courses and research opportunities leading to MA and PhD degrees. Further information may be obtained by calling or writing the program; the fax number is (416) 736-5987.

MASTER OF ARTS PROGRAM

ADMISSION REQUIREMENTS

All applicants must have a four-year Honours baccalaureate degree (with at least a B average in the final two years) and must have successfully completed

one term of university level courses in Linear Algebra, Calculus, Statistics and Econometrics (3 credits each—half courses),

two term courses in Intermediate Microeconomics and Intermediate Macroeconomics (6 credits each—full courses).

Applicants may be required to successfully complete preparatory courses, to be taken at the undergraduate level, prior to being admitted.

Other Regulations

Applicants who are asked to present evidence of competence in English should note that minimum scores are: TOEFL 575, and MELT 88. There are no other language requirements.

DEGREE REQUIREMENTS

There are two general requirements for the master's degree: a Mathematics cognate requirement and graduate program courses. Students are expected to complete all degree requirements in two academic terms.

1. Mathematics Cognate Requirement

Students must demonstrate competence in Calculus, Linear Algebra, and Statistics by enrolling in Economics 5000 0.0: Mathematics Cognate and obtaining a passing grade. The Mathematics cognate requirement will not be included among the eight half-courses required for the master's degree.

❖ Note: This course is evaluated as a Pass/No Pass course and is not to be included as part of the 24 credits required. Attendance in the classes, which are offered in August/September, is highly recommended but not compulsory. The course exam which is scheduled at a date near the beginning of the Fall term must be passed by all masters students.

2. Courses

Master's students must satisfactorily complete eight graduate halfcourses (or equivalently 24 credits) selected in consultation with the program director. Specific program course requirements are described below in (i) through (v).

- a Microeconomics course requirement of one of the following course options (A) or (B) as described below:
- (A) Economics 5010 3.0 OR (B) Economics 5100 3.0 and **Economics 6100 3.0**;
- ii) a Macroeconomics course requirement of one of the following options (C) or (D) as described below:
- (C) Economics 5011 3.0 OR (D) Economics 5110 3.0 and **Economics 6110 3.0**;

Economics

- iii) an Econometrics course requirement of one of (E) or (F) as described below:
- (E) Economics 5025 3.0 OR (F) Economics 6220 3.0 and Economic 6250 3.0;
- iv) two Economics half-courses (or equivalently 6 credits) in courses which include a research paper requirement that constitutes at least 50% of the course grade;
- students may take one elective half course (3 credits) from a graduate program outside Economics.

Students who plan to proceed to a PhD program in Economics are advised to select options B, D and F above.

At the date of entering the program, MA candidates should verify requirements and plan their courses in consultation with the program director during their assigned advising session.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REOUIREMENTS

Applicants must normally have completed a master's degree in Economics which includes a B+ average and strong performance in the (core) area of Macroeconomics, Microeconomics and Econometrics.

Applicants may be asked to successfully complete preparatory courses prior to entry (or be admitted conditionally on entry).

Other Regulations

Applicants who are asked to present evidence of competence in English should note that minimum scores are: TOEFL 575, and MELT 88. There are no other language requirements.

APPLICATION DEADLINES

Please consult the material provided by the Graduate Admissions Office for the dates. Students who desire financial assistance should apply as early as possible. Because both the MA and PhD programs are of limited size, some eligible applicants may have to be refused admission in a given year.

Applicants who are neither Canadian citizens nor landed immigrants should also apply at a Canadian Consulate or High Commissioner's Office for a student visa as soon as they are accepted into the program. Visa applications can take several months to process.

DEGREE REQUIREMENTS

There are four requirements for the Doctoral degree:

1. Courses

Satisfactory performance in eight graduate half courses or seminars chosen in consultation with the director (as described below);

Research Paper

Preparation of one research paper (to be approved by the program);

3. Comprehensive Examinations

Satisfactory performance on written comprehensive examinations; one in Microeconomic theory, one in Macroeconomic theory, one in Econometrics, and one in an area of specialization from the listing below; and,

4. Dissertation

A satisfactory dissertation.

Each candidate's program of study and research is guided and approved by the Program Director. Candidates are sometimes encouraged to take selected courses outside Economics. A wellprepared student is able to complete all degree requirements in two years beyond the MA although many students take longer than this.

Students must successfully complete the Microeconomics and Macroeconomics Theory comprehensive examinations within 13 months of enrolling in the program, and the examinations in the Field areas within 25 months. All students should verify degree requirements at the time of registration.

The doctoral program offers study in the following fields:

- econometrics
- monetary economics
- ❖ industrial organization
- international money and finance
- international trade
- applied economic theory

Satisfactory performance is required in eight graduate half courses or seminars (24 credits) chosen with the approval of the Director. These courses must include Economics 5100 3.0, Economics 5110 3.0, Economics 6220 3.0, Economics 6100 3.0, Economics 6110 3.0 and Economics 6250 3.0. (If equivalent courses were completed at the MA level with grades of B+ or better, the latter requirement can be waived and other courses substituted).

The research paper should be prepared (in consultation with a supervisor) and regarded as a dissertation prospectus. By the second year of enrolment in the PhD program a student should (a) be finished the theory comprehensive exams (b) be finished (or nearly so) the field exams (c) have chosen a dissertation field and supervisor (in consultation with the Director) and supervisory committee and (d) have prepared a written research paper to present to the program at a scheduled seminar date.

At this stage a dissertation proposal should be submitted to the Faculty of Graduate Studies. A student should consult the Program Office for regulations regarding dates and procedures for preparation of a proposal and subsequent dissertation.

FINANCIAL ASSISTANCE

Applicants who seek financial assistance should so indicate on the application form. In 2004-2005 a full teaching assistantship carried a minimum stipend of \$11,263 for a total of 270 hours spread over two terms. Doctoral students are sometimes eligible to serve as instructors in Elementary Economics for which the minimum stipend is \$12,664 for teaching one section for two terms.

Faculty of Arts teaching assistantships/university assistantships are usually available only for the Fall and Winter Terms. (There are a small limited number of teaching assistantship opportunities available at Atkinson College in the Summer term and these cannot be guaranteed.) Please consult the Program Office if you wish more information.

Applicants who enter with very high averages are automatically considered for York Scholarships (minimum value of \$4,000). Qualified students are strongly urged to apply for Ontario Graduate Scholarships, SSHRC doctoral fellowships and other awards. Highly qualified students will be considered by the program for York's Graduate Fellowship of Academic Distinction award.

FACILITIES

Attention is called to the section entitled "General Information" in

this *Calendar*. The York libraries contain over 55,000 volumes in economics and there is an extensive documents collection. Several of the specialized institutes and Osgoode Law School have libraries with holdings in economics and the program itself has a small library. Graduate students have a separate mail room, a dedicated lounge and access to computing facilities. For more information about graduate offices, library, research and computer facilities at York University, please consult the program brochure available directly from the program.

Courses

MA candidates may not take more than three courses from the same instructor.

Not all courses are offered every year. A program mini-calendar including a timetable showing course offerings, instructors and time and place of meetings is available online at http://dept.econ.yorku.ca/graduate/courseInfo/index.html

MA candidates may not take more than three courses from the same instructor.

Economics 5000 0.0: Mathematics for Economists. Students must demonstrate competence in calculus, linear algebra, and statistics by enrolling in this course and obtaining a passing grade.

* Note: The Mathematics Cognate Requirement will not be included among the eight half courses required for the master's degree. All MA students must successfully complete this course. This course is evaluated as a Pass/No Pass course and is not to be included as part of the 24 credits required. No course credit.

Economics 5010 3.0: Applied Microeconomics. A master's-level course in which the emphasis is on development of theories and applications of consumer and product behaviour (cost and expenditure functions) and economic distribution.

Students may not receive credit for both **Economics 5010 3.0** and

Students may not receive credit for both **Economics 5010 3.0** and 5100 3.0.

Economics 5011 3.0: Applied Macroeconomics. This is a self-contained course in macroeconomics, emphasizing macro models designed to explain current fiscal and monetary policies and possible alternative policies with respect to stabilization and growth.

Students may not receive credit for both Economics 5011 3.0 and Economics 5110 3.0.

Economics 5025 3.0: Applied Econometrics. This is a one-term MA course in the application of Econometrics. This course will focus on the understanding of single and multiple equation regression models and their development in Economics. Specific topics include demand and supply functions, cost and production, models of labour supply, and time series analysis including unit roots, cointegration and forecasting, hedonic decomposition; valuation models and limited dependent variables.

Students may not receive credit for both Economics 5025 3.0 and Economics 6220 3.0.

Economics 5030 3.0: The Econometrics of Financial Markets.

This course covers selected topics in statistical analysis of high frequency data and dynamic asset pricing models. The econometric methods include inference in linear time series models, properties of high frequency financial data, inference in discrete time nonlinear models and estimation in continuous time with an emphasis on simulation-based methods. These issues are presented in the context of empirical densities of stock prices, ARCH models for stock prices, and continuous time derivative pricing models.

Prerequisite: Financial Engineering 6810 3.0: Derivative Securities

Recommended pre- or co-requisite: Mathematics & Statistics 6910 3.0: Stochastic Calculus

Economics 5070 3.0: Economics in Historical Perspective.

Economic concepts and ideas which form the background to neoclassical and Marxian economic analysis; mercantilist, physiocratic and classical economic theories and their relationship to social-historical events as well as their contemporary relevance.

Economics 5100 3.0: Microeconomic Theory. This course offers, with its sequel Economics 6100 3.0, an intensive training in contemporary microeconomic analysis for students preparing for the PhD comprehensive examination in microeconomics. Topics include models of consumer and producer behaviour including duality results: and derivation of cost, expenditure, demand and indirect utility functions.

Students may not receive credit for both Economics 5100 3.0 and Economics 5010 3.0.

Economics 5110 3.0: Topics in Macroeconomic Theory. This course offers an intensive training in contemporary macroeconomic analysis. This course along with Economics 6110 3.0 constitutes our basic core requirement as preparation for the comprehensive examination in macroeconomic theory.

Students may not receive credit for both **Economics 5110 3.0** and **Economics 5011 3.0**.

Economics 5220 3.0: Econometric Theory. This course covers selected inference methods in cross-section and time series analysis. It introduces various modelling and estimation techniques for data, which do not satisfy the assumptions of the classical general linear model. Topics include elements of the asymptotic theory, the random regressors model, linear models with heteroscedastic and auto correlated errors, the simultaneous equations models and basic time series analysis techniques. Consequently, asymptotic estimation methods like the generalized least squares, instrumental variables, methods of moments and time permitting, the non linear least squares will be presented as well as asymptotic tests, *i.e.*, Wald Likelihoood Ratio and Lagrange Multiplier tests.

Prerequisite: calculus, basic mathematical statistics and an introduction to econometrics.

Integrated with Arts Economics 4220 3.0.

Economics 5260 3.0: Productivity Analysis. This is a graduate course on analytical and empirical aspects of productivity theory. The course will familiarize students with a wide variety of conceptual, theoretical, econometric and practical tools that are currently used in productivity analysis. Students will be required to write a major paper in the area.

Prerequisite: Economics 5100 3.0 or 5010 3.0 or equivalent.

Economics 5300 3.0: Public Economics I. The theory of taxation, including; tax incidence; the effects of taxation on saving; investment and labour supply; optimal taxation; fiscal federalism; the choice of tax base; economic effects of some specific taxes.

Economics 5310 3.0: Public Economics II. The theory of social goods; the theory of public expenditures; development of criteria for evaluation of public expenditures; intergovernmental financial relations in the Canadian economy.

Economics 5380 3.0: Theory of Growth in a Socialist Economy: Kalecki's Growth Model. Balanced growth concept and problem of effective demand in socialist and capitalist economies; acceleration of

growth and maximization of consumption in the short and long run. Kalecki's concept of technical progress: the choice of techniques in order to maximize production and consumption; problems of inflation in socialism and capitalism.

Same as Social & Political Thought 6312 3.0.

Economics 5390 3.0: Economic Planning in Socialism: A Comparative Analysis. An historical review of Eastern and Western literature concerning the concept of a socialist economic system; concentration on problems of planning techniques in Western and Eastern European countries, models of management, the role of the market in allocation of resources and on the criteria of evaluation of efficiency in socialism and capitalism.

Economics 5430 3.0: Modern Industrial Organization. An examination of certain aspects of monopoly, oligopoly and competition among them: product selection and quality; vertical controls; strategic behaviour and innovation games.

Economics 5459 3.0: Health Economics. This course provides an economic analysis of health care services. It begins with a discussion of what makes the provision of health services different from that of most other goods and services we examine in economics.

Integrated with the undergraduate course Arts Economics 4259 3.0.

Economics 5460 3.0: Economics of Natural Resources. Theories of replenishable and exhaustible resource exploitation and of the environment. This course presents models of resource management and examines objectives and controllability as well as the nature of existing management programs.

Economics 5470 3.0: Urban Economics. The microeconomics of production, consumer behaviour and equilibrium are used to model urban spatial structure. Welfare economics is used to analyse urban issues such as local public finance, city size, transportation investment and pricing, housing assistance, pollution and land use planning.

Economics 5475 3.0: Housing Economics. This course examines housing markets and housing policy. Models of demand, supply, and housing market equilibrium are developed emphasizing the special characteristics of housing. Welfare economics is used to study the design of optimal policies.

Economics 5490 3.0: Energy Policy Modelling. The course explores energy policy issues evolving around proper mix of energy conservation and production stimulus and their impact on economic growth and development. It includes: energy-economy interactions; pricing, import policy, and investment; and transition to post-petroleum epoch.

Economics 5500 3.0: Advanced Monetary Economics. The nature and implications of monetary phenomena in the economy with emphasis on the empirical importance of monetary factors in inflation and business cycle fluctuations; the channels of influence of monetary policy on the economy; optimal stabilization policy.

Economics 5510 3.0: International Monetary Economics. This course deals with the theory and policy of International Finance and open economy Macroeconomics. Among the topics covered are foreign-currency markets, balance of payments, open economy models, exchange rate regimes, policy coordination, expectations formation, and inflation and stabilization.

Economics 5520 3.0: Analysis of Financial Markets. This course is designed for students who are interested in the general area of

financial and monetary economics. Among the topics covered are: market volatility, intertemporal capital asset pricing models, market efficiency, term structure of interest rates, corporate capital structure and dividend policy. Theoretical analysis of these problems is combined with selected empirical studies.

Economics 5530 3.0: Financial Crises. This course examines a variety of theories of financial crises, exploring the range of historical experience in different countries and examining the various attempts by national and international organizations to monitor financial fragility and to resolve crises.

Prerequisites: York Arts Economics 2300 3.0 and 2350 3.0: Microeconomics and Economics 2400 3.0 and 2450 3.0: Macroeconomics at the intermediate undergraduate level, or equivalents, and at least one complementary graduate course in economics, sociology, political science, or business/finance

Economics 5600 3.0: Labour Economics. This course deals with extensions of the neoclassical labour market model, *e.g.*, life-cycle approach to labour supply, human capital theory and signalling, hiring decisions under uncertainty, wage and employment discrimination. The course stresses the interaction between market and non-market forces in the discussion of models of collective bargaining and strike activity.

Economics 5620 3.0: Empirical Labour Economics. This course focuses on the methodological and practical issues that arise when estimating casual relationshiops that are of interest to labour ecnomists. Empirical research on labour supply, labour demand, wage structure, human capital, causal effect of education on earnings, job mobility, internal migration and immigration, and evaluation of job training programs are discussed based on recent literature. *Prerequisite: Economics 5600 3.0.*

Economics 5650 3.0: Economics of Regulation and Antritrust. This course examines the "why" and "how" of government market intervention from an economic perspective. Past and current theories

intervention from an economic perspective. Past and current theorie of antitrust enforcement and economic regulation are reviewed, and then used to assess a variety of case studies. Although the course emphasizes the North America experience, lessons are drawn from other jurisdictions, in particular, the European Union.

Prerequisite: Economics 5430 3.0.

Economics 5700 3.0: Economic Development. Topics include Neoclassical and structural (dual economy) models; poverty, inequality and underemployment; international trade, investment, aid and debt; development planning; rural development and problems of urbanization; financial and fiscal aspects of development.

Economics 5750 3.0: Economic Growth. This course is an introduction to modern growth theory at the graduate level. The course examines various growth models with applications. The course is mostly theoretical but contains some empirical and quantitative applications.

Economics 5800 3.0: International Trade Theory. The pure theory of international trade: conditions of production; the factor price equalization theorem; factor mobility of factors of production; transfer mechanism and international capital movement; the terms of trade; the theory of tariffs and of customs unions and free trade areas; and imperfect competition in trade models.

Economics 5900 3.0: Law and Economics. This course applies microeconomic analysis to legal institutions in the area of common law (property law, tort law, and contract law). Emphasis is given to

analysing the economic consequences of the assignment of property rights, various kinds of liability rules and remedies for breach of contract.

Integrated with Arts Economics 4309 3.0.

Economics 5910 3.0: International Trade Policy and Economic Integration. A study of current policy issues in international trade and economic integration. Topics, which may vary according to students interests, include multilateralism and regionalism; recent trade arrangements such as NAFTA and World Trade Organization; political economy of free trade and protectionism; linkages between trade, development and the environment; and "newer" issues such as trade in services, intellectual property rights, and transnational corporations. Theoretical elements will be provided and empirical work discussed, to the extent that they illuminate the policy issues at hand

Prerequisite: York's undergraduate Economics 3150 3.0 or equivalent.

Integrated with Arts Economics 4129 3.0.

Economics 5950 3.0: Public Choice Theory: The Economics of Politics. This course applies basic tools of microeconomics to answer questions central to political science. Special emphasis is given to the analysis of public choice in a direct democracy and in a representative democracy.

Integrated with Arts Economics 4380 3.0.

Economics 5990 3.0: Reading or Research Course in Selected Topic. Supervised reading or research courses in topics not included or currently offered. The following course titles are provided as examples: Price and Value Theory in the History of Economic Thought; Mathematics and Monetary Analysis in the History of Economic Thought; and, Socioeconomics.

Economics 5990G 3.0: Price and Value Theory in the History of Economic Thought. This course examines major developments in microeconomic price and value theory from mid-eighteenth century classical economics to the neoclassical general equilibrium theory of the 1970s, including attention to methodological issues of evaluating and testing theories.

Economics 5990H 3.0: Macroeconomic and Monetary Analysis in the History of Economic Thought. This course examines the development of macroeconomic and monetary analysis from mideighteenth century statements of the quantity theory to the rational expectations theory of the 1970s.

Economics 5990K 3.0: Socioeconomics. This course examines the important, though still tentative, interaction between economics and our understanding of society. The approach to the concept of society is broad, and includes traditional sociological concerns as well as anthropological and legal issues. Thus, the course considers how economics handles various issues that are not necessarily viewed as being in the traditional realm of economics; and, how economics might be modified to enhance our understanding of society. Students are encouraged to try their hand at considering and applying the economic approach to problems which are of interest to them.

Economics 6010 3.0: Topics in Advanced Microeconomic Theory. This course is concerned principally with recent developments in the analysis of strategic behaviour, and particularly with their economic applications. Topics include noncooperative game theory, the economics of information, the existence and stability of competitive equilibria and the welfare properties of these equilibria. Also, the role of externalities is considered both in static and intertemporal

situations.

Prerequisite: A graduate course in microeconomic theory or permission of the instructor.

Economics 6100 3.0: Topics in Microeconomic Theory. This course covers further topics in microeconomic theory including market failure, externalities, public goods, incentive compatibility, social choice and welfare measures, expected utility analysis, portfolio theory, general equilibrium analysis under uncertainty, imperfect competition, monopoly, Cournot duopoly, monopolistic competition, entry deterrence, product selection, oligopoly and game theory.

Prerequisite: Economics 5100 3.0 or permission of the instructor.

Economics 6110 3.0: Advanced Macroeconomic Theory. This course provides an overview of recent topics in macroeconomics, and introduces not only the recent important issues in macroeconomics but also the tools used in their discussion. Topics include the time inconsistency problem, neoclassical growth theory, endogenous growth theory, search theory, Real Business Cycle theory, asset pricing, and models with asymmetric information.

Prerequisite: Economics 5110 3.0 or permission of the instructor.

Economics 6220 3.0: Advanced Econometric Theory I. Designed for first-year graduate students with previous courses in statistics, econometrics, differential calculus and algebra, this course begins with the general linear model and finishes with systems of equation models. Emphasis is placed on estimation and testing of hypothesis. Economics 6220 3.0 in conjunction with its sequel Economics 6250 3.0 constitute our basic core requirement in Econometrics for our PhD program.

Students may not receive credit for both Economics 6220 3.0 and Economics 5025 3.0.

Prerequisite: Economics 5220 3.0 or equivalent.

Economics 6250 3.0: Advanced Econometric Theory. This course extends the general linear model examined in Economics 6220 3.0 in several directions. Topics include simultaneous equations, method of moments estimators, time series models, nonlinear estimation, limited dependent variables and duration models.

Prerequisite: Economics 6220 3.0 or equivalent.

Economics 6430 3.0: Topics in Industrial Organization. Selected topics in modern industrial organization.

Prerequisite: Economics 5430 3.0 or equivalent.

Economics 6460 3.0: Topics in Natural Resource and Environmental Economics. Advanced topics in the theory of resource use including empirical research. Topics include stochastic environments, production processes, rent seeking.

Prerequisites: Economics 5100 3.0, Economics 6100 3.0 and Economics 5460 3.0.

Economics 6700 3.0: Development Planning. An introduction to problems of development planning alternative models with emphasis on strategic considerations rather than on techniques. Monetary and fiscal policy, foreign economic policy, in the context of development planning.

Prerequisite: Economics 5700 3.0 or permission of the instructor.

Economics 6810 3.0: Workshop: Political Economy. In light of diverse traditions in political economy, a critical study and discussion of recent works pertaining to philosophical foundations of economic planning, particularly as they relate to income distribution, substantive economic development, the ecology, alternative methods

of economic integration and social organization, etc. The works considered will change from year to year.

Economics 6820 3.0: Workshop: Statistics and Econometrics. An advanced applied statistics and econometrics course in which both students and faculty members present and interpret empirical studies of importance for planning and policy from current articles in academic journals and technical reports.

Economics 6990 3.0: Reading or Research Course in a Selected Topic. Supervised reading or research course in topics not included or currently offered. Recent examples of reading or research courses include topics in rent-seeking, labour contracts and microfoundations of macroeconomics.

EDUCATION: LANGUAGE, CULTURE AND TEACHING

gradprogram@edu.yorku.ca S865 Ross Building

(416) 736-5018 http:www.edu.yorku.ca/grad

GRADUATE FACULTY MEMBERS

Professor and Director of the Graduate Program

A. Griffith

Distinguished Research Professor

D. Britzman

Professors Emeriti

C. EWOLDT

L. Heshusius

M. Hughes

Professors

P. AXELROD

J. Bell.

C. CARPENTER

D. DIPPO

C. Haig-Brown

C. James

D. KHAYATT

S. Murphy

R.D. Owston

S. Schecter

S. Shapson

P. SOLOMON

W.J. WHITELEY

Associate Professors

S. Alsop

W. Crichlow

S. DION

G. Fallis

E. FINE

S. Gaetz

N.K. ISRAELITE

D. JOPLING

J. JENSON

I. KILLORAN

H. LOTHERINGTON

J. Mannette

C. Mayer

M.L. Morbey

N. Norquay

G. Orpwood

A. PITT

R. Sanaoui

J.W. Sheridan

M. SINCLAIR

H. SMALLER

K. Stanworth

C.A. WIEN

D. Yon

B.H. ZATZMAN

Assistant Professors

M. DI PAOLANTONIO

G. Frempong

J. GILBERT

J. GOULDING

K. Krasny

J. Lynch M. Marcuzzi

P. MILLETT

B.J. RICHMOND

T. Shanahan

Q. Zha

Adjunct Professors

J. Bernhard

B. Davis

Visiting Professors

S. BAILEY

B.J. DANIEL

The Graduate Program in Education at York University focuses on the study of language, culture and teaching broadly defined. The program is committed to interdisciplinary, rigorous intellectual inquiry based in critical engagement with diverse perspectives of education and educational research. Our scholarship is informed by social, historical and cultural contexts of education and contemporary practices of pedagogy, learning and curriculum. Our program's philosophy and curriculum are grounded in critical thought with an underlying commitment to social justice. We emphasize issues in and practices of equity, access and educational design. A range of opportunities to question meanings and practices of social difference including those based on race, ethnicity, sexuality, gender, class and ability are offered through our courses of study

The MEd and PhD are research degrees. Admission to graduate study is based upon appropriate educational background and evidence of the candidate's preparedness and interest in deepening their understanding of education through disciplined inquiry. Students have the opportunity to work with faculty to define their program of study selecting from and synthesizing areas of faculty research and teaching including: anti-racist, feminist and multicultural pedagogies; literacy, sociolinguistics and second language learning; mathematics, science education and new information technologies; early childhood, higher and community-based education; urban, ecological, arts-based and /or disability education.

Flexibility is key. Within the program, students can focus on areas of educational practices and/or theoretical orientations to particular issues and problems, and on research concerns encompassing classrooms, other educational contexts, or study of young children, youth and adults.

Decisions regarding a plan of study are made in consultation with faculty in regular advising sessions. The program is distinguished by small classes, individual attention, and opportunities to meet and collaborate with peers. Courses are designed to engage with current research in educational theories and practices from psychoanalysis to institutional ethnography; in conceptual, qualitative, historical and/or quantitative research; and in the dynamics of social and educational change.

All candidates engage in both course work and independent research. Master's candidates write a thesis or complete a major research project. Doctoral candidates' work culminates in the writing of a dissertation. There are also opportunities to engage in independent study and to work with faculty on their research projects. Our program offers the opportunity for full and part-time study. Teaching assistantships and/or research assistantships are available for full-time graduate students.

The specific objectives of the graduate program exist within the mission of York University. Excerpts from the Mission Statement with particular relevance to this program include but are not limited to the following: we focus on "the pursuit, preservation, and dissemination of knowledge... We test the boundaries and structures of knowledge. We cultivate the critical intellect... York University is part of Toronto: we are dynamic, metropolitan and multicultural.... We value diversity... A community of faculty, students and staff committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition." (Academic Planning Documents, September 2001).

Our program does not lead to teaching certification.

MASTER OF EDUCATION PROGRAM

ADMISSION REQUIREMENTS

Normally, applicants are required to have an acceptable undergraduate degree with at least a B+ average. Applicants are also required to submit:

- ❖ Faculty of Graduate Studies' admissions application form;
- ❖ two official copies of transcripts of all postsecondary education;
- * three letters of academic reference (preferably two should be from university faculty members. However, professional referees may be submitted if the applicant is unable to provide two references from university faculty members);
- ❖ a résumé or *curriculum vitae*;
- statement of interest (a minimum of 500 words in length) outlining how graduate studies in education might serve the applicant's academic and/or professional interests, and what is of interest to the applicant in the graduate program; and,
- one sample of written work (e.g., a paper demonstrating how the applicant works with a body of literature or builds an argument; typically, the sample paper is from a university course completed within the past five years).

Note: If the applicant is unable to provide a sample of written work, then the applicant should provide an extended statement of interest not to exceed 1500 words.

Application files are assessed on the basis of the information contained within the file as a whole. Consideration is given to the combined profile of demonstrated academic standing, professional background and experience, potential to pursue and benefit from graduate studies, and compatibility of interests between the applicant and the Graduate Program in Education: Language, Culture and Teaching.

If there are any questions about the application process/requirements, applicants should contact the Graduate Program Office at (416) 736-5018.

DEGREE REQUIREMENTS

Candidates for the MEd degree select one of the following options:

- a thesis and a minimum of 3 full course equivalents (6 half courses); OR
- a research project and a minimum of 4 full course equivalents (8 half courses).

In addition all candidates are required to complete Education 5130 0.0: Research Proposal Seminar (non-credit).

For both options, candidates may take the equivalent of one full course outside their area of specialization (i.e., in other graduate programs at York, or in a graduate program of another university), with prior approval of the candidate's advisor and the Faculty of Graduate Studies.

The graduate program reserves the right to require additional course work up to one full course on a case-by-case basis. Such requirements will be specified upon admission and can be taken through existing courses. Candidates will be required to complete such courses before the beginning of their second academic year of study.

Thesis and Oral Examination

The supervisory committee consists of a minimum of two members from the Faculty of Graduate Studies, at least one of whom must

be from the Graduate Program in Education, and who serves as the principal supervisor. In exceptional circumstances, and with the prior approval of the Dean, one additional member may be appointed who is not a member of the Faculty of Graduate Studies.

Under the guidance of the supervisory committee the candidate makes a contribution to the knowledge of their area of specialization, embodying original, independent, applied scholarship (this contribution may take the form of research based on data collection and analysis; a comprehensive, critical review and analysis of the literature in a field; the development of a theoretical position, a critique of curriculum materials or of some policies and practices in the field, or some combination of the foregoing). After the formal submission of the thesis, an oral examination focuses on the thesis and matters related to it.

Research Projects and Oral Evaluation

Under the guidance of a Supervisor and a Reader, the candidate completes a research project which is equal to a thesis in academic quality but which may be more limited in scope and/or degree of originality. The research project may take a variety of forms, such as a critical review of the literature on a topic of interest; an essay that explores a theoretical position; a research study of either a qualitative or quantitative nature; or a curriculum or program development project. After the formal submission of the research project, an oral evaluation focuses on the context and implications of the work.

Enrolment and Residency Regulations

There is no residency requirement for the Master of Education program. Both full-time and part-time study options are available. Candidates must maintain continuous registration. The time limit for completion of the MEd program is four years from a candidate's entry into the program. The maximum period of full-time study for MEd candidates cannot exceed six terms, after that the candidate's status changes to part-time.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSIONS REQUIREMENTS

In addition to meeting standard Faculty of Graduate Studies requirements, applicants to the doctoral program in Language, Culture and Teaching will have undertaken a master's level program (with a B+ average) including a component based on original research at a recognized university. Applicants must submit evidence of relevant professional preparation and/or personal and career experience.

Applicants are required to submit a file of their academic, career, and life experience for admission to the doctoral program. This file shall consist of:

- ❖ Faculty of Graduate Studies admissions application form;
- * two official copies of transcripts of all postsecondary education;
- * three letters of reference (at least two must be from academic referees; the other may be from a professional referee);
- a curriculum vitae;
- * a statement of area of interest with a discussion of intended research; and,
- two samples of written work.

Applicants of interest to the program may be interviewed in the final stages of selection. This interview will be arranged at the convenience of both the program and the applicant. The purpose of the interview is to assess the overall suitability of applicants and to determine if there are faculty members available in their area of research interest. Final admission will be offered to applicants only if faculty pro-tem supervisorship is available.

DEGREE REQUIREMENTS

The doctoral program has three components: the satisfaction of course requirements, a comprehensive examination, and the defense of a doctoral dissertation which demonstrates independence, originality, and the ability to contribute to the knowledge in the field at an advanced level of conceptualization and investigation.

Course Requirements

Candidates will undertake a program of studies of a minimum of 21 credit hours plus a doctoral dissertation as detailed below.

Required Courses

- 1. Education 5100 6.0: Research and Issues Seminar in Language, Culture and Teaching
- 2. A compulsory research methods course beyond the introductory graduate level of at least 3.0 credit hours (students lacking prerequisites must enrol in an introductory graduate level course as an addition to their program requirements. Equivalence of previous methods courses will be determined by the faculty pro-tem supervisor in consultation with the Graduate Executive Committee).

Elective Courses

A minimum of four half courses (12.0 credit hours) or equivalent chosen from among the following:

- ❖ the formal course offerings of the graduate program in Education
- courses in allied disciplines chosen from among the offerings of other graduate programs at York University
- courses in allied disciplines, to a maximum of one full course or equivalent, at other institutions
- negotiated studies courses: Student Initiated Collaborative Inquiry, Directed Readings, Practicum Seminar (the content and weighting of negotiated studies courses must be determined by the faculty mentor and approved by the Graduate Executive Committee).

Comprehensive Examination

The comprehensive examination consists of two parts: a doctoral comprehensive paper and an oral examination. The comprehensive examination is a pedagogical exercise that requires candidates, upon completion of course work requirements, to engage in written and oral focused academic inquiry on a topic or problem of interest. Through the comprehensive examination, the student articulates, in relation to a body of literature, a particular problematic or a position on a topic. The comprehensive examination offers students the opportunity to engage in academic inquiry that may extend the bounds of coursework or move toward the conceptual work of the dissertation (these suggestions are not meant to narrow the range of possibility).

Typically, the comprehensive oral examination is held within six months of, and no more than one year, from the end of the candidate's course work.

A comprehensive examination is set at the completion of all required course work. Three examiners are chosen from among faculty with expertise in the candidate's area of study. The comprehensive examination is assessed using one of the following categories: pass, pass with conditions, or unsatisfactory. Candidates who receive an unsatisfactory rating on the examination have one opportunity to retake the comprehensive examination within 12 months of the original examination. Candidates who receive an unsatisfactory rating for the second comprehensive examination will be required to withdraw from the program. Successful completion of the written and oral exam qualifies the candidate to begin the dissertation proposal. Additional details on the comprehensive examination are available in the program handbook.

Dissertation Proposal

A dissertation proposal, which is separate from the comprehensive examination and the dissertation defense, normally will be submitted to the dissertation committee following the completion of the comprehensive examination. For additional regulations on the dissertation proposal, please consult the appropriate section of this *Calendar*.

Dissertation Defense

The Faculty of Graduate Studies specifies the regulations for the dissertation defense. Please consult the Faculty Regulations section of this *Calendar* for information on the dissertation defense.

Enrolment Regulations

Candidates normally will be enrolled, at different periods of their programs, in part-time and full-time study. To satisfy the residency requirement, all doctoral candidates must register as full time students for a minimum of three consecutive terms. Candidates must maintain continuous registration. The time limit for completion for the PhD program is six years from a candidate's entry into the program.

GRADUATE DIPLOMAS IN EARLY

CHILDHOOD EDUCATION

The Graduate Diploma in Early Childhood Education gives formal recognition to those graduate students who have undertaken concentrated research and study concerning the education of young children (birth to age eight). Masters and doctoral students may specialize in early childhood education and have this specialization noted on their transcripts. Students undertake one course (3.0 credit hours), Education 5540 3.0: Educating Young Children, in addition to the master's and doctoral degree requirements, complete three other courses from a selection approved for the program, and write their research project, thesis or dissertation on a topic in early childhood education, as approved by the Coordinator of the Graduate Diploma in Early Childhood Education.

There is also a direct entry option, separate from the master's and doctoral degrees, which requires the completion of the course **Education 5540 3.0: Educating Young Children** and four courses from the approved selection. *This option does not grant a degree.*

DEGREE CONCURRENT (OPTION A)

This option is offered in conjunction with the MEd or PhD degree.

Diploma Requirements

Core course **Education 5540 3.0: Educating Young Children**. This course constitutes a requirement in addition to the course requirements of the master's or doctoral degree programs.

Students must also successfully complete, as part of their MEd or PhD degree, three half courses from the following list:

Education 5320 3.0: Reading, Writing and Critical Literacy for Young Children

Education 5340 3.0: Adolescent & Children's Literature Education 5400 3.0: Education and Childhood in Canadian History

Education 5530 3.0: Emergent Literacy

Education 5545 3.0: The Reggio Emilia Approach to Early Childhood Education

Education 5550 3.0: Play, Language and Learning

Education 5725 3.0: Critical Perspectives on the Theory and Research on the Behaviour of Young Children

Education 5845 3.0: Mathematics and Sciences Understanding in Early Childhood

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Students must write their major research project, thesis, or dissertation on a topic in early childhood education, as approved by the Coordinator of the Graduate Diploma in Early Childhood Education.

DIRECT ENTRY (OPTION B)

Diploma Requirements

Core course Education 5540 3 3.0: Educating Young Children.

Students must also successfully complete four half courses from the following list:

Education 5320 3.0: Reading, Writing and Critical Literacy for Young Children

Education 5340 3.0: Adolescent & Children's Literature Education 5400 3.0: Education and Childhood in Canadian History

Education 5530 3.0: Emergent Literacy

Education 5545 3.0: The Reggio Emilia Approach to Early **Childhood Education**

Education 5550 3.0: Play, Language and Learning

Education 5725 3.0: Critical Perspectives on the Theory and Research on the Behaviour of Young Children

Education 5845 3.0: Mathematics and Sciences Understanding in Early Childhood

With the permission of their advisor/supervisor, students may substitute up to two half courses relevant to early childhood education offered in graduate programs at York or other universities.

ADMISSION REQUIREMENTS

Degree Concurrent and Direct Entry

Normally, applicants are required to have an acceptable undergraduate degree with at least a B+ average. Applicants are also required to submit:

- ❖ Faculty of Graduate Studies admissions application form;
- * two official copies of transcripts of all postsecondary education;
- * three letters of reference (preferably two should be from university faculty members, however, professional referees may be submitted if the applicant is unable to provide two references from university faculty members);
- * a resume or curriculum vitae;
- ❖ a statement of interest (minimum 500 words in length) outlining how graduate studies in early childhood education might serve the applicant's academic and/or professional interests, and what is of interest to the applicant in the graduate program. The statement of interest for direct-entry applicants must address issues in early childhood education; and,
- ❖ one sample of written work (e.g. a paper demonstrating how the applicant works with a body of literature or builds an argument; typically, the sample paper is from a university course completed within the past five years).

Note: If the applicant is unable to provide a sample of written work, then the applicant should provide an extended statement of interest not to exceed 1500 words.

Application files are assessed on the basis of the information contained within the file as a whole. Consideration is given to the combined profile of demonstrated academic standing, professional background and experience, potential to pursue and benefit from graduate studies, and compatibility of interests between the applicant and the Graduate Program in Education. A committee of two members appointed to the diploma program will assess and make recommendations on the admissibility of applications for the direct entry program.

Faculty Members Associated with the Diploma

CarolAnne Wien, Sharon Murphy, Judith Bernhard, Esther Fine, Isabel Killoran, Carole Carpenter, Karen Krasny, Jacqueline Lynch

For application deadlines, please consult the Graduate Admissions website. Applicants are encouraged to use the online application: http://www.yorku.ca/admissio/graduate.asp.

Further admissions information is available from the Graduate Admissions office, and by writing to: gradprogram@edu.yorku.ca . For answers to specific questions regarding the program, please contact the Graduate Program in Education (see above for contact information).

GRADUATE DIPLOMAS IN ENVIRONMENTAL/SUSTAINABILITY **EDUCATION**

Please see the Environmental/Sustainability Education graduate diplomas section in this Calendar.

GRADUATE DIPLOMAS IN MATHEMATICS EDUCATION

Please see the Mathematics Education graduate diplomas section in this Calendar.

GRADUATE DIPLOMAS IN POSTSECONDARY EDUCATION:

COMMUNITY, CULTURE & POLICY

Please see the Postsecondary Education graduate diplomas section in this Calendar.

Courses

Not all courses are offered each year. Courses may be found on the Faculty and program websites.

Education 5100 6.0: Research and Issues in Language, Culture and Teaching. Epistemologies, underlying theories, and research approaches to language, culture and teaching are examined. The seminar considers questions of knowledge, social/nature relations, and educational praxis in relation to dynamics of language, culture and teaching.

Core course requirement for all doctoral students.

Education 5120 6.0: Theory and Research in Language,

Culture and Teaching. This course uses presentations, readings and discussion to examine some of the conceptual and theoretical issues of interest to educators in the areas of language, culture and teaching and the interrelationship among these areas.

Education 5130 0.0: Research Proposal Seminar. This seminar a) supports student development in the conceptualization of the research proposal for the major research project and thesis; b) creates a community of graduate students around research activities including writing research proposals, conducting field work, writing research report, disseminating research findings at conferences and in academic journals; and c) provides an opportunity for students to present and critique each other's research proposals. Proposal presentations are scheduled for every session; seminars/workshops on the essentials of proposal preparation are offered during most

sessions. Those enrolled are required to participate in at least three scheduled sessions.

N.B.: Seminar sessions are not to replace collaboration with thesis/major research paper supervisors

This is a non-credit course required of all master's students.

Education 5200 3.0: Qualitative Research Methods in Education.

This course introduces the concepts, history and methodologies of qualitative research and their significance for the study of education. The major emphasis is on strategies for data gathering and data reduction (including naturalistic observation, participant observation, open-ended interviewing and category generation).

Education 5210 3.0: Quantitative Research Methods in

Education. This course deals with the principles of scientific reasoning and how they inform the research process. The theoretical and practical problems involved in data collection are examined (questionnaire construction, interview procedures, sample design). The second part of the course concentrates on the logic of analysis used in assessing and interpreting data. No formal knowledge of statistics is required.

Same as Mathematics & Statistics 5910 3.0.

Education 5215 3.0: Research in Mathematics Education. This course involves participants in the analysis of a diverse range of theoretical and methodological approaches to mathematics education research. Through an evaluation of the literature participants develop an understanding of contemporary issues and debates within the mathematics education community.

Education 5220 3.0: Narrative Inquiry. This is a course about narrative and story telling in the study of educational experience. Narrative is explored as both substance and method: as a fundamental form of experience and as a collection of methods for the study of experience.

Education 5221 3.0: Life History Research Methods and

Applications. This course examines both the methods and uses of life history research within the field of education. Various forms of life history research are explored through a variety of theoretical and thematic lenses. Contested terrain is also examined. *Prerequisite: a course in qualitative methods or equivalent or*

permission of the course in quantum methods or equivalent of

Education 5222 3.0: Seminar in In-depth Interviewing. This seminar studies theories, philosophies, and practices of in-depth interviewing in qualitative research, explores a few orientations to the in-depth interview process and considers problems of conceptualization and interpretation. A series of orientations are discussed, including phenomenological in-depth interview; the ethnographic interview; and topical, or issue-focused interviews. Topics include theories of representation, conceptualizing research problems and interview protocols, analyzing interviews, research relations, poetics and politics of listening; roles and qualities of interpretation.

Education 5225: (de)Colonizing Research Methodologies. This course examines the colonizing roots, contemporary problems, and possibilities of field-based research methodologies with relevance to education. From issues in science and positivism to anthropological questions of representation and ethics, the course asks what it means to decolonize methodology.

Same as Women's Studies 6111 3.0.

Education 5226 3.0: Action Learning Examination of an "action learning" approach to research (Participatroy Action Research), planning, management, and social change. Included are examination of theoretical, methodological, and pedagogical aspects of action learning, and evaluation of its potential impact on change processes. *Same as Environmental Studies 6144 3.0*.

Education 5230 3.0: Textual Analysis in Education. This course is a methodological exploration of education texts as they mediate communication between educators, and connect schools to other social institutions, such as social welfare, public health, the media, and families.

Same as Linguistics 6290 3.0.

Education 5240 3.0: Introduction to Arts-Based Research Methods in Education and Interdisciplinary Cultural Studies.

This course explores the emerging field of arts-informed qualitative research. The course creates a context for researchers to explore qualitative methodologies that infuse elements, processes and forms of the arts into scholarly investigative practices.

Education 5241 3.0: Alternative Practices and Arts-Based Genres in Curriculum Theory Research. This course explores a range of aesthetically informed research, arts-based scholarship and representational practices. The course offers opportunities for researchers to consider philosophical frameworks of aesthetic and curriculum theories as contexts for artful inquiry through genres of aesthetic representations.

Education 5245 3.0: Drama and Arts Education. The course identifies major trends in research, including classroom-based inquiry, action research, process drama and reflective practice design in drama and arts education. The course also examines applications of drama and arts education research and practice as tools for teaching a range of subject areas.

Education 5250 3.0: Practitioner Research. This course examines both the scholarship and the work of practitioners (*e.g.*, classroom teachers, social workers, adult educators, nurse educators) assuming the role of researchers as a means of testing their own ideas and assumptions about the people with whom they work and contributing to the field of education and knowledge.

Education 5260 3.0: Research Practicum on Focus Groups and Surveys for Higher Education. This course examines focus group and survey methodology in higher education. Students learn how to conduct their own focus groups and analyze survey data on the student experience using SPSS. No prior methods or statistics courses is assumed.

Education 5300 3.0: Language Learning in the Classroom. This course provides a critical examination of the theoretical positions and research findings on oral language learning with implications for assessment and pedagogy.

Education 5310 3.0: Literacy and Social Context. This course critically analyzes the concept of literacy in terms of what it means and how it is realized. Literacy is placed within historical contexts and in the context of current theories of becoming literate in order to assess what it means in a variety of contemporary contexts cutting across ethnicity, gender, race and social class.

Education 5311 3.0: Language in the Cosmopolis: Theory and Method. The course provides training in the conceptualization and

conduct of language-related research in urban contexts characterized by transnational migration, transience, and flux. Intended for advanced master's and doctoral students, the course addresses problems in and approaches to both discourse-based and empirical inquiry.

Education 5320 3.0: Reading, Writing and Critical Literacy for Young Children. This course consists of a critical examination of both the theoretical positions and research findings concerning reading and writing of young children. This examination functions as a basis for evaluating current assessment and instructional practices used with young children who do and do not learn well in schools. The course elaborates on theory and research findings that are conducive to making the classroom more facilitative of literacy acquisition for all learners. The course facilitates student inquiry into practice by exploring literacy issues from theoretical, personal, political and professional perspectives.

Education 5330 3.0: Reading Theories — A Critical Analysis. Current and past theories of reading in education and allied disciplines are analyzed in this course. The analysis is placed against a framework of what theory is, how theories are realized, and the support for various theories in the research literature. In particular, consideration is given to the tensions between sociocultural and individualistic explanations of reading.

Education 5335 3.0: The Literary Imagination and the Curriculum. This course inquires into the function of the literary imagination in school settings. It specifically aims to critically interpret the relationships among literary reading practices, the production of knowledge, the ongoing evolution of subjectivities, the development of perceptual and cognitive capacities, and the various practices of representation that circumscribe experiences of learning.

Education 5340 3.0: Adolescent and Children's Literature. This course provides candidates with a broad overview of adolescent and children's literature by taking the simultaneous perspectives of its educational value and literary value.

Education 5341 6.0: Children's Literature: Approaches and Issues. An exploration of approaches taken in the creation, interpretation and application of children's literature in the modern western world, this course focuses on the recent emergence of critical approaches to the literature, emphasizing the growth and significance of multicultural theory.

Education 5360 6.0: African-American Literature. A study of African American writers, their literary and extra-literary influences and their historical and cultural contexts. Same as English 6630 6.0.

Same as **English 6081 6.0**.

Education 5370 3.0: Environmental Themes in Storytelling and First Nations Tradition: An Intercultural Perspective. This course examines theories of narrative primacy in oral and literate cultures; the primacy of voice and story in First Nations nature traditions; the relationship of 'special place' and story in the heritage of North American nature/environmental education. Same as Environmental Studies 6154 3.0.

Education 5380 3.0: Second Language Instruction. This course critically analyzes issues prominent in the research, theoretical and pedagogical literature on second language learning and teaching. Selected readings emphasize linguistic, social, psycholinguistic and educational perspectives on second language instruction. Emphasis is placed on English and French as Second/Foreign languages. Same as Linguistics 5670 3.0.

Education 5381 3.0: Reading and Writing in a Second Language: Theory to Practice. This course examines theoretical constructs relevant to reading and writing in a second language and reviews existing empirical research in order to draw implications and applications for second language pedagogy (i.e. curriculum and materials development, effective classroom practice and assessment). Same as Linguistics 6230 3.0.

Education 5382 3.0: Listening and Speaking in a Second Language: Theory to Practice. This course examines theoretical constructs relevant to listening and speaking (including pronunciation) in a second language and reviews empirical research in order to draw implications and applications for second language pedagogy: curriculum, materials development, effective classroom practice and assessment. Same as Linguistics 6250 3.0.

Education 5383 3.0: Multilingual Education. This course considers multilingual education within the competing forces of multiculturalism and globalization, exploring language policy and human rights, the teaching of community and international languages locally, nationally and overseas, evolving multiliteracies, language use in virtual space, and the internationalization of education. Same as Linguistics 6290 3.0.

Education 5400 3.0: Education and Childhood in Canadian **History**. This course explores themes in the history of education and childhood from New France to the present. It covers all regions of Canada and focuses on elementary and secondary schooling. Same as History 5125 3.0.

Education 5401 6.0: Education and Childhood in Canadian **History**. This course surveys major themes in the history of education and childhood in Canada from New France to the present. It explores the relationship between education and social change and critically assesses the historical literature in the field. Same as History 5125 6.0.

Education 5402 3.0: Gender, Race and Class Relations in the History of Canadian Schooling. This course examines the multiple and complex ways in which the social relations of gender, race and class, involving students, teachers, administrators and community leaders, have permeated, and to a large extent determined, the historical (and present-day) activities and outcomes of schooling in Canada.

Education 5409 3.0: Ontario Post-Secondary Education Policy 1985 to the Present. This course reviews Ontario's post secondary education policy focusing on the period from 1985 when the Liberal Party led by David Peterson was elected, until the present. The course examines up the major policy developments during this period and includes reference to the major commissions, reports, initiatives, regulations and legislation related to Ontario's post secondary system 1985-2002. After years of 'structural stability' in post-secondary education under a Conservative provincial government, the earlier period is highlighted as one of change and adjustment in postsecondary policy.

Education 5410 3.0: History of Higher Education in Canada. This course examines selected themes in the social and intellectual history of Canadian higher education from the mid-nineteenth to the late twentieth century. Topics include secularisation,

professionalization, student life, the experience of women, adult education, and community colleges. *Same as History* 5126 3.0.

Education 5411 3.0: The University and Society. This course critically analyzes the role of the university in democratic society. The university has special roles because of the importance of knowledge in post-industrial society. The course examines pressures for change from neo-liberal political economy, the declining commitment to liberal education, and the changing undergraduate student body.

Education 5412 3.0: Changing Currents in Post-secondary Education. This course examines key themes in the world of post-secondary education. It explores the development of colleges, universities and adult education, and includes the study of post-secondary education in Canada, the United States and other international venues.

Education 5414 3.0: Higher Education and Economic Life. This course examines the key social and political issues involved in the relationship between post-secondary education and the modern economy. The course combines theoretical understandings of contemporary higher education with specific debates about academic and economic policy.

Education 5420 3.0: Race, Culture and Schooling. This course examines the prevailing attitudes and beliefs about race, ethnicity and culture in Canadian society and their effects on the schooling of minority group students. Policy, provision and pedagogy for integrating multicultural and anti-racist education into the mainstream curriculum are explored.

Same as Social Anthropology 5170 3.0 and Linguistics 6270 3.0.

Education 5421 3.0: Discourses of Race and Racist Discourse.

This seminar works with an understanding of race as a complex set of social meanings, that are being constantly transformed. It explores the relationships between discourses of race and discourses of identity and culture. It examines how race converges with discourses of nation, class, gender, colonialism and the postcolonial. Same as Film 5320L 3.0 and Social Anthropology 5175 3.0

Education 5425 3.0: Sexualities and Education. This course considers contemporary debates in the study of sexualities. Drawing upon research and literature in the humanities, social sciences and arts, theories of sexuality are placed in conversation with issues in education. Topics covered include childhood and adolescent sexualities, teachers' sexualities, controversies in sex education, representations of AIDS, lesbian, gay, bisexual and transgendered issues and identities in education, and representations of sexuality across the curriculum.

Same as Women's Studies 6119 3.0.

Education 5430 3.0: Social Deviance, Resistance and Schooling.

This course examines students' interactions within social and school contexts and explores the use of identity politics within the frameworks of social deviance and resistance theories; it develops pedagogical and political models for structural and behavioural transformation.

Education 5435 3.0: Studies of Adolescents and Cultural

Experience. This seminar considers how adolescents are conceptualized in research, education, and the arts. Topics include methods for the study of adolescents; adolescent sexualities; studies in prejudice; adolescence in history; the politics of adolescent cultures; and commitment and disaffection in youth.

Education 5436 3.0: Transitions, Access, and the Education of New Canadians. This course focuses on issues of accessibility encountered by first and second generation immigrants at the secondary and post-secondary levels in the Canadian educational system, with specific attention on a comparison of school-work transitions of immigrant and non-immigrants.

Education 5440 3.0: Urban Education. This seminar explores the social and cultural issues often associated with today's urban schools. With reference to social class, ethnicity, race and immigration, we examine how school curricula and programs relate to the educational, social and cultural demands and needs of students. Topic areas include: conceptions of urban community; urban communities, schools and the heterogeneous student population; multicultural and anti-racism education as responses to the needs of today's students; youth culture in conflict with the school's culture; inclusive schools. *Same as Linguistics* 6284.03.

Education 5442 3.0: Global Education in the Classroom:

Research and Practice. The course examines research and practice of global education and global learning in the classroom, placing particular emphasis on how perspectives and knowledge of global interconnectedness and interdependence are infused into classroom instruction across the curriculum from primary to secondary grades.

Education 5444 3.0: Education for Sustainability. This course provides an introduction to education for sustainability through an interdisciplinary approach involving social, economic and environmental concerns. It builds on each student's knowledge about their discipline (*e.g.*, science, history, geography) or issue (social justice, gender equity, ecological stability) and explores how that knowledge can add to the overall picture of education for sustainability.

Same as Environmental Studies 6142 3.0.

Education 5445 3.0: Education, Sustainability and the Ecological

Crisis. This course examines the deep cultural dimensions of the ecological crisis and considers the implications for public education. Discussing pre-contact indigenous models of education the course examines education's role in developing mind and landscape. At Black Creek Pioneer Village historic sustainability and contemporary environmental, social and educational malaise are studied. The course concludes by envisioning education to create sustainable culture

No pre-/co-requisites.

Same as Environmental Studies 6141 3.0.

Education 5446 3.0: Ecology, Ethics and Education. This course examines the nested relationship between culture, education and the larger ecological system, with specific attention to developing ecoethical consciousness as a means toward attending to the patterns of belief and behaviour leading to ecological degradation

Education 5449 3.0: Adult and Community Education. This course provides an introduction to the discourses and practices of adult and community education. The readings focus on historical, methodological and philosophical approaches, and debates within the field. Inquiry into a specific site of adult education is a course requirement.

Education 5451 3.0: Women in Higher Education. This course examines a range of contemporary feminist scholarship on women faculty, students and administrators in higher education. Topics include the historical, social and institutional context of women in higher education; women as academic leaders, faculty and

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students; feminist theoretical and research perspectives, pedagogy and curricular transformation; and comparative and international perspectives.

Education 5455 3.0: Student Experiences and Educational Outcomes in Colleges and Universities. This course examines how class, sex, and ethnoracial origin influence participation in, and the experiences and outcomes of, post-secondary education. Distinctions are made between American and Canadian situations, and domestic and international students.

Research practicum on focus groups and surveys for higher education, or an introductory statistics course and demonstrated expertise in SPSS, are prerequisites.

Education 5460 3.0 or 6.0: Sociology of Education. This course analyses the institutional and organisational dynamics of education. The relation of education to other sub systems are considered such as the family, work, politics, beliefs and the law. Same as **Sociology 6850 3.0** or **6.0**.

Education 5461 3.0: Education and the Sociology of Professions.

This course reviews theoretical debates regarding the nature of professions and professional education. The course critically examines the relationship between professional knowledge, responsibility, autonomy, and power. Issues surrounding diversity and equity in professional education and alternative models of professional education will be explored. Specific reference to the teaching profession in Ontario is made.

Education 5462 3.0: Current Policy Issues in Ontario Schooling. This course examines state-mandated policies in Ontario schooling from a critical perspective, and analyses their potential impact on established philosophy, content and practise of schooling. Alternative visions of educational reform are explored.

Education 5463 3.0: Comparative Perspectives on Global Migration and Education. This course employs comparative and international perspectives to examine global migration and education. The course examines comparative education theory, causes of global migration, and pertinent issue areas including social inclusion and exclusion, gender, language, religion, international organizations and globalization.

Education 5464 3.0: Issues in Globalization and Education. This course examines some of the key issues confronting educational work in the context of globalization. The course considers the antecedents of globalization, the emerging processes of globalization and conceptual resources for understanding the relationship between globalization and internationalization in educational policy and practice.

Education 5465 3.0: Cultural Studies in Education and Society.

This course traces and examines the interdisciplinary field(s) of cultural studies. Particular focus is given to the tasks cultural studies sets for itself— what methods it employs for understanding the multiform relationships among culture, society and education, and what politics it claims for advancing change in existing disciplinary and social formations. Dynamics of signification, production and resistance will be examined as crucial sites of pedagogical practice within and outside schools as cultural institutions.

Education 5470 3.0: Representation and Visual Culture.

This course critically analyzes issues in the history and theory of representation and visual culture. The emphasis is on aspects of visual culture in eighteenth to twentieth century Europe and

North America and its role in the (re) production, mediation, and contestation of contemporary knowledge. Topics include educating the public through institutions of cultural display; constructing local knowledge through ritual and spectacle; writing history and monuments and public memory. Same as Art History 5180 3.0.

Education 5471 3.0: Visual Culture and Gender. This course looks at contemporary debates in the theory and practice of visual culture. The focus is on the ways in which visual representation of gendered relations work to inform the cultural practices of both the consumers and producers of visual images. Same as Art History 5180B 3.0.

Education 5480 3.0: Families and Schools. This course inquires into the historically organized relationship between families and schools. Drawing from and contrasting the research literature, policy and curriculum documents, and auto-ethnographic narratives, this course explores the interdependence and opposition between families and schools.

Education 5500 3.0: Thinking about Teaching. This course addresses the candidates' personal theories of teaching (and learning). This theory building is accomplished by studying a variety of interaction samples in different settings. Samples are drawn from commercially available material and the candidates' own teaching.

Education 5501 3.0: Research into Teaching and Learning in **Jewish Schools**. This course examines some of the central questions within current academic discourse about teaching and learning in Jewish schools and moves towards an exploration of the ways in which different disciplines might inform research into Jewish schooling,

Education 5510 3.0: Curriculum Study. This course utilizes the concept of curriculum as a frame to examine issues of gender, race and class, issues of power and politics, issues connected to language, literacy and learning, issues around child-centred pedagogy, and issues pertaining to intersections between autobiography and curriculum. The course attempts to examine these various intersections and interconnections within the broad context of language, culture and teaching.

Education 5520 3.0: Teaching Writing. This course develops understanding of writing and writing instruction through involvement in the writing process, observation and discussion of classroom writing and instructional practices and through critical examination of writing research and theory. Instructors present and examine key aspects of writing process, pupils' development as writers, curriculum and research. Candidates are expected to engage in personal writing regularly, both in and out of class. Candidates are also expected to present to the class an examination of a particular aspect of the development of writing in the classroom through a critical application of current research and theory.

Education 5525 3.0: The Act of Writing, Part I. This course explores the art and craft of writing fiction, creative nonfiction (mémoire, essay), and/or poetry. Students write in genres of their choice; consider authorial stance in academic prose; read, respond to, and analyse, literary work of others. The genre focus depends on the expertise of the instructor(s) and student interest.

Education 5526 3.0: The Act of Writing, Part II. This course builds upon Education 5525 3.0 and further explores the art and craft of writing in multiple domains. The genre focus is fiction, creative

nonfiction (mémoire, essay), and/or poetry and is determined by what has been covered in "The Act of Writing, Part One," by the expertise of the instructor(s) and by student interest. Students write in genres of their choice; consider authorial stance in academic prose; read, respond to, and analyse, literary work of others.

Prerequisite: Education 5525 3.0 or by permission of the instructor.

Education 5530 3.0: Emergent Literacy. This course analyzes how children become literate. It focuses particularly on the literacy knowledge children have prior to and during the first years of schooling. A range of theoretical positions is explored and critiqued.

Education 5540 3.0: Educating Young Children. This course examines the historical paradigms that have influenced the education of young children in Canada, with a particular focus on the developmental view. It discusses three orientations to curricula (transmissional, transactional and transformational) and analyzes the relationship between each of these models and age-appropriate programming. This course is of particular interest to childcare professionals and teachers of young children, ages three to eight.

Education 5545 3.0 The Reggio Emilia Approach to Early Childhood Education. This course explores the inspiration and challenge to North American practice of the Reggio Emilia Approach to Early Childhood Education. This city of 133,000 in Italy is world renowned for its communal, municipal early childhood program of 32 schools for very young children. Their holistic, postmodern philosophy and practice challenge mainstream western practice with young children, suggesting children are much more intellectually and socially capable than we think.

Education 5550 3.0: Play, Language and Learning. An impressive body of research exists to support the claim that play makes a significant contribution to social and intellectual development. Teachers of young children have limited access to this research as a basis for improving the teaching/learning dialectic. This course examines the nature of play, its role in learning, with a particular focus on language and social interaction, as well as ways in which the teacher can enhance learning through play. Attention is given to the relationship between play and needs of special children.

Education 5560 3.0: Assessment in Perspective. This course examines theoretical models and approaches in educational decision-making relative to referral, assessment, multidisciplinary processes, placement and instruction. The points of view of all parties involved in these decisions are examined.

Education 5610 3.0: Paradigms: Ways of Knowing. This course provides an introduction to major paradigms and world views and an examination of their influences on the social sciences, in particular on theories and practices in education.

Education 5611 3.0: "Indigenous" Ways of Knowing. This course examines "indigenous" scholarship among First Nations in what is now known as Canada and the United States. The ways of knowing which give expression to indigenous conceptualizations and their intersections with western European languages and scholarly paradigms is the point of departure for this exploration.

Education 5615 3.0: Education and Social Justice in Postmodernity. What can social justice mean in light of attempts to reconceptualize justice as an ethical and political relation to difference? This course explores this question through an examination of diverse current philosophical and educational writing across themes such as democracy, citizenship, and human rights.

Education 5616 3.0: Democracy and Education: Pedagogical Considerations of Deliberation and the Politics of Interruption.

This course engages the varied ways of linking democracy and education from the perspective of contemporary political-philosophy, with particular focus on the critical divergence between thinkers who emphasize a deliberative educational-model and those who forefront a politics/pedagogy of interruption.

Education 5620 3.0: Ethical Possibilities in Education. This seminar offers students vocabularies and concepts for identifying, analysing, and theorizing ethical relations between teachers and students. It critically explores notions such as empathy, guilt, idealization, forgiveness, and eros and their relation to the complex realities of education.

Education 5700 3.0: Full Inclusion of All Students: Theory and Practice. This course treats the theory, purposes, and practices of the inclusion of all students, regular and exceptional, in the regular classroom on a full-time basis. Major areas of consideration are the rationale for full inclusion, parent and educator objectives in full inclusion, service delivery models, role of resource personnel, role of the regular classroom teacher, the social curriculum, the academic curriculum, design of individual education programs, monitoring of student progress, and teaching preparation for full inclusion.

Education 5710 3.0: Critical Perspectives on Special Education. This course consists of an overview of historic and current practices and principles in the administration of special education in Canada and abroad, with particular reference to learning disabilities and deafness. Attention is given to such areas as policy development and implementation and structural arrangements for the fields of deafness and learning disabilities.

Education 5711 3.0: Pedagogy and Empowerment. This course studies discourses and practices related to exclusion and inclusion and their effects on education for students with disabilities from a critical perspective. The course considers inclusive pedagogies as ways of empowering the full circle of people involved in, and affected by, the education of these individuals. Same as Critical Disability Studies 5030 3.0.

Education 5715 3.0: Students with Disabilities in Postsecondary Education. This course examines historical, contemporary, legal and pedagogical perspectives on the education of students with disabilities in postsecondary settings in Canada.

Education 5720 3.0: Disability in Society. Historical and mythological roots of attitudes toward disability lay the foundation for examining the treatment of disability in the arts, media and literature. Research, education, philosophical and legislative issues are raised, as well as the concerns of individuals with disabilities.

Education 5725 3.0: Critical Perspectives on the Theory and Research on the Behaviour of Young Children. This course challenges students to reflect on why children are excluded from classes and programs because of their behaviour and to explore behaviour from a variety of theoretical perspectives. This course is of interests to those who work with young children, ages 4 to 8, in community schools and programs.

Education 5730 3.0: Special Populations and Issues of Language and Literacy Education in L1 and L2. This course examines some of the key questions, debates and controversies surrounding language and literacy education in both L1 and L2 with a focus on analyzing

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and considering policy and practice when working with students who have disabilities which affect communication and language learning.

Education 5800 3.0: Critical Pedagogy. This course explores the role of schooling in the reproduction of social inequality and the possibility of developing teaching materials and strategies that support the project of social transformation. Topics include critical theory and educational practice; hegemony and the hidden curriculum; teacher/student resistance and accommodation.

Education 5810 3.0: Pedagogy and Social Difference. This course examines what discourses of social difference and theories of representation offer to the rethinking of pedagogy. Topics include psychoanalysis and pedagogy; theories of representing sex, race, and gender; AIDS and education; textuality and social difference; imagined communities; reading practices and the production of difference.

Same as Social & Political Thought 6015 3.0 and Women's Studies 6506 3.0.

Education 5815 3.0: Seminar in Psychoanalytic Theory and Pedagogy. This seminar engages some key concepts in psychoanalysis to investigate learning and contemporary psychoanalytic debates in education. Concepts such as resistance, trauma, transference, identification and projection, and theories of aggression, hatred, and love are considered, along with the reading of contemporary novels, memories, and research in education. These analytic concepts question the time of learning, its fault lines, and the relations individuals make with the self through the other. The seminar considers foundational methodological writings in the interdisciplinary field of education and psychoanalysis and some contemporary debates posed by more recent pedagogies on education as symptomatic of crisis.

Same as Social & Political Thought 6628 3.0 and Women's Studies 6509 3.0.

Education 5820 3.0: Feminist Pedagogy. This course explores feminist theories and praxis as these are relevant to pedagogy. It challenges the social, political, economic, and ideological assumptions that underscore theories of learning and teaching, and it looks to transform knowledge as a means to provoke work toward

Same as Women's Studies 6507 3.0.

Education 5830 6.0: Fundamentals of Mathematics for Teachers.

Number theory and combinatorics are branches of mathematics in which theorems and problems are usually easy to state but often difficult to prove or resolve. This course deals with topics in these two fundamental mathematical fields, including modular arithmetic, linear and quadratic diophantine equations, continued fractions, permutations and combinations, distributions and partitions, recurrence relations, generating functions, formal power series. Stress is placed on solving challenging problems.

Prerequisite: Permission of the instructor is required for students who are not in the Graduate Program in Mathematics and Statistics. Same as Mathematics & Statistics 5020 3.0.

Education 5831 6.0: Mathematical Literature Seminar for Teachers. The course deals with a variety of mathematical issues.

and is intended to convince the students that mathematics is meaningful, that some of its problems are profound, and that the evolution of some of its ideas is an exciting chapter of intellectual history. Students are encouraged to present material in class, and one of the key objectives of the course is to develop in students the ability to read independently and critically in the relevant mathematical

literature.

Prerequisite: Permission of the instructor is required for students who are not in the Graduate Program in Mathematics & Statistics. Same are Mathematics & Statistics 5100 3.0.

Education 5832 6.0: Topics in Mathematics for Teachers.

Topics are chosen according to the interests of students. Typical subject material includes mathematical modelling, applications of mathematics in the physical and social sciences, and recent developments in mathematics.

Prerequisite: Permission of the instructor is required for students who are not in the Graduate Program in Mathematics and Statistics. Same as Mathematics & Statistics 5500 6.0.

Education 5833 6.0: History of Mathematics. The course deals with the historical development of the main currents of mathematical thought from ancient to modern times, with emphasis on ideas of particular relevance to high school teachers. It is intended that this course give students an overview of mathematics and its relation to other disciplines. Presentation of various topics by students with ensuing discussions is an integral part of the course.

Prerequisite: Permission of the instructor is required for students who are not in the Graduate Program in Mathematics & Statistics. Same as Mathematics & Statistics 5400 6.0.

Education 5834 6.0: Analysis for Teachers. Some of the basic concepts and methods of analysis are discussed. Among these are axiomatic development of the real and complex number systems, classical inequalities, sequences, series, power series, uniform convergence, Taylor's theorem, elementary functions of a real and of a complex variable, entire functions, transcendental numbers and functions, fundamental theorem of algebra and Picard's theorem, transcendentality of e and pi, elementary differential equations, applications.

Same as Mathematics & Statistics 5410 3.0.

Prerequisite: Permission of the instructor is required for students who are not in the Graduate Program in Mathematics and Statistics.

Education 5835 6.0: Problem Solving. This course aims to develop the student's problem solving ability by examining a variety of challenging problems from famous collections. Emphasis will be placed on problem- solving techniques of wide applicability, such as recursion and iteration methods, generating functions and power series, transformation methods, vector methods (both geometric and algebraic), and congruences.

Prerequisite: Permission of the instructor is required for students who are not in the Graduate Program in Mathematics & Statistics. Same as Mathematics & Statistics 5220 3.0.

Education 5836 6.0: Algebra for Teachers. The intent of this course is to give the student an appreciation of mathematical structure through the study of fields, rings and groups, with examples from, and applications to, number theory and geometry. Emphasis is placed on how modern algebra unifies diverse results, and how it sheds light on classical algebraic problems. For example, field extensions are applied to problems of construction with ruler and compass; factorization theory in integral domains will be applied to solutions of diophantine equations.

Prerequisite: Permission of the instructor is required for students who are not in the Graduate Program in Mathematics and Statistics. Same as Mathematics & Statistics 5420 6.0.

Education 5837 6.0: Geometry for Teachers. This course exposes students to the richness and variety of geometrical methods. Various geometries, including Euclidean, affine, projective, inversive, nonEuclidean, and finite geometries, and the transformations associated with these geometries, are studies from the unifying point of view of affine and metric affine geometry. Many applications to Euclidean geometry are given.

Same as Mathematics & Statistics 5450 3.0.

Education 5838 6.0: Statistics and Probability for Teachers.

Review of the concepts underlying the Ontario high school course: MDM4U: Mathematics of Data Management. Use of public data to address social issues. Data analysis and visualization using the Fathom statistical package. Fundamental issues, controversies and paradoxes in probability and in statistical inference. Association and causation, Simpson's Paradox, ecological correlation, conditional association and stratification.

Prerequisite: Permission of the instructor is required for students who are not in the Graduate Program in Mathematics and Statistics. Same as Mathematics & Statistics 5430 6.0.

Education 5839 6.0: Computation in Mathematics for

Teachers. This course will concentrate on the role of computation in mathematics relying on popular software designed for this purpose. The examples to be discussed will be chosen from applied mathematics using high school calculus, elementary number theory, probability, numerical approximation of familiar constants and discrete mathematics. The intention will be that any one of the topics could serve as the basis for supplementary material or a project for highly motivated students in the final years of high school. Students taking this course will be evaluated on the basis of reports written on each of the topics discussed.

Same as Mathematics & Statistics 5300 6.0.

Prerequisite: Permission of the instructor is required for students who are not in the Graduate Program in Mathematics and Statistics.

Education 5840 3.0: Mathematics Learning Environments.

This course explores issues in mathematics education in light of new developments in cognitive theory, in order to characterize environments for learning mathematics that are both learner centered and knowledge centered. Topics include mathematics learning as a social/cultural experience, mathematics as sense making, the impact of technology on mathematics learning environments.

A specialized mathematics background is not a prerequisite for the course.

Education 5841 3.0: Thinking about Teaching Mathematics.

This course invites participants to reflect on the practice of teaching mathematics in light of research, theory, and their own experiences. It examines how teachers draw on mathematical and pedagogical knowledge in their work. A specialised mathematics background is not a prerequisite.

Same as Mathematics & Statistics 5900 3.0.

Education 5845 3.0 Mathematics and Science Understanding in Early Childhood. This course examines the development of mathematics and science understanding in early childhood (birth to age 8). Young children are motivated to try to understand their world and develop their own theories and hypotheses about how their world operates. This course investigates texts exploring what they think, how their thinking changes during early childhood, and the intersections of the developmental with the cultural and social.

Education 5848 3.0: Technology and Mathematics Education. This course involves participants in critically examining the role of

This course involves participants in critically examining the role of technology in the teaching and learning of mathematics. Readings and experiences with technological applications will provide the basis for analysis of central themes and issues. *A specialised mathematics background is not a prerequisite.*

Education 5850 3.0: Science, Technology and Society. This course is designed for teachers who wish to develop a deeper understanding of science and technology in society and the importance of these areas in compulsory education. It draws from historical, philosophical, sociological and educational contexts to consider scientific literacy.

No prerequisites: designed for both science and non-science specialists.

Education 5855 3.0 Cultural Studies of Technology for

Education. This course examines the educative possibilities for new and emergent digital media, asking whether and how what we know and how we know it is reshaped, re-mediated and invariably altered by these technological affordances. The course focuses primarily on the design, development and practical implementation of these technologies for education.

Education 5860 3.0: Issues in Digital Technology in Education.

This course critically examines social and pedagogical issues arising from the use of digital technology in education. It is conducted through a combination of face-to-face meetings and online computer conferencing. Some familiarity in using computers is a highly desirable prerequisite.

Education 5861 3.0: Education and the Worldwide Web: Critical Vantage Points. This seminar examines the diverse nature of the worldwide web, its history and underlying philosophies. A series of theoretical vantage points are employed to critically examine the web in relation to the complex realities of education; theory arising from cultural theory, social theory, media theory, technocultural theory and complex systems theory.

Education 5862 3.0: Gender, Equity, New Technologies and Education. This interdisciplinary course examines contemporary cultural conceptions and practices of gender identities in relation to patterns of competency and uses of new technologies, both inside and outside of schools. The course explores contemporary research, theory and online environments in relation to questions about identities, equity and digital media.

Education 5863 3.0: Retooling the Learning Game: Educational Gaming and Play. This course examines play as it is currently developed and popularly imagined in commercial computer- and consoled-based games in order to more closely examine what is "learned" in those immersive environments and ask how they might more productively be harnessed for educative ends.

Education 5900 3.0: Directed Reading. Directed reading courses normally relate to the candidate's area of specialization within the program and are considered only if the proposed topic cannot be addressed through course work. Directed reading course proposals must be approved by the Graduate Executive Committee.

Education 5910 1.0 or 2.0 or 3.0: Student Initiated Collaborative Inquiry (SICI). SICIs are course offerings designed to enable two or more students to pursue a research interest that is not covered by available courses. Content areas are proposed by two or more students and are offered subject to the availability of a faculty member with expertise in the area of interest and the approval of the Graduate Executive Committee.

Education 5915 1.0 or 2.0 or 3.0: Practicum Seminar. The Practicum Seminar uses the university teaching experiences of graduate students to develop focused offerings on topics that link that teaching to issues in Language, Culture and Teaching within higher education settings. These Practicum Seminars are subject to the availability of faculty members and the approval of the Graduate Executive Committee.

Education 5920 3.0: Special Topics Seminar. Where there are a sufficient number of candidates with an interest in an area of study appropriate to the Language, Culture and Teaching program, a special topics course may be offered to meet this need. A recent example of such seminars follows:

Education 5921E 3.0: The Creative Process in Theory and Practice. The intelligence of the imagination — brought forth through a range of expressive media — activates the deep structure of the creative process and results in strongly motivated production of images with high levels of integrity and authenticity. The course includes conceptual and experiential study of the creative process; the role of psychological type in indicating individual creative styles; phases of the creative process; understanding symbols (personal and cultural); and examining self-created rituals and communal ceremonies. A series of exercises activate the imagination: the images evoked are expressed in various art forms but no prior knowledge of art is necessary.

ENGLISH

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Professor and Director of the Graduate Program

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Canada Research Chair and **Distinguished Research Professor**

CHRISTOPHER INNES

Distinguished Research Professor Emeritus

MICHAEL HERREN

Distinguished Research Professors

DEBORAH BRITZMAN JAMES CARLEY

University Professor Emeritus

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University Professor

LESLIE SANDERS

Professor and Avie Bennett Historica Chair in Canadian Literature

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The Graduate Program in English at York University offers courses in the traditional periods and areas in English language and literature. Fields within the program are Medieval, Renaissance, Restoration and Eighteenth Century, Romantic, Victorian, Modern, Contemporary, Canadian, American, Post-Colonial, Critical Theory, and Women and Literature. Study in linguistics/stylistics is also available at both the MA and PhD levels.

Many of the courses offered adopt an interdisciplinary approach to the study of literature. Candidates undertaking a thesis/dissertation are normally advised to work within one of the areas of special concentration or research. The subject need not, however, be related to the courses which the candidate is taking. MA and PhD students are also given the opportunity to work with faculty in certain research and teaching areas as part of their introduction to graduate studies. Generally, the aim of the program is to combine training in scholarly and critical skills with a broadly humanistic appreciation of the role of literature in society.

LINGUISTIC AND STYLISTIC STUDIES

The Graduate Program in English offers students the opportunity to focus on linguistics and stylistics for the degrees of MA and PhD. The following courses are relevant for students pursuing this field of interest: English 6810 6.0, 6811 6.0, 6820 6.0, 6831 3.0, 6832 3.0, 6840 6.0, 6831 6.0, 6850 6.0, 6851 6.0, 6860 6.0, 6870 6.0, 6880 6.0, 6890 3.0 and 6890 6.0.

A concentration on this centre of interest is intended to help students gain an explicit and theoretically consistent knowledge of language in general and of English in particular. Students are required to apply this knowledge to the description of both literary and non-literary texts in contexts of situation and culture.

For students selecting linguistic/stylistic studies, requirements of the Graduate Program in English are to be met with the following specifications: Doctoral candidates are required to include among their courses at the MA or PhD level 6831 3.0, 6832 3.0, 6850 6.0, and 6840 6.0, or to demonstrate that they have already taken analogous courses in other universities' graduate programs.

In addition to the normal language requirements, linguistics/stylistics doctoral candidates must meet additional language requirements as set out in the PhD Language Requirements Regulation.

MASTER OF ARTS PROGRAM

ADMISSION REQUIREMENTS

Graduates with an honours degree in English, or its equivalent, with a clear B+ average and at least a B+ in English and Humanities courses in the last two years of study may be admitted as candidates for the MA degree. Preference will be given to graduates with first class or high second class standing.

DEGREE REQUIREMENTS

MA Degree by Thesis

Candidates for the MA degree by thesis must fulfil the following requirements:

1. Courses

Two full courses, or equivalent, chosen from those offered at the 6000-level by the Graduate Program in English. (At the discretion of each course director, final written or oral examinations may be

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required. There is no provision for supplemental examinations.) With permission, one of these courses may be chosen from those offered at the 6000-level by another graduate program.

2. Thesis and Oral Examination

Candidates must submit a thesis based on original research organized in appropriate thesis form. It should demonstrate the candidate's independence, originality, and understanding of the area of investigation. Candidates should consult the document General Guidelines for Thesis Preparation and Supervision issued by the Graduate Program in English for further details. After the formal submission of the thesis, an oral examination, normally centred on the thesis and matters related to it, is held.

MA Degree by Research Paper

Candidates for the MA degree by research paper must fulfil the following requirements:

1. Courses

Three full courses, or equivalent, chosen from those offered at the 6000-level by the Graduate Program in English. (At the discretion of each course director, final written or oral examinations may be required. There is no provision for supplemental examinations.) With permission, one of these courses may be chosen from those offered at the 6000-level by another graduate program.

2. Research Paper

Candidates must undertake research under the direction of an English graduate program faculty member on an approved topic and write an extensive research paper of about 60 pages, incorporating this research. The paper will be graded by the faculty member directing the research and by a second reader.

MA Degree by Coursework

Candidates for the MA degree by coursework must fulfil the following requirements:

1. Courses

Four full courses, or equivalent, chosen from those offered at the 6000-level by the Graduate Program in English. (At the discretion of each course director, final written or oral examinations may be required. There is no provision for supplemental examinations.) With permission, one of these courses may be chosen from those offered at the 6000-level by another graduate program.

COGNATE REQUIREMENTS

All candidates must give evidence of facility in bibliography and research methods. To meet this requirement, candidates must attend the bibliography seminar which is graded pass/fail and is not for credit, or must submit proof of having completed a similar requirement elsewhere.

The seminar consists of fifteen seminar hours of bibliographical instruction and a written assignment. The assignment is tied to one of the courses in which the student is registered, and is evaluated by the course director and by the leader of the bibliography seminar.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REQUIREMENTS

The normal qualification for admission to the PhD program is the York MA degree or its equivalent with at least a B+ average and undergraduate provisions as required for the master's degree. Candidates will be expected to enter with a reasonable knowledge of the full range of studies in English literature and language. Candidates may be required to pass a qualifying examination, before admission.

DEGREE REOUIREMENTS

Candidates (PhD I & II) must fulfil the following requirements:

1. English 7070 0.0: PhD Workshops Program

Participation in this non-credit course is mandatory for all doctoral students. At strategic points in their doctoral studies, candidates will attend workshops focusing on topics relevant to their intellectual and professional development. New students will enrol in the PhD Workshops Program at the same time as they register for their first courses. Before graduating, students must attend nine different workshops:

i. Applying for funding; ii. Current intellectual issues; iii. Comprehensive examination; iv. Professionalization I: presenting at conferences and getting published; v. Writing the dissertation proposal and research methods; vi. Teaching strategies I: Lecturing; vii. Teaching strategies II: Course design; viii. Professionalization

II: applying for jobs and postdoctoral fellowships; ix. The interview process.

The PhD Workshops Program is designed to help students complete their doctoral studies in an informed, timely and productive fashion. Each workshop is offered once a year. The PhD Workshops Program Coordinator advises students how to schedule their attendance effectively. As well, the Coordinator informs people about upcoming workshops and maintains the record of students' attendance. Registration at each workshop consists of signing in for the session and completing an exit survey.

2. Courses

Successful completion of three full courses, or equivalent, of which normally at least two are taken in the PhD I year, and the remaining in the PhD II year. With permission, one of these courses may be chosen from those offered at the 6000-level by another graduate program within or outside York University.

All PhD candidates are required to demonstrate some acquaintance with pre-1798 writing. This may be done either:

- (a) by presenting evidence of successful completion of a full course, or equivalent, based on pre-1798 writings at the MA level,
- (b) by successful completion of at least one half course based on pre-1798 writings during the PhD I or PhD II years.

3. Comprehensive Examinations

Candidates, before embarking upon the writing of a dissertation, must pass comprehensive examinations in two fields. Regulations as to appropriate fields are outlined in the program handbook. The examinations are given in May, September, and December each year.

Candidates take the first of these examinations before the end of the PhD II year and the second normally follows within twelve months of the first examination. Candidates are required to pass written and oral examinations in each field. The examinations will be assessed by specialists in the field. Candidates will be expected to demonstrate a sophisticated familiarity with the corpus of texts comprising the field, together with its history and salient critical issues (or, when appropriate, to display a sophisticated mastery of methodological practice). The examiners' assessment, including any conditions that they impose, will be conveyed by the chief examiner to the candidate. Conditions may involve resitting part of the examination, or taking additional courses in the PhD III year, or both. Students may try the comprehensive examinations three times only.

4. Dissertation and Oral Examination

After their examinations, candidates must conduct a research study

and report the results in appropriate dissertation form. The area in which the research will be conducted should be decided in a candidate's PhD I year. Candidates should consult the document *General Guidelines for Thesis Preparation and Supervision* (Graduate Program in English) for further details. Candidates must, through their supervisors, submit for approval a brief prospectus of their intended study. After the formal submission of the dissertation, an oral examination, normally centred on the dissertation and matters related to it, is held. In addition, candidates are given the opportunity, on a voluntary basis, to present their dissertation to a program colloquium.

LANGUAGE AND COGNATE REQUIREMENTS

Each PhD candidate will have to demonstrate, before taking the first field examination, a reading knowledge of one language other than English.

All candidates for the PhD degree must give evidence of facility in bibliography and research methods. To meet this requirement, candidates must attend the bibliography seminar which is graded pass/fail and is not for credit, or must submit proof of having completed a similar requirement elsewhere. The seminar consists of fifteen seminar hours of bibliographical instruction and a written assignment to be completed before the end of January. The assignment is tied to one of the courses in which the student is registered, and is evaluated by the course director and by the leader of the bibliography seminar.

Students who have selected the Medieval, Renaissance, Canadian, or Linguistic/Stylistic field for one of their field examinations must meet additional language requirements by examination, course, or exemption as follows:

- (a) Medieval: Old English, Middle English, Latin.
- (b) Renaissance: No additional requirement but it is strongly recommended that the language be either Latin or Italian.
- (c) Canadian: Advanced reading knowledge of French. This is defined as successful completion of an examination consisting of a text of substantial length (if possible a critical article in the student's field of interest). Students will be given one hour to study the text (with a dictionary) and then will be examined orally on their comprehension of the text. The oral examination will last no more than one hour.
- (d) Linguistics/Stylistics: Old English or History of the English language.

COURSES

Graduate English courses are usually three-hour seminars. Normally some 25 courses are offered in any one year. Students should consult the program's annual *Handbook* usually available in early March for detailed descriptions of course offerings for the next academic year.

QUALIFYING COURSES

English 5010 6.0: Literary Perspectives. This course is offered from time to time for the benefit of students who need additional undergraduate work in order to qualify for admission to the MA program.

Integrated with an undergraduate course.

English 5050 0.0: Bibliography Seminar. A non-credit, pass/fail course mandatory for all new MA students, and for PhD students who lack such a requirement. Topics include the history of book production; theories of textual transmission and editing; editorial practices; documentary editing; research skills; scholarly methods.

OTHER OPTIONS

English 6010 3.0 and 6010 6.0: Directed Reading.

SPECIAL CATEGORY COURSES

English 6052 3.0: Historical Perspectives on Women and Nature. A study of historical ideas about women and nature, with special reference to work by women in relation to nature in Europe and North America, up to and including the nineteenth century. Topics include metaphor and cultural associations/representations, the development of science culture, nature writing and popular science writing, gardens and landscape, and visual representations in art. Same as Environmental Studies 6139 and Women's Studies 6303

English 6080 3.0 and 6080 6.0: Special Topics.

ANCIENT AND MEDIEVAL LITERATURES

English 6020 6.0: The Social Construction of Gender in Pre-Modern Literature. This course examines explicit and implicit attitudes toward gender in narrative and dramatic texts written in Europe and Asia before 1600.

English 6111 6.0: The Bible: A Literary-Critical Study. This course offers a literary critical study of the Bible beginning with the book of Genesis.

English 6113 6.0: Canon and Context: The First Thousand Years of English Literature. An examination of *Beowulf*, Chaucer's *The Canterbury Tales*, and *Sir Gawain and the Green Knight*. All the primary texts will be read closely in a variety of translations; Chaucer and *Sir Gawain and the Green Knight* will also be studied in Middle English; students will learn the basics of Old English and will read sections of *Beowulf* in Old English. Our focus will be on methods of teaching these poems to undergraduates, taking into account traditional and more recent theoretical criticism and related literature from the medieval period.

English 6120 6.0: Studies in Old English.

English 6121 6.0: Old English Texts. English prose and poetry from *c*. A.D. 650 to *c*. A.D. 1150. Special emphasis is placed on the elementary principles of Old English grammar and pronunciation, and on the text of the epic *Beowulf*.

English 6130 6.0: Studies in Middle English.

English 6140 6.0: The Ricardian Poets. An examination of representative works by Chaucer, Langland and the Gawain poet as manifestations of the new literary and intellectual currents of late fourteenth century England.

English 6142 3.0: The Canterbury Tales. This course examines Geoffrey Chaucer's The Canterbury Tales in its literary and historical contexts.

English 6150 6.0: The Development and Varieties of Middle English Romance. An examination of representative Middle English romances in the context of their continental analogues.

English 6180 6.0: Chaucer. The major works of Chaucer, including the *Book of the Duchess*, the *Parliament of Fowls*, *Troilus and Criseyde* and *Canterbury Tales*. Some attention will also be given to relevant literary influences—the works of de Lorris and de Mann, Manobius, Boethius, Boccaccio—and to Chaucer's fourteenth century counterparts.

English 6181 3.0/6.0: Interpreting the Word: Exegesis from Antiquity to the Beginning of the Renaissance. This course examines the ways in which ancient and medieval scholars interpreted both religious and secular texts. After exploring the Greek background, the course will investigate rabbinic, early Christian, late antique pagan and Christian, then medieval modes of textual interpretation.

English 6182 6.0: Studies in the History of Woman's Writing: The Middle Ages. This course examines writing by women from the earliest years of the Common Era up to the fifteenth century with the intention of uncovering strategies and techniques women writers employed in attempting to express their views in the face of strong opposition.

Integrated with the undergraduate course Arts English 4291 6.0.

English 6190 3.0 and 6190 6.0: Special Topics.

SIXTEENTH AND SEVENTEENTH CENTURY **ENGLISH LITERATURES**

English 6210 6.0: Renaissance Literature.

English 6220 6.0: Renaissance Prose. Studies in major prose works from primarily Humanist (e.g., More, Erasmus, Castiglione, Sidney, Hooker, Milton) and primarily anti-or post- Humanist authors (e.g., Montaigne, Bacon, Burton, Donne, Browne, Locke) with attention to cultural contexts and current critical issues.

English 6241 6.0: Sixteenth Century Poetry. The focus of this course may vary from the study of a particular poet (or two poets) to the study of a significant genre of this period. Renaissance critical theory and/or modern critical theory may shape the perspective offered.

English 6242 6.0: Seventeenth Century Poetry.

English 6281 3.0: Sidney. Studies in the writings of Philip Sidney—poet, prose-artist, literary critic. Because of her close involvement—as collaborator, editor and sponsor—with Sidney's work, this course also pays attention to the work of his sister, Mary Countess of Pembroke.

English 6282 3.0: Spenser. Studies in the poetry of Edmund Spenser whose work included major contributions to lyric poetry, pastoral, the sonnet sequence, epic, mock-epic and philosophicalreligious poetry.

English 6283 6.0: Shakespeare. A study of the plays and poems taken from a variety of critical and theoretical stances. Emphasis may vary from year to year with the instructor, from Shakespeare in performance, for instance, to Shakespeare and the concerns of his period.

English 6284 6.0: Milton. An intensive study of poetry and prose with special emphasis on the variety of critical and theoretical perspectives on Paradise Lost. Anything from epic theory (or genre theory) to political theory may be the focus of a given year.

English 6285 3.0 and 6.0: Early Modern Drama: Text and **Performance**. Close and advanced theatrical reading of Renaissance playtexts, attending to theoretical and material negotiations between text and performance, and foregrounding issues of textual instability, critical strategy, interpretive validity, and the cultural work of production.

English 6286 3.0: Studies in Shakespeare: The Comedies.

This course examines a representative selection of Shakespearean comedies, analysing his particular elaborations of classical as well as vernacular comedic conventions, from his treatment of courtship and domesticity to an apparent fascination with twins and seajourneys. Close readings of primary texts are paired with critical readings which trace the history of Shakespeare criticism in the twentieth century, from the structuralist systems of Frye and Barber to contemporary theories of gender and postcoloniality.

English 6290 3.0 and 6290 6.0: Special Topics.

LATE SEVENTEENTH AND EIGHTEENTH CENTURY ENGLISH LITERATURES

English 6310 3.0: Eighteenth Century Intellectual Texts.

Readings in a range of "non-literary" texts that have a considerable bearing on literature of the period, especially texts in philosophy of language, aesthetic theory and politics. Representative authors often addressed include Locke. Burke and Wollstonecraft. Same as Social & Political Thought 6029 3.0.

English 6311 3.0: The Tradition of Pastoral in Literature, Theory, Film: From Edenic Myth to Lacanian Imaginary.

English 6320 3.0: Eighteenth Century Intellectual Texts: Likeness in Art. In the British eighteenth century, descriptions of art insist over and over again that it presents things 'as they really are,' a critical demand which masks deeply felt desires, for certainty (in Locke's epistemology), for an ideal image of moral nature, including moral feeling (literary criticism), and for objectivity (moral philosophy). Art furthers social consensus to the degree that it creates the conditions for an ideally impartial, and therefore shareable, judgement of history, justice, truth and morality.

English 6330 6.0: Studies in Eighteenth Century Writers: Swift and Johnson.

English 6350 6.0: Studies in the Eighteenth Century Novel: Fielding and Richardson. A reading of the major works of Fielding and Richardson, focusing on problems of literary form, especially the establishment of new forms of the novel, and the literary historical context and interaction between the two authors.

English 6360 6.0: Restoration Drama. This course explores the ambivalent heroes and heroines of Restoration comedy, the theatrical conventions and the contrasts between the comedies and tragedies of the period. Eighteenth century reactions will be discussed through writers such as Steele, Goldsmith and Sheridan.

English 6370 6.0: Women and Eighteenth Century Writing. A study of women's writing in England, especially after 1760 and its intellectual, literary and cultural contexts. Texts, drawn from a wide generic range, include novels, periodicals and poetry. Topics include authorship and readership; gender ideology; the Enlightenment and Romanticism.

Same as Women's Studies 6101 6.0.

English 6382 3.0 and 6382 6.0: Blake.

English 6390 3.0 and 6390 6.0: Special Topics.

LATE EIGHTEENTH AND NINETEENTH CENTURY **ENGLISH LITERATURES**

English 6410 6.0: Romanticism. Romanticism was marked by unprecedented social turmoil, massive alienation, worldwide devastations caused by war, *etc.*, as well as by ideological crises and unresolved conflicts. Course work will emphasize these aspects by way of revising the movement's more traditional understanding.

English 6420 6.0: Romantic Texts.

English 6422 3.0: Romantic Texts: Death Writing. This course investigates relations of writing and death in a diverse range of texts from the Romantic era.

Same as Social & Political Thought 6629 3.0.

English 6423 3.0: Faith and Doubt in Victorian Literature. This course examines how issues of faith and doubt in religious, scientific, and other areas affect the form and contents of Victorian literature (poetry, fiction, non-fiction)

English 6424 3.0: Victorian Sexualities. This course examines Victorian representations of sexual pleasure and anxiety in a range of theoretical, historical, scientific, and literary texts.

English 6431 6.0: The Pre-Raphaelite Movement: 1848-1900. A study of the writings of D.G. Rossetti, William Morris, A.C. Swinburne and their contemporaries, using contemporary theory: historical formation of genre and canon, interdisciplinary studies (literature and painting), semiotic and rhetorical analysis, contemporary prosody and structuralist and deconstructive readings.

English 6440 6.0: Victorian Poetry. A study of Tennyson, Browning and Arnold, with some attention given to other Victorian poets, including Elizabeth Browning, the Brontës, Christina Rossetti, Clough, Fitzgerald and others, using contemporary literary theory, especially semiotics, prosodics, narratology, poststructuralism, Marxism, feminism and new historicism.

English 6450 6.0: Studies in Nineteenth Century British Fiction. This course explores particular aspects of nineteenth century British prose narrative, such as the female tradition and its interaction with the male. Topics studied may vary from year to year. *Same as Women's Studies 6102 6.0.*

English 6460 6.0: The Brontës. This course focuses on the writings—juvenilia, poetry, correspondence, journals, novels—of the four Brontës—Charlotte, Emily, Anne and Branwell. In addition to these primary texts it considers a range of biographical and critical materials.

Same as Women's Studies 6115 6.0.

English 6470 6.0: Studies in Major Victorian Thinkers.

English 6490 3.0 and 6490 6.0: Special Topics.

TWENTIETH CENTURY LITERATURES

English 6516 3.0: Nineteenth Century American: the Metaphysics of National Identity. This course positions the major works of Melville, Stowe, Whitman and Dickinson as loci from which to examine how poetry and prose are situated at the intersections of language, philosophy, and imperialism in literary constructions of the American nation.

English 6517 3.0: The Cold War and U.S. Literature. This course considers the literary response to geo-political and domestic dramas of the Cold War, and the attempt to rethink the purpose of culture in the 1950s and beyond. Emphasis is placed upon emerging conceptions of race, ethnicity, and sexuality.

English 6518 3.0: Camp: Theory and Practice. Beginning with an exploration of camp's mobility in nineteenth-century dandyism, aestheticism, and decadence, this course undertakes a major inquiry into its twentieth-century incoherent lushness as knowing homosexual code and notation of representational excess, heterogeneity, and gripping failure of intrinsic stability.

English 6520 3.0: Studies in Twentieth Century Literature.

English 6521 6.0: 1922: Rethinking the Modern/ist Canon. The course examines a broad range of texts (poems, novels, essays, literary criticism) published in 1922 and considers the competing aesthetic, cultural and critical values they embody and enact. Our underlying concern: the making and subsequent re-visioning of the

English 6522 3.0: Hopkins and H.D. [Hilda Doolittle]. In addition to reading widely in the canons of these two original, outstanding poets, the course considers: theories of poetic discourse; gender construction in poetry; writing patriarchal and feminist spirituality; competing definitions of "modern" poetry.

English 6523 3.0: Rhetoric of Science. This class analyzes the language used in public debates about science through the lens of rhetoric and cultural studies of science. This class presupposes almost no scientific knowledge or background in rhetoric.

English 6543 3.0/6.0: Rethinking 'Modern' Poetry: The Modernist "Long" Poem. This course examines modernist "long" poems written between 1915 and the mid-1940s to explore the abiding poetic and critical interest in this generic category.

English 6551 3.0: The Twentieth Century British Novel.

English 6552 6.0: Contemporary Fiction.

"modernist" canon.

English 6553 3.0: Contemporary Irish Drama. This course examines contemporary Irish literature through the study of works by three of the major dramatists.

English 6560 6.0: Studies in Twentieth Century Drama. A close study of one area, or author in the field; currently focusing on postmodernist comedy and its links to traditional modes, using examples from Contemporary British theatre and drawing on Bakhtin's theories.

English 6561 6.0: Contemporary British Drama.

English 6562 3.0: Shaw & Brecht. Questions of the connection between dramatological theory and practice, the way artistic form conditions thematic statement and the relative effectiveness of different dramatic strategies for influencing political change, are explored through comparing contrasting key figures in twentieth century theatre history.

English 6563 3.0: Modern Irish Drama. The course offers a reevaluation of Irish drama in the context of recent political events. The mythologizing quality of drama, and its political role is one focus of discussion, as well as the status of Irish as a "postcolonial" literature.

English 6564 3.0: Redressing the Canon: Shakespeare and Contemporary Drama. This course begins with a selection of Shakespearean texts and then examines some contemporary theatrical "revisions" which interrogate the originals from the various perspectives of postcolonialism, race, gender, sexuality, class and politics.

English 6565 3.0: Contemporary Drama: Theatre and Politics.

This course examines a representative range of consciously political theatre—*i.e.*, theatre which directly acknowledges its social/political "agenda"—written in English since 1968.

English 6556 6.0 Canadian, British, and American Women's Drama in English: 1880-1920. This course examines the early dramatic activity of Canadian, British and American women dramatists writing in English, in a variety of genres, and contextualizes this activity within dramatic history and the early women's movement.

English 6568 6.0: Modern Drama and Contemporary Theatre.

English 6569 3.0: Ancient Dramas. An examination of translations of plays by Aeschylus, Sophocles, Euripides, Aristophanes, Plautus, Terence, Seneca, Bhasa, Kalidasa, Sudraka and Harsha.

English 6570 6.0: City Texts and Textual Cities. This course analyzes the complex literary project of 'writing the city' from the 1840s to the late 1930s, and examines the 'built environment' as it was surveyed and interrogated by sociologists, architects, urban planners, and visual artists.

Same as Humanities 6113 6.0.

English 6570 3.0: Studies in Post-Colonial Literature. A study of selected texts from Canada, Africa, the Caribbean, the Indian subcontinent, Australia and New Zealand.

English 6571 3.0: Sex, Race, and Caribbean Hybridities. This course aims to interrogate postcolonial discourses of cultural hybridity and nationalism in Caribbean literature and literary theory.

English 6572 3.0: Studies in Post-Colonial Literature: Africa. The course considers texts in fiction, poetry and drama, by writers from Africa. The approach is mainly historical, the aim being to examine each text within the social, cultural and literary context from which it has emerged. Consequently, discussion focuses on themes, techniques and issues of literary history.

English 6573 3.0: Studies in Post-Colonial Literature: West Indies. The course considers texts in fiction, poetry and drama, by writers from the West Indies. The approach is mainly historical, the aim being to examine each text within the social, cultural and literary context from which it has emerged. Consequently, discussion focuses on themes, techniques and issues of literary history.

English 6574 3.0: Studies in Post-Colonial Literature: Australia, New Zealand and the Pacific. The course considers fiction, poetry and drama from Australia, New Zealand and the Pacific. The aim is to examine themes and techniques and explore connections between Australian, New Zealand and Pacific writers and those from other postcolonial territories.

English 6575 3.0: Studies in Post-Colonial Literature: South Asia. The course considers texts in fiction, poetry and drama, by writers from English-speaking countries in South Asia, for example, India, Pakistan and Sri Lanka. The approach is mainly historical, the aim being to examine each text within the social, cultural and literary context from which it has emerged. Consequently, discussion focuses on themes, techniques and issues of literary history.

English 6576 3.0: Caribbean Women Writing in English. Issues to be discussed are gender politics, postcolonial theory, 'grand theory' *vs.* the 'space of the local,' race, class and sexual orientation.

English 6577 3.0: African Diasporic Dialogues. Focusing on twentieth century African, Afro-Caribbean and African American fiction, the course explores elements of African cultures that emerge in diasporic writing and how they have been shaped by historical, geographical and cultural factors that differentiate and connect the writing.

English 6578 6.0: Women Writing South Asia: Gender, Nation and the World. This course focuses on the writings of women of South Asia in order to examine how these women have interrogated or assented to dominant discourses of patriarchy, colonialism, nationalism, fundamentalism and neocolonialism.

English 6579 3.0: The Emotions in Theory. The course explores the emotions and controversial role in literary and aesthetic analysis, reaching back to works by Freud, Hume, Spinoza, Descartes, Aristotle, and Plato. The course will discuss the implications of theoretical readings for contemporary drama studies.

English 6580 3.0: Studies in African American Literature: 1950s and 60s. This course focuses on creative work from the decades of the Civil Rights and Black Arts/Black Power, examining fiction, poetry, drama and music marking the articulation and re-articulation of the place of African Americans within the nation.

English 6581 3.0: Virginia Woolf. A comprehensive study of selected novels, short stories and literary criticism. Topics include theories of subjectivity and representation; gender and genre; Woolf's feminist critique of culture and writing practices; comparing manuscript and published versions of texts.

English 6582 6.0: Virginia Woolf and (some) contemporaries. Placing ourselves at the interstices of women's writing, modernity, and modernism, we consider the prose fiction of Virginia Woolf and selected contemporaries.

English 6583 3.0. Dispersals Now: African Fiction from 'Abroad.' The instigations for African dispersals to other parts of the world and the contingencies which shape the imaginative response differ from period to period. Through a study of a varied selection of fictional narratives dating from the 1960s by Africans who have lived abroad and by those who have fully migrated and their immediate descendants depicting dispersals from the continent, the course reveals the broadenings of the concepts of space, home, identity, nationality, and diaspora. It explores transformations to the resulting fictional forms.

English 6586 6.0: Contemporary North American Fictions: The Canadian and American Novel in English Since 1980. This course examines contemporary North American novels in English published in Canada and the United States since 1980, and follows a critical practice that attends both to the contexts informing their writing and reading and their formal dimensions and properties.

English 6588 3.0 and 6588 6.0: Studies in Contemporary Philosophy and Poetics. This course examines the twentieth century interrelation of a western philosophic tradition with that of a parallel tradition in poetics that focuses upon the mutating functions and constructions of "poetry" as a concept, metaphor, and mythologemes.

English 6588 6.0: Studies in Contemporary Philosophy and Poetics.

English 6590 3.0 and 6590 6.0: Special Topics.

English 6597 6.0: Gender Modernism Gender.

English 6598 6.0: Free to Govern: Woolf, Foucault and Ondaatje. Woolf, Foucault and Ondaatje write similar stories about the ways in which governmentality effects the everyday life of individuals, institutions, populations and nations. Individually and collectively their writings document strategies of resistance and initiate practices of freedom.

Same as Social & Political Thought 6703 6.0.

AMERICAN LITERATURE

English 6612 6.0: Studies in Nineteenth Century American Literature.

English 6613 6.0: The American Renaissance. Studies in major works of Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson, with attention to cultural and historical contexts (*e.g.*, "democracy," Puritanism, Romanticism) and current critical issues.

English 6614 6.0: The Gilded Age and After: American Literature 1865-1915. Significant patterns in American fiction from the close of the Civil War to the onset of the Great War. Particular attention to Mark Twain and Henry James and to contemporaneous female writers.

English 6616 3.0: Black Song: Introduction to African American Poetry. A survey of African American poetry with an emphasis on its concern with the representation of black vernacular, colloquial forms and music. Focus on Langston Hughes, Gwendolyn Brooks, Amiri Baraka, and Sonia Sanchez.

English 6630 6.0: Studies in African-American Fiction. A study of African American writers, their literary and extra-literary influences and their historical and cultural contexts.

Same as Education 5360 6.0.

English 6641 6.0: Studies in Twentieth Century American Poetry.

English 6651 6.0: The Twentieth Century American Novel. This course traces the development of modern and contemporary American fiction, exploring such aspects as Naturalism, regionalism.

American fiction, exploring such aspects as Naturalism, regionalism, the disillusionment of the Lost Generation, the impact of the Depression, of the Second World War and of postmodernism.

English 6652 6.0: James, Wharton and Cather. This course examines how two women novelists, Wharton and Cather, contributed to a female literary tradition growing in part out of influence from, or reaction against, a male tradition in which Henry James was a dominant figure.

Same as Women's Studies 6103 6.0.

English 6653 3.0: Nietzsche's Hammer and the Modern American. This course reads American fiction from the first part of the twentieth century in light of apposite philosophical and theoretical challenges to Enlightenment accounts of truth, power, subjectivity, language, and agency.

English 6661 3.0: Contemporary American Drama. Study of specific themes or playwrights in post 1940s American theatre: currently dealing with the development of "mainstream drama" in Shepard and Mamet.

English 6663 3.0: British Drama: The New Wave of the Nineties. Taking as its focal points the 1997 "Sensation" exhibition of contemporary British art from the Saatchi collection and Irvine Welsh's

Trainspotting, this course examines a particular cultural moment through British drama of the 1990s and today.

English 6682 3.0: Re-visioning America: Voicing the Self and the Other in American Literature. This course explores the construction of American literary history within the discourses of multiculturalism and assimilation and examines how much contemporary American literature resists those discourses by theorising the self as an alterity beyond otherness.

English 6690 3.0 and 6690 6.0: Special Topics.

CANADIAN LITERATURE

English 6710 6.0: Studies in Nineteenth Century Canadian Literature. Studies in selected texts and issues in Canadian literature before 1900.

English 6711 6.0: English Canadian Narrative. An examination of form and ideology in English Canadian narratives. Reading may include fiction, nonfiction and narrative poems written in Canada from the eighteenth century to the present.

English 6712 6.0: The Historical Novel in Canada. This course focuses on connections between ideology and genre in Canadian historical novels from the colonial period to the present. For example, issues of genre and ideology imperialism, nationalism, and feminism.

English 6713 6.0: The Native in Canadian Literature.

English 6714 3.0: Considering Black Canada. This course focuses on contemporary black Canadian writing in English, investigating both the literature and theoretical frameworks for locating its concerns and impact.

English 6716 6.0: Indigenous Literatures in Context:
Canada and the Pacific. This course considers the literatures written by indigenous peoples in Canada and the South Pacific, including Australia and New Zealand. As well, it examines a few representations of indigenous peoples in texts written by the majority cultures.

English 6721 6.0: Canadian Literature 1920-60. These decades span important stages in the literary growth of Canada. The course focuses on the work of different writers in conjunction with discussion of cultural context, initial critical reception and subsequent critical evaluation.

English 6730 6.0: Comparative Studies in Canadian Literature.

English 6731 6.0: Selected Topics in French Canadian Literature.

English 6741 6.0: Twentieth Century Canadian Poetry.

Concentrating on work published after WWII, this course will study a variety of poets, English and French (in translation), from different regions, of different critical persuasions. Specific names will depend, in part, on the interests of students present.

English 6751 6.0: The Canadian Short Story. An examination of the development of the Canadian short story from its origins through its sudden burgeoning in the 1960s to the present day. Attention is given to the context of genre theory and international theories of short fiction.

ENGLISH

English 6759 6.0: Theorising Conflict: Narratives of Dominance and Resistance in South Asia. This course examines the representations of national conflict in narratives from South Asia. Same as Social & Political Thought 6138 6.0 and Women's Studies

English 6761 3.0: Twentieth Century Canadian Drama. The course considers social and theatrical contexts in the emergence and development of different playwrights. The rapid proliferation of Canadian theatre since 1967, the so-called "alternate" theatre of the 1970s and other relevant factors are considered.

English 6770 6.0: Canadian Life-Writing. Examination of autobiographies, memoirs, journals, diaries, letters by Canadian writers and cultural figures in the nineteenth and twentieth centuries. Cultural and literary context is examined along with critical debate about life-writing as narrative.

Same as Women's Studies 6104 6.0.

English 6790 3.0 and 6790 6.0: Special Topics.

LINGUISTICS AND STYLISTICS

English 6801 3.0: Studies in Canadian Literature: Critical Theory. This course gives an overview of Canadian literature criticism and theory since the nineteenth century with an emphasis on contemporary theory, highlighting major debates in the formation of a national literature and influential theorists in anglophone Canada.

English 6810 6.0: History of English. Development of English from Anglo-Saxon times to the present, with emphasis on spoken language. "Internal" (linguistic) history, as well as "external" history (important political and cultural conditions affecting English). Dialectology, attitudes toward English and "new" (post) colonial Englishes.

English 6811 6.0: Narrative Theory. This course concerns linguistic approaches to narrative discourse, both literary and non-literary. In examining various linguistic theories of narrative, these are applied to the study of literary and non-literary or natural narrative texts. Close attention is given to the generic structure and principles of composition of narrative discourse.

English 6820 6.0: The Sociolinguistics of English. The course examines the rise of English to its status as a world language from a number of perspectives including the linguistic, political, economic, educational and religious. Particular attention is paid to British and American imperialism.

English 6830 6.0: Applied Linguistics. The last two decades have seen an explosive growth in the application of linguistic theories and techniques to a wide variety of human activity. This course seeks to examine some of these applications.

English 6831 3.0: Discourse Theory I. This course presents an introduction to discourse as a sub-field of linguistics, with a particular emphasis on the systemic-functional approach to the description of language and text.

English 6832 3.0: Discourse Theory II. This course continues the study of discourse, with a systemic-functional orientation, begun in English 6831 3.0.

English 6840 6.0: Literary Theory. Metatheoretical issues and assumptions underlying development of different linguistic theories; nature of linguistic argumentation; practice in construction and evaluation of hypotheses. Relationship between linguistic theory and linguistic description.

Integrated with Glendon English 4350 3.0: Linguistic Theory and 4510 3.0 Discourse Analysis.

English 6850 6.0: Stylistics. This course seeks to enable the student to describe and distinguish between a variety of contemporary and non-contemporary texts consistently and intelligibly. Acquaintance with at least one modern linguistic theory is desirable.

English 6851 6.0: Discourse Analysis. This course investigates the contribution of contemporary models of linguistics to the understanding of texts in their contexts. Texts studied may be spoken or written, 'literary' or 'non-literary,' contemporary or not. Catalysis is seen as the goal of analysis.

English 6852 6.0: Systemic Functional Linguistics. This course presents the theory of functional linguistics developed by Michael Halliday, addressing aspects of language from context of situation to medium of expression: semantics, lexicogrammar, phonology and phonetics as the symbolic chain through which we produce meaningful sounds to carry on life in our various social contexts. The utterances of nonhuman primates as well as human primates provide data for exemplification and analysis.

Integrated with Glendon English 4435 6.0.

English 6870 6.0: Canadian English. Canadian English is approached from the perspectives of both traditional and urban dialectology. Topics include source dialects and settlement history, language attitudes and variation and change in present day varieties.

English 6880 6.0: Phonetics and Phonology. Physiological bases of production of speech sounds, elementary acoustics, principles and practice of phonetic description of speech. Phonological theories and their histories (generative phonology, autosegmental phonology, metrical phonology, structuralist theories, prosodic theories, stratificational phonology). Diachronic and dialectal phenomena. Integrated with Glendon English 4530.03.

English 6881 6.0: Language, Gender and Power. This course explores connections between languages (use) and gender/ sex systems, examining a variety of theoretical perspectives, methodologies, and findings in recent research and writing. Readings, lectures, and class discussions draws primarily on work in linguistics and feminist theory.

Same as Women's Studies 6107 3.0.

English 6890 3.0 and English 6890 6.0: Special Topics.

CRITICISM AND LITERARY THEORY

English 6901 3.0: Research in Life Writing Texts. This course explores gender and race through a historical and literary appreciation of the application of the Final Solution in Central Europe, 1939-1945. We focus on experiences of women and girls represented in narrative communities of Romas and Jews.

Same as Humanities 6112 6.0 and Women's Studies 6131 6.0.

English 6930 3.0 and 6930 6.0: Twentieth Century Literary Criticism: Theory and Practice. "Reading" the "literary" in the late twentieth century as a problematic convention, this course examines several contested categories in recent and contemporary literary theory and in institutional practice, including "literature," canon, literary history, genre, textuality and the subject.

English 6941 3.0: Semiotics. This course examines some major contributions to modern sign theory (Peirce, de Saussure, Hjelmslev, Benveniste), then considers some elaborations and critiques of them (Bakhtin, Barthes, Derrida, Deleuze, Kristeva) with respect to different sign systems (literature, theatre, film, visual arts, psychoanalysis, gender).

Same as Social and Political Thought 6616 3.0.

English 6941 6.0: Semiotics. This course is an introduction to key concepts in the foundation works in semiotics, selected for both historical importance and contemporary relevance, through selected works of major theorists such as Ferdinand de Saussure, Charles S. Pierce, Emile Benveniste, *etc*.

Same as Social and Political Thought 6616 6.0.

English 6944 6.0: Foucault and Discursive Criticism. This course studies texts by Michel Foucault, examines their implications for literary criticism and grounds the current acceptability of discourse analysis in contemporary cultural developments. Discussions focus on the notions of power, knowledge and discourse.

Same as Social & Political Thought 6700G 6.0.

English 6945 3.0: Benjamin: Language, Criticism, History. An in-depth study of selected texts, emphasizing language, history, criticism and their interrelations. Attention to the claims for rhetorical and materialist analysis. Consideration of general claims for the theory and practice of criticism.

English 6950 6.0: Decolonizing Theory. A consideration of the applicability of critical theory to imperial and postcolonial literatures. Both European and postcolonial criticism is considered. Same as Social & Political Thought 6630 6.0.

English 6951 6.0: Gender and Empire. Taking the 1857 first war of Indian Independence as a vantage point, this course explores the strategic deployment of gender ideologies in the texts of both the British colonizers and the Indian colonial subjects.

English 6952 3.0: The Politics of Cultural Theory. Approaches to culture and literature in the English-speaking countries have been transformed over the past three decades. These have come from theoretical developments in modern semiotics, new modes of thought about social and political identities and developments in cultural materialism. This course examines their theoretical and political foundations.

Same as Political Science 6090 3.0 and Social & Political Thought 6051 3.0.

English 6955 6.0: Cultures of Sampling, Plagiarism and Appropriation. This course examines the effect of sampling, both as technology and aesthetic practice, on contemporary culture.

English 6970 3.0 and 6970 6.0: Feminist Literary Theory. The focus of this course may vary from year to year. In the recent past it has concentrated on North American writing in English since about 1970, and on French and Québecois feminisms.

Same as Social & Political Thought 6619 6.0 and Women's Studies 6100 6.0.

English 6971 6.0: Gay and Lesbian Theory. This course is a study of elite and popular lesbian theorizing, including works of high theory alongside fiction/theory and autobiography in English since the late 1970s, and its reception by various reading communities, particularly lesbian and gay studies.

English 6984 3.0: Environmental Justice Ecocriticism. The course complicates the canon of nature writing (with its roots in

romanticism) by examining ways in which environmental justice writing consistently links the exploitation of the environment with human exploitation. Environmental justice literature – and environmentalism of the poor—places the survival of marginalized groups at the centre of ecocriticism and activism.

English 6985 3.0: Attacks on and Defences of Literature. This course explores key debates and theoretical positions regarding the purpose and value of literature for the individual and society through an examination of select attacks on and defences of poetry and prose fiction from antiquity to the present.

Same as Humanities 6105 3.0.

English 6990 3.0 and 6990 6.0: Special Topics.

English 6990 3.0: Dialectics of Modern Cultural Production. This course explores how African-American dialect is variously employed in American literature from 1880 to 1940. It engages dialect's relation to various claims of 'authentic' cultural representation, ethnography, minstrels, stereotyping, humour and training of the senses necessary for the emergence of Modernism.

English 7070 0.0: PhD Workshops Program. No course credit.

ENVIRONMENTAL STUDIES

109 Health, Nursing and Environmental Studies Building (416) 736-5252 http://www.yorku.ca/fes

GRADUATE FACULTY MEMBERS

Professor and Dean of the Faculty

JONI SEAGER

Associate Professor and Director of the Graduate Program

RAYMOND A. ROGERS

University Professor Emeritus

GERALD A.P. CARROTHERS

University Professor Emeritus

Frederick J. Fletcher

Canada Research Chair and Associate Professor

Catriona A.H. Mortimer-Sandilands (Arts & Letters)

Professors Emeriti

JOHN G. CRAIG
GERALD P. DALY
JACK B. ELLIS
BRYN GREER-WOOTTEN
H. PETER M. HOMENUCK
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Associate Professors Audrey M. Armour

Mora D.F.P. Campbell
Howard E. Daugherty
Leesa K. Fawcett
Liette Gilbert
Femida Handy
Ilan Kapoor
Bonnie Lee Kettel
Robert G. Macdonald
Lewis Molot
Peter Mulvihill
Patricia E. Perkins
Rebecca L. Peterson
Brent M. Rutherford
Joseph W. Sheridan

Assistant Professors Carmela Canzonieri

SARAH FLICKER
HONOR FORD-SMITH
JENNIFER FOSTER
GAIL S. FRASER
STEFAN KIPFER
UTE LEHRER
JUSTIN PODUR
DAYNA N. SCOTT
GRANT SHENG
PETER TIMMERMAN
ANNA ZALIK

The twenty-first century poses diverse and complex challenges to those exploring problems and issues in natural, social, built, and organizational environments. The Faculty of Environmental Studies attempts to meet these challenges through its graduate program leading to the degree of Master in Environmental Studies (MES) or Doctor of Philosophy (PhD) in Environmental Studies.

Individualized and flexible programs are possible in a wide range of Environmental Studies areas. Some of these areas are:

- sender & environment
- ❖ urban planning
- * ecocriticism
- sustainability
- refugee & migration studies
- social policy
- * neotropical conservation
- * environmental education
- * green business models
- militarism
- aquatic biology
- development studies
- * new social movements
- ❖ advocacy & social change
- * environmental design
- Geographic Information Systems (GIS)
- ecofeminist politics
- conservation ecology
- gentrification
- narratives & oral traditions
- non-profit sectors
- health & environment
- community art
- environmental literature
- feminist theory
- * natural disasters
- animal consciousness
- * popular culture
- ❖ food security
- consumerism
- urban symbolism
- indigenous knowledge
- environmental thought & ethics
- landscape design
- * environmental economics

The Graduate Program in Environmental Studies is distinguished by three main characteristics. The program is:

- ❖ Interdisciplinary, to acknowledge the multifaceted nature of environmental problems which often transcend individual disciplines and which necessitate collaboration across disciplines.
- ❖ Individualized, to reflect the program's view that there can be no single 'correct' program of study for all students, that the pattern of learning experience should meet individual needs, and that learning is a lifelong endeavour for which the individual assumes responsibility. Students develop an individualized study program tailored to their specific interests and capabilities. There is no core curriculum or set of mandatory courses that all students must take.

❖ Flexible, to respond to the need for innovation in addressing today's environmental issues and to enable students to draw upon the full array of learning resources within and beyond the Faculty, students are given considerable flexibility in meeting their individualized learning objectives. As well as the comprehensive set of courses offered within the program, students may enrol in courses available in other graduate programs at York, and where necessary, at other universities. They can devise individual directed studies when available courses do not meet their needs and have the option of earning some of their academic credits through job-related field experience.

FUNDING OPPORTUNITIES

Scholarships and Graduate Assistantships are awarded on a competitive basis to excellent candidates in the MES program; Teaching Assistantships are awarded to candidates in the PhD program.

APPLICATION INFORMATION

Application information may be obtained by contacting: Faculty of Environmental Studies York University, 4700 Keele Street Toronto, Ontario Canada M3J 1P3

Telephone: (416) 736-5252; fax: (416) 736-5679

fesinfo@yorku.ca http://www.york.ca/fes

All application material should be submitted directly to the Office of Graduate Admissions. Applicants are advised to include a telephone or fax number where they can be contacted during the day.

MASTER IN ENVIRONMENTAL STUDIES PROGRAM

The MES is an interdisciplinary, individualized, and flexible program in which students investigate a broad range of subject matter encompassing natural, built, social, and organizational environments. It attracts candidates from an equally broad range of backgrounds, including many who are in mid-career. Through an individualized Plan of Study, students integrate theory and practice with the opportunity to identify and explore problems from varied, yet interconnected, perspectives. The Faculty also offers students the opportunity of pursuing their MES degree in association with the Canadian Institute of Planners; integration of Environmental Studies and law through the MES/LLB program offered through FES and Osgoode Hall Law School; or individually arranged concurrent degree programs with other graduate programs at York University.

ADMISSION REQUIREMENTS

To be considered for admission to MES graduate work, an applicant must normally have completed an undergraduate degree program at a recognized university, with not less than a "B" (second-class) academic standing. Grade averages are assessed over the last two years (or full-time equivalent) of academic study. Detailed attention is directed to the Statement of Career and Educational Objectives. Preference will be given to applicants with experience relevant to their proposed studies in the Faculty and whose chosen field of study is consistent with current Faculty activities.

PLANNING

The Faculty of Environmental Studies at York University is recognized by the Canadian Institute of Planners (CIP) as one of over 20 planning schools in Canada. The MES degree must be

certified for each individual student by the Faculty as a degree in planning as recognized by the Institute. MES students in the Faculty are eligible for student membership in the CIP by applying to the Ontario Professional Planning Institute (OPPI). Upon receipt of the MES degree, the graduate is eligible for provisional membership. To become a full member of the CIP, a provisional member must complete at least three years of approved planning experience and must pass the Institute examination.

Graduate students experience the rare opportunity of shaping their own planning programs through the development of individual plans of study. Planning students participate in intensive practical workshops and field experiences, as well as a variety of courses on planning history, politics, governance, theory and practice. Environmental Studies provides an opportunity to integrate planning issues with a comprehensive understanding of environmental issues, broadly defined, both in the North American context and through established links with developing countries.

MES/LLB Program

York University's MES/LLB program provides students with an unequalled learning experience. The program requires students to integrate two very different disciplines. The Faculty approaches the study of the environment in a holistic manner, encouraging students to understand connections between issues and to create an innovative program of study. At Osgoode, students are encouraged to look to yesterday's precedents for the principles by which today's issues may be resolved. Graduates are equipped with the skills and knowledge needed for effective environmental management, policymaking, and regulation.

Candidates for the MES/LLB program must apply to and meet the entrance requirements of both the Faculty of Environmental Studies and Osgoode Hall Law School before being considered for the program. The program requires a minimum of four years of full-time study, one year less than it would normally take to complete both degrees sequentially. Graduates receive a Master in Environmental Studies degree through the Faculty of Environmental Studies and an LLB degree through Osgoode Hall Law School.

GRADUATE DIPLOMA PROGRAMS

Students who qualify for a master's or Doctoral degree in the Faculty of Graduate Studies have the opportunity to pursue a Graduate Diploma, which offers formal accreditation of specialized knowledge and may be earned concurrently with the degree program. Of particular interest to students in the MES program are the Graduate Diplomas in Refugee & Migration Studies; Latin American & Caribbean Studies; Business & the Environment; and Environmental/ Sustainability Education. Contact the relevant program office for more information.

The MES Plan of Study

A central feature of the MES program is the Plan of Study. Prepared and developed by each student in consultation with faculty advisors, the Plan of Study serves two purposes:

- to define and organize the student's pursuit of knowledge and skills
- to provide the framework for integration and synthesis.

A Plan of Study is meant to:

- describe the specific subject matter that the student proposes to master (the area of concentration);
- identify and describe the specific components of the area of concentration on which the student intends to focus;

* identify strategies for achieving each of those objectives.

The Plan of Study normally undergoes a number of revisions before these criteria are fully satisfied.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSIONS REQUIREMENTS

Normally, the admissions standard for the PhD program is a master's degree.

DEGREE REQUIREMENTS

The Doctoral program offers an interdisciplinary research PhD degree. The program recognizes that the primary goal of research involves simultaneously blurring and redefining categories such as nature, culture, society, environments, institutions, and interventions. Doctoral students therefore do not place themselves in any disciplinary category, but are free to develop their own program plans. The titles of some PhD program plans include: "Consumer Capitalism, Social Complexity, and Ecology," "Consuming Space(s): Urban Spatial Change," "Culture, History, and the Canadian Environment," "Environmental Policy and Technological Change,"

Space(s): Urban Spatial Change," "Culture, History, and the Canadian Environment," "Environmental Policy and Technological Change," "Landscape Ecology, Ecological Restoration, and Niagara Escarpment," "Microcredit and Women's Enterprise in South Asia," "Planning on the Edge," "Synergy, Wilderness, Art, Postmodernity," "The Crisis of Development-Induced Displacement: The Role of Grassroots Communities," "Writing 'Nature' in Postcolonial/Multicultural Canada," "Racism, Environmentalism, Photography," "Community Response to Environmental Threat."

To obtain the PhD degree, students must prepare and satisfactorily defend a PhD dissertation. The process by which students reach this final stage is guided by the three stages in each student's program:

- PhD Program Plan Stage
- ❖ PhD Comprehensive Examination Stage
- PhD Dissertation Stage

In the **PhD Program Plan Stage**, students develop their PhD Program Plan, undertake study of their proposed area of research, and prepare for their Comprehensive Examination.

In the Comprehensive Examination Stage, students identify two or more comprehensive exam activities in consultation with their advisory committee. At least one of these activities is developed in detail at the beginning of the stage, while the others are finalized as the stage proceeds. During this stage the Program Plan becomes a changing integrative statement and eventually an introduction to the written submission for the Comprehensive Exam.

The PhD Dissertation Stage emphasizes research and the writing of the dissertation, guided by regular monitoring of the process by the supervisory committee. Following successful completion of the dissertation, the student proceeds to the final dissertation examination.

PHD PROGRAM TIMELINE

The ideal PhD program in Environmental Studies proceeds as follows:

- ❖ approval of the PhD Program Plan during the first two terms of study;
- ❖ approval of the Comprehensive Examination Proposal at the end of the second term of study;

- ❖ the Comprehensive Examination and Dissertation Proposal passed by the end of two calendar years;
- ❖ Dissertation Examination passed by the end of four calendar years.

COURSES

Not all courses are offered each year. Courses may be found on the Faculty and program websites.

Environmental Studies 5010 3.0: Bioregional Field Course. This course applies a bioregional vision to field work in the countryside north of Toronto. This area is experiencing increasing development pressure which threatens its ecological and cultural heritage. Students work on sustainable countryside strategies to preserve and restore this heritage.

Integrated with the undergraduate course **Environmental Studies** 4411 3.0.

Environmental Studies 5016 3.0: Protected Area Management.

Protected area management is a form of environmental management focusing on land and/or freshwater/sea dedicated to the protection and maintenance of biological diversity, and of natural and associated cultural resources, and managed through legal or other effective means.

Environmental Studies 5021 3.0: Urban Development Processes.

Critical investigation of approaches to, and topics in, processes of urban growth, decline, development, and redevelopment. Twentieth century theories of urbanization are examined and their relevancy for understanding selected recent urban problems are studied.

Integrated with the undergraduate course Environmental Studies 4800 3.0.

Environmental Studies 5023 3.0: Global Cities. This course offers an introduction to the literature on global cities and a systematic review of a distinct field of research in urban studies which concerns itself with the globalization of a network of global or world cities. Integrated with the undergraduate course Environmental Studies 4223 3.0.

Same as Geography 5580 3.0.

Environmental Studies 5068 3.0: Global Justice and Humanitarian Internationalism. Introduction to socioenvironmental ethics in general and, in particular, to social justice, as applied to issues of global development, the global environment, and international relations; theoretical schools of thought and particular public controversies are covered. Integrated with the undergraduate course Environmental Studies 4312 3.0 and Political Science 4112 3.0.

Same as Communication & Culture 5306 3.0.

Environmental Studies 5073 3.0: New Social Movements,

Activism and Social Change. Examination of new social movements that have arisen in response to the crisis of industrial culture, economic restructuring, shifting political formations, and ecological disasters. The focus is on current theories of social movements in action. Opportunities for students to gain first-hand experience with social movement organizations through participatory research projects are provided.

Same as Communication & Culture 5307 3.0.
Integrated with the undergraduate course Environmental Studies 4161 3.0.

Environmental Studies 5078 3.0: Social Conscience and Marketing. Examination of issues of social responsibility in business

and how marketing theory and techniques may be used to promote more environmentally and socially conscious business practices. Topics include ethics, feminism, social marketing, and other areas determined by student interest.

Integrated with the undergraduate course Atkinson Administrative Studies 4280 3.0.

Environmental Studies 5101 3.0: Approaches to Environmental Studies. Examination of the substantive range and interdisciplinary perspectives of environmental studies, as a basis for orientation of incoming students within the philosophy of the Faculty, for exploration of the complex nature of environmental studies, and for the preparation of the initial MES Plan of Study.

Environmental Studies 5103 3.0: Nature and Society.

Examination of conceptions of nature found in the Western tradition. A particular emphasis is placed on the role of cultural narratives, and notions of technology and time in shaping our conceptions of nature.

Environmental Studies 5104 3.0: Planning Processes. Overview of the basic activity of planning, approached generically. Emphasis is on the components of planning, conceptual frameworks and factors affecting the design of planning processes for various activities in a range of contexts.

Environmental Studies 5106 3.0: Feminist Perspectives in Environmental Studies. Overview of the basic concepts and approaches of feminist analysis, with particular attention to feminist theory and its relevance to environmental issues.

Environmental Studies 5107 3.0: Management in Turbulent Environments. Examination of the redeployment of social organizational systems within environments experiencing continuing, large-scale, and unpredictable change. Emphasis is on the critical evaluation of adaptive planning, design, and management models intended to extend the capacity of organizations operating within social, economic, and political turbulence.

Environmental Studies 5108 3.0: Methodology in Environmental Studies. Consideration of the needs, assumptions, and presumptions inherent in approaches to search/research in environmental studies. Exploration of approaches in environmental studies by addressing methods in the context of underlying epistemological and methodological frameworks. The overall objective is to achieve critical understanding to inform choice in inquiry.

Environmental Studies 5112 3.0: Ecology in Environmental Studies. Introduction to concepts and principles in ecology as they relate to both natural and managed environments and to resources, planning, management, and conservation. Topics are analyzed within the context of ecological change and its implications for both the nonhuman world and human habitats.

Environmental Studies 5113 3.0: Business Strategies for Sustainability. All organizations impact the natural and social environment. However, it is only recently that sustainability has become a strategic issue for business and its managers. For increasing numbers of companies, sustainability is now an integrated part of organizational strategy formulation and implementation. Through a series of 'live cases,' this course introduces students to the critical, strategic and managerial issues in developing, implementing and adapting strategy to create environmental, social and economic value.

Same as **Business & Sustainability 6500 3.0**. Prerequisite: permission of the instructor

Environmental Studies 5119 3.0: Resource Management.

Examination of the principles of resource management and conservation, with emphasis on integrating ecological/physical, economic, and social/philosophical/ethical considerations in contemporary problems in resource management.

Same as Geography 5410 3.0.

Environmental Studies 5121 3.0: Introduction to Planning. The course explores the field of planning in its diverse forms of theory and practice. Focus is on overarching aspects of planning theory and practice and selected themes of significance to planning in the Greater Toronto Area.

Environmental Studies 5123 3.0: Environment and Behaviour.

Introduction to the study of human responses to the environment, focusing on responses to attempts to shape the environment through planning and design. Emphasis is on built and social aspects, with some attention given to natural aspects. Examples are drawn from environmental psychology, environmental sociology, behavioural geography, and environmental health.

Environmental Studies 5124 3.0: Development Studies. Survey of the evolution of development theory over the past three decades. Economic, social, political, and environmental ideas are discussed in relation to the process of development in both northern Canada and the Third World.

Environmental Studies 5150 3.0: Perspectives on Green Business.

This course provides a basic overview of the main perspectives on, and issues related to, green enterprise. Key concerns include ecoproduction in food, energy & manufacturing; regenerative finance; sustainability indicators; green market creation; eco-regulation; and strategic priorities for big and small businesses.

Environmental Studies 5161 3.0: Local Government Organization and Operation. Examination of the political, governmental and administrative contexts for public policy, planning, and implementation. Emphasis is on local government in Canada, relationships of municipalities to other governmental levels, and the role of various actors (citizens, voluntary groups, planners, developers, government agencies) in municipal governance.

Environmental Studies 5163 3.0: Policy Analysis for

Environmental Issues. Decision-making for environmental issues relies on both a broad spectrum of contextual knowledge and specific analytic skills. This course develops a knowledge base of the central structures of public policy and develops skills to comprehend and conduct environmental policy analysis.

Environmental Studies 5164 3.0: Environmental Economics.

Introductory examination of pollution, resource depletion, and social deprivation from a critical/historical economic viewpoint. Emphasis is on basic theory, analytical methods, and policy applications. No background in economics is required.

Environmental Studies 5475 3.0: Space, Place and Capitalism: Themes in Historical-Geographical Materialism. This course examines the political economy of capitalism from a geographical angle. It looks at the spatial and environmental aspects of capitalism employing Marx's 'mature' works as well as more contemporary literature on political economy in geography and cultural studies. Same as Geography 5375 3.0.

Environmental Studies 5599 3.0, 6.0, 9.0, 12.0: Readings in Environmental Studies. Directed reading programs individually

ENVIRONMENTAL STUDIES YORK UNIVERSITY FACULTY OF GRADUATE STUDIES 2007-2009 CALENDAR

arranged, and supervised by faculty members, in subject areas not available in current Environmental Studies course offerings. An appropriate course at the undergraduate level may be used as the basis for the work, supplemented by additional requirements as determined by the course instructor.

Environmental Studies 5699 3.0, 6.0, 9.0, 12.0: Field Experience.

Relevant applied research or other work experience outside the university, integrated as a learning experience in the individual Plan of Study, arranged and carried out under the direction of a faculty member. Intended for students at the MES I level, but only after the initial Plan of Study has been approved.

Environmental Studies 6101 3.0: Special Topics in

Environmental Studies. Exploration of selected issues in environmental studies, arranged for small groups of students at the MES II level who are at similar stages in their programs and who share common substantive and methodological interests.

Environmental Studies 6102 3.0: Transitions in Environmental

Studies. This course assists students in the transition from MES II to MES III, with emphasis on the design of the substantive and integrative experiences to be undertaken in MES III (including expectations of the Major Project, Major Paper, or Thesis) and the ways that students may demonstrate 'mastery' of the subject matter.

Environmental Studies 6108 3.0: Landscape Ecology in Planning.

Landscape ecology involves the interaction between spatial pattern and Ecological processes. The course provides knowledge of the principles of landscape ecology and will link them with physical planning, the design of ecologically sustainable landscapes and the restoration of degraded environments.

It is recommended that students have taken Environmental Studies 5112 3.0: Ecology in Environmental Studies prior to enrolling in this course.

Environmental Studies 6110 3.0: Environmental Ethics: Policy and Management Perspectives. Environmental concerns now have a significant place on the public agenda, including: global environmental change; sustainable development; appropriate uses of natural resources; product packaging; waste management; zero discharge strategies; obligations to future generations; distributive justice. These and other issues are examined in the context of contemporary discussions of environmental ethics and their implications for public policy and public and private sector management.

Same as Business Administration Ethics 6100 3.0, Philosophy 6200B 3.0 and Social & Political Thought 6041 3.0.

Environmental Studies 6112 3.0: Biological Conservation.

Examination of the ways in which biological conservation is defined, understood, and acted upon; identification of the causes of biological depletions and of the multidisciplinary nature of both issues and problems. Special attention is paid to the relationship between the theory and practice of conservation.

Environmental Studies 6113 3.0: Resource Management in **Third World Development**. Study of the theory and practice of natural resource management in the Third World, including a general assessment of the nature and distribution of the renewable and nonrenewable resource base for sustainable development. Particular emphasis is placed on ecologically sound and socially viable approaches to development in both urban and rural areas. Major themes include the role of ecology in development planning and the importance of energy utilization and its impacts on development and natural environments.

Environmental Studies 6114 3.0: Sustainable Development for Canada. Exploration of the array of possible environmental, social

and economic characteristics of, and policy, institutional, behavioural and legal requirements for, sustainable patterns of development in Canada.

Environmental Studies 6115 3.0: Ecological Economics.

Exploration in the emerging field of ecological economics, including discussion of: the optimal scale of the economy in relation to the environment, environmental valuation, measurement, risk, and discounting; intergenerational and interspecies equity; entropy/ thermodynamics; and community-based economics.

Environmental Studies 6116 3.0: Resource Management. This seminar is concerned with the comparative evaluation of the various regulatory techniques employed with respect to the management of Canada's primary resources. Both renewable and non-renewable resource sectors will be considered; in particular, water, petroleum, natural gas, forestry, mineral (and uranium if time permits) resources. The dominant theme of the seminar will be an examination of the differing perspectives of various branches of industry, consumers utilities, government and public interest branches of industry, government and public interest groups.

Environmental Studies 6117 3.0: Ecology in Third World **Development**. Examination of the nature of tropical and subtropical environments, particularly as they relate to conservation, resource management, and sustainable development. The ecological foundation for sustainable development in the tropics and subtropics is addressed. Emphasis is directed toward alternative approaches to issues in conservation and development, particularly ecodevelopment strategies, and toward the integration of ecology into development

Environmental Studies 6118 3.0: Applied Ecology. Application of ecological knowledge and principles to problems of resource management, planning, pollution, and conservation.

Environmental Studies 6119 3.0: Ecological Restoration.

planning in Third World countries.

Examination of the restoration of ecological communities that have been degraded by human activity. Subject areas include: lakes, bogs, marsh areas, and terrestrial habitats. The format is a combination of lectures by the course director and seminars by the students.

Environmental Studies 6120 3.0: Public Involvement and Planning. Overview of theories of public participation, and consideration of methods and techniques relevant to planning issues and problems of citizen involvement in planning practice.

Environmental Studies 6121 3.0: Health-Promoting Cities.

Through seminars and projects, the course addresses health promotion in the urban physical and social environments, and explores two basic questions: What is a healthy city/community? How do we get one?

Environmental Studies 6122 6.0: Rural Planning. Survey of the theory and research methods used in the planning of rural areas, from macro through to micro levels. The spatial arrangement of land uses, human settlement, urbanization of the countryside, and sustainable development, agriculture, forestry, and recreation are emphasized.

Environmental Studies 6123 3.0: City Form and Natural Process.

Pragmatic and philosophical exploration in three areas: first, how urbanism shapes perceptions of nature and how environmental and social values are linked; second, how a broadly based ecological

view of cities is necessary to their environmental and social health; third, how the application of ecological processes to urban design can influence the shaping of urban form.

Environmental Studies 6124 3.0: Urban-Regional Planning. Introduction to planning for urban centres and regions. Emphas

Introduction to planning for urban centres and regions. Emphasis is on the history of urban-regional planning thought and practice, key planning models and concepts, the planning process, and plan implementation.

Environmental Studies 6125 3.0: Recreation and Tourism:

Planning and Management. Explorations in leisure and recreation—theory, research, planning, and practice—with emphasis on the social and environmental contexts in which people 'recreate' and on the roles that leisure and recreation play in the quality of people's lives.

Environmental Studies 6126 3.0: Community Planning and Housing. This course explores the evolving nature of community planning and the linkages among planning, housing policy and programs, and planning for the provision of social services and infrastructure in a multicultural society.

Environmental Studies 6127 3.0: Community Organizing and Development: Theory and Action. An overview of the practice and theory of community development/community organizing approaches as strategies for improving the quality of life for marginalized groups in Canadian urban society and as a method for increasing the levels of social justice.

Environmental Studies 6129 3.0: Social Policy and Planning.

Three aspects of social policy and planning are addressed: first, major theoretical and action frameworks; second, social policy and planning practice in various institutional contexts including the place of research, evaluation, and implementation; third, selected case studies of social policy and planning problems, special needs groups, and the implementation process.

Environmental Studies 6130 3.0: Planning Theory. Critical examination of theories explaining and guiding planning processes, both professional and managerial.

Environmental Studies 6131 3.0: Environmental Planning. Focus is on planned approaches to identifying and resolving environmental problems encountered in human settlements. Consideration is given to the location, form, pattern, and functioning of human communities in relation to the natural environment, as well as to the livability and quality of built environments.

Environmental Studies 6132 3.0: Environmental Design.

The purposes of this course are to develop a sensitivity to the sensory, physical environments in which people live; to explore the foundations and influence of design theory on the design of human habitats; to examine the role of design in creating healthy and civilizing cities; and to examine the essential interrelationships between the many determinants (environmental, social, behavioural, artistic, economic), that shape the human landscape and which provide a basis for a proactive and informed approach to its design.

Environmental Studies 6133 3.0: Plurality and Planning. This course examines some challenges of the pluralistic city and society: construction of diversity and difference, processes of immigration and settlement, and multiculturalism as a fact, ideology and policy. Issues of plurality are discussed in relation to planning and design.

Environmental Studies 6136 3.0: Health and Environment. An overview of issues in health and environment. We are defining health

broadly in the tradition of the World Health Organization as "the state of complete physical, mental and social wellbeing and not merely the absence of disease." We are defining environment as natural, built, social, psychological, and organizational. We will consider these issues from both scientific and activist perspectives.

Environmental Studies 6137 3.0: Women, Globalization and Development. Overview of current issues in gender and development analysis as a framework for the integration of women in Third World development. Emphasis is placed on theoretical and conceptual

development. Emphasis is placed on theoretical and conceptual issues as the necessary background to project-oriented approaches to Women and Development.

Same as Women's Studies 6504 3.0.

Environmental Studies 6138 3.0: Women and Natural

Environments. Exploration of the debates characteristic of analysis and research on women's varied relationships with nature. Emphasis is placed on four overlapping issues: women as "natural" beings; the social construction of gender and nature; women's use and management of natural resources; and women, environment, and development initiatives.

Same as Women's Studies 6201 3.0.

Environmental Studies 6139 3.0: Historical Perspectives on

Women and Nature. A study of historical ideas about women and nature, with special reference to work by women in relation to nature in Europe and North America, up to and including the 19th century. Topics may include metaphor and cultural associations/representations; the development of science culture; nature writing and popular science writing; gardens and landscape; and visual representations in art.

Same as English 6052 3.0 and Women's Studies 6303 3.0.

Environmental Studies 6140 3.0: Environmental Education.

Examination of 'Environmental Education' in the widest sense, including definitions of environmental education, and the history of environmental education, its underlying assumptions, and current practices and constraints in its implementation. Alternative visions of a socially critical model of environmental education are explored.

Environmental Studies 6141 3.0: Education, Sustainability and the Ecological Crisis This course examines contemporary issues in the Ontario Curriculum with regard to environmental/sustainability education.

Same as Education 5445 3.0.

Environmental Studies 6143 3.0: Political Communication and Environmental Issues. Examination of the role of mass media in environmental discourse, dealing with issues of public debate, public policy, and social advocacy in a 'mass mediated' society. The approaches can be applied to any area of public policy. Same as Communication & Culture 6304 3.0 and Political Science 6165 3.0.

Environmental Studies 6144 3.0: Action Learning. Examination of the 'action learning' approach to research, planning, management, and social change. Included are examination of theoretical, methodological, and pedagogical aspects of the concept, and evaluation of its potential impact on planning strategies.

Environmental Studies 6145 3.0: Employee Involvement:

Strategies and Dilemmas. Exploration of principles and techniques of work analysis and job and organizational design. Consideration is given to strategies and methods for initiating and sustaining change. *Same as Schulich's Organizational Behaviour 6410 3.0.*

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Environmental Studies 6147 3.0: Humanitarian Crises.

Humanitarian crises, causing or threatening mass deaths, include natural disasters, famines, epidemics, genocide and war. The progression of such crises, responses to them, and their causes and prevention are covered, in concrete and theoretical terms. Student work emphasizes cases.

Environmental Studies 6148 3.0: Environmental Negotiation and Mediation. Exploration of the concepts and principles of negotiation and mediation, key process requirements, basic techniques and strategies, and constraints and limitations on the application of alternative dispute resolution methods as applied to environmental problems.

Environmental Studies 6149 3.0: Culture and the Environment.

Critical exploration into current literature in the emerging field of Cultural Studies. Examination of the discourses through which we attach "culture" to nature, place, and space. Particular attention is given to what resources contemporary cultural studies might offer in analyzing interactions between culture, nature, and place; between social identity, community, and built and natural environments. *Same as Communication & Culture 6120 3.0.*

Environmental Studies 6150 3.0: Popular Education for Social Change: Part I Theory & Practice. This course examines individual and social learning from a critical perspective. Based on a theoretical examination of knowledge production and power relations, several streams of critical education are explored: native education, labour education, critical pedagogy, feminist pedagogy, popular education, anti-racist education, and global/development education. Applied work will focus on the role of these approaches within schools, organizations, and movements for social change.

Environmental Studies 6151 3.0: Popular Education for Social change: Part II Practice & Theory. This course offers students the opportunity to design, implement and evaluate popular education activities, materials or campaigns that link to or are part of organizations and movements for social justice and environmental sustainability. Students develop skills in political analysis for action, design and facilitation, the use of creative arts, and participatory evaluation.

Environmental Studies 6152 3.0: Reshaping Research with Aboriginal Peoples. This course looks at current and historical research from Aboriginal and Indigenous (non-western) perspectives, including ethics, epistemologies, methodologies, protocols, and practices. It also examines colonial and 'post'colonial research practices by mainstream researchers, publishers, granting agencies, and ethics review boards.

Environmental Studies 6153 3.0: Native/Canadian Relations.

Investigation of the relationships between First Nations, their communities and their organizations, and the broader Canadian society and its institutions. Within this broad framework, selected issues of relevance to First Nations and other stakeholders are examined

Environmental Studies 6154 3.0: Environmental Themes in Storytelling and First Nations Tradition: An Intercultural Perspective. This course examines theories of narrative primacy in oral and literate cultures; the primacy of voice and story in First Nations nature traditions; the relationship of 'special place' and story in the heritage of North American nature/environmental education. Same as Education 5370 3.0.

Environmental Studies 6155 6.0: Program Implementation. The focus is on the transition from program/policy/plan to field action. The central questions are why some policies are carried out in the manner intended, some are not carried out at all, and many go in directions that are shaped more by field realities than the original intentions of their proponents.

Environmental Studies 6156 3.0: Critical Theory of International Development. Study of theories of development, underdevelopment, and maldevelopment in Third World countries, with stress on the social, economic, political, ideological, and ecological bases for development approaches. Historical and current approaches to the theory of development are presented, and the extent to which they respond to environmental concerns is investigated.

Environmental Studies 6157 3.0: Non-Profit Organizations: If Not for Profit, For What? This course investigates the existence and persistence of the nonprofit sector, and the theories and practices that are essential for managing nonprofit organizations, whether at the level of grass roots organizations or of more formal and bureaucratic organizations.

Environmental Studies 6158 3.0: Civil Society: Nonprofit Organizations, Community and Democracy. This course serves as a general introduction to management in the nonprofit sector. It explores the social, political and economic function of the nonprofit section in Canada and includes an examination of the role of civil society in democratic society and market economies. In addition, it examines both the legal and policy environment in which nonprofit organizations operate as well as the unique governance issues associated with nonprofit organizations.

Same as NLMP 6200 3.0.

Environmental Studies 6163 3.0: Science, Policy, and the Legal Process. Increasingly, science and scientists are becoming participants in legal and policy decision making. This course examines the issues, problems, and constraints, and new institutional arrangements arising from the transposition of information, values, criteria for adjudication and methodologies from one context -- science -- to others, such as policy making, the courts and other legal processes.

Same as Law 3360 3.0.

Environmental Studies 6164 3.0: Environmental Law.

Examination of the institutions, processes, and legal principles which encompass the field of environmental law in Canada. A comprehensive review of the legal framework underlying the existing planning, regulatory and approvals processes at both the federal and provincial levels is provided, together with discussions of a number of key environmental issues facing society today. Comparative approaches undertaken by other jurisdictions are also discussed.

Environmental Studies 6165 3.0: Land Use Planning and Law. Examination of law relating to planning and development, with emphasis on the Canadian context. Topics include land use, real estate, urban and regional planning.

Environmental Studies 6166 3.0: Communications Law.

Communication law and regulation are viewed from two perspectives: first, the rationales for regulating broadcasting and telecommunications are explored; and secondly, areas of law and regulation in the fields of broadcasting and telecommunications are examined, including cultural regulation, standards, access, quality of service, new services and rates.

Same as Law 2630 3.0.

Environmental Studies 6170 3.0: Gender and Public Policy. This course stresses women's relationship to the state. Through feminist critiques, it explores ways in which women's issues and concerns move onto the public policy agenda. While emphasizing the links between theory and practice, the course allows students to focus on specific policy domains. The intersecting influences of race, class, gender and sexual orientation on policy concerns are reflected both in the readings and in the analytic approaches to seminar topics. Same as Women's Studies 6005 3.0.

Environmental Studies 6173 3.0: Politics and Planning. Planning and politics are considered along a number of dimensions: the ideologies of planning; the role of planning as a selective filter of values and interests in civil society and the local state; planning as a mediator of conflicts between concepts of urban places as 'economic space' and 'community space'; planning as the mediating agency of urban growth and decline.

Environmental Studies 6174 3.0: Environmental Politics. A comprehensive understanding of politics and its relationship to environmental sustainability in both micro settings (drawing on students' personal experiences) and the macro setting of Ontario (with special reference to the Greater Toronto Area and the work of the Ontario Round Table on the Environment and Economy).

Environmental Studies 6175 3.0: Global Environmental Politics. Advanced exploration of the linkages between the global political system and the world's natural environment. In particular, the course addresses: history of conceptions of the environment as a political issue in the global arena; theories of international conflict and cooperation with respect to the natural environment; interactions between the current global political economy and the environment; and empirical investigation of key issue areas which illustrate the above concepts.

Environmental Studies 6176 3.0: Health Public Policy. Examination of the health implications of public policy in a wide range of non-health policy sectors. Policy development, policy analysis, and health impact assessment methods are used.

Environmental Studies 6177 3.0: Health Promotion: The New Public Health. Health promotion is the process of enabling people to increase control over, and improve, their health. In the past few years it has become a crucial strategy for achieving 'Health for All' globally, nationally, provincially, and locally.

Environmental Studies 6180 3.0: Applied Research Methods: Policy and Regulatory Studies. Provides students with the opportunity to develop the research skills required for policy and regulatory research, and a critical appreciation of their appropriate use in the design of their own research.

Same as Law 6690 3.0.

Environmental Studies 6182 3.0: Applied Research Methods: Quantitative Methods. Development of a paradigm of inquiry, hypothesis development, data sources and the theory of measurement, sampling alternatives, cost estimation, audience appropriate reports, and the commissioning and management of research.

Environmental Studies 6183 3.0: Applied Research Methods: Qualitative Methods. Examination of the various phases of carrying out research in the field: planning the research project; choosing appropriate methods for data collection; analyzing data and communicating results of research. Emphasis is on analysis and reporting of questionnaire and qualitative data.

Environmental Studies 6186 3.0: Theory and Methods of Impact Assessment. Examination of the theory and methods of environmental impact assessment, focused on Canadian legislative and administrative contexts.

Environmental Studies 6188 3.0: Remote Sensing and Image Processing for Geographical Analysis and Environmental Monitoring. This course focuses on ways remote sensing systems are used to acquire data, how these data are analysed and how the information is used in studies of natural and produced environments. Special emphasis is placed on satellite sensors operating in the visible and near-infrared regions of the spectrum (Landstat TM and SPOT), and on airborne and spaceborne radar systems. In addition to learning the characteristics of the sensors, how they record data and how the data are processed, the students will analyse these data using digital processing techniques.

Integrated with the undergraduate course Arts **Geography 4440 3.0**. Same as **Geography 5015 3.0**.

Environmental Studies 6189 3.0: GIS Applications in Planning and Resource Management. Provides students with an opportunity to gain first-hand experience in the application of geographical information systems (GIS) to environmental problems with particular reference to planning and resource management. Students will become familiar with the strengths and limitations of this rapidly developing approach to the analysis of spatial data.

Environmental Studies 6190 3.0: Case Studies in Environmental Management. Examination of how organizations—businesses, unions, community groups, and governmental agencies—respond to and manage environmental problems. Students examine how these organizations have portrayed and dealt with a specific environmental problem within current economic, social, and political contexts. Case study research is used as the pedagogical method. Same as Business & Sustainability 6980 3.0.

Environmental Studies 6191 3.0: Management Practices for Sustainable Business. This course provides a detailed review and analysis of the environmental management tools and techniques used by managers. The course considers how these techniques fit together to form environmental management systems and examines their underlying assumptions, approach and role in managerial decision-making. Techniques include environmental impact assessment; environmental reviews and audits; environmental accounting; product life-cycle analysis; and design for the environment. Same as Business & the Environment 6300 3.0.

Environmental Studies 6275 3.0: International Political Economy and Ecology Summer School. Each year the International Political Economy Summer School investigates one salient issue within the field of international political economy. International political economy includes the notion of international and transnational economic relations, and comparative structures of national political economy. Each session is an exploration of current literature in a specific issue area of international political economy, particularly as it relates to the relationship between economy and ecology. Same as Political Science 6282 3.0.

Environmental Studies 6281 3.0: Consulting Skills. Exploration of the various aspects of carrying out studies and analysis in a professional consulting capacity. While the emphasis is on processes and techniques, the course also explores the various circumstances and contexts within which consulting projects are undertaken. The specific substantive areas will be determined in discussion with participants at the first meeting.

Environmental Studies 6291 3.0: Facilitation in Environmental Studies. Exploration of the research on small group processes including group dynamics, leadership and decision-making—and

the key role of small groups in implementing change. Students are also provided with the opportunity to learn and practice the skills of facilitating effective group problem-solving.

Environmental Studies 6321 6.0: Environmental Planning and Design Workshop. Application in problem-solving, plan-making, and design. Direct experience is provided in the main elements of planning and design practice as informed by theory, with emphasis on implementation implications of recommended solutions.

Environmental Studies 6330 6.0: Bioregional Planning

Workshop. Using the Greater Toronto Area as the laboratory, the workshop explores the context and debates surrounding the future of the area in which we live, work, study, and play. The purpose is to allow students an opportunity to observe, critically analyse, and develop plans within an applied setting.

Environmental Studies 6324 3.0: Planning Practice Workshop.

A project-based workshop designed to provide students with direct experience in the main elements of planning practice, with emphasis on field investigation, analysis of relevant political, social, economic, environmental, cultural and design issues, examination of contextual and procedural constraints or opportunities, communication with a variety of stakeholders, and consideration of implementation alternatives.

Environmental Studies 6325 6.0: Critical Urban Planning Workshop. The workshop investigates recent urban change in selected North American and European cities using an approach that is informed by recent critical planning practices and urban theory. Each year a different topic is selected as the basis for the workshop project.

Environmental Studies 6331 6.0: Planning in Toronto

Workshop. This project-based course examines current planning and development practices in Toronto. Students learn about complex problems that planners typically need to resolve when dealing with significant development projects in major North American cities. Prerequisites: Environmental Studies 5021 3.0 or 5122 3.0.

Environmental Studies 6348 6.0: Cultural Production Workshop: Performance-Based Practice. This workshop combines critical cultural theory and environmental studies with the practice of cultural production. Through analysis of the field of performance and the creative production of testimony, autobiography in performance, students critically explore and develop their own approach to producing such performances. The primary learning experience of the workshop involves the production of a performance or testimonial narrative applying analytical tools, technical skills and creativity.

Environmental Studies 6349 6.0: Cultural Production

Workshop. Combines active media analysis with the production of images/text around environmental issues. Students critically explore the production process through media observations, readings, and audiovisuals, visits to production sites, and interviews with imagemakers. There are opportunities to develop hands-on skills in photographic or video production. The central learning experience of the workshop involves a media production applying analytical insight, technical skills, and creativity.

Same as Communication & Culture 6510 3.0.

Environmental Studies 6399 6.0: Field Workshop in Environmental Studies. Exploration of selected issues in environmental studies in field settings, arranged for groups of students at the MES II level who are at similar stages in their programs and who share common substantive and methodological interests.

Environmental Studies 6401 3.0: Natural Disasters: An Unnatural Phenomenon. This course examines natural disasters from an interdisciplinary point of view, particularly considering how and why decisions made by people create vulnerable communities.

Environmental Studies 6481 3.0: Activist Video Making. This course focuses on the production of collaboratively-produced video works on selected social and political/environmental subjects. Same as Film 5020B 3.0.

Environmental Studies 6560 3.0: Readings in Public Policy. This course is designed for students who want to pursue the academic literature on either public policy in general, or their own topics involving some public policy content, such as forestry, biodiversity, water, broadcasting, culture, etc.

Environmental Studies 6599 3.0, 6.0, 9.0, 12.0: Individual Directed Study. Individual study activities in subject areas not addressed in current Environmental Studies course offerings, devised and carried out under the supervision of a faculty member and arranged to suit the requirements of the student's individual Plan of Study. Normally intended for students at the MES II level.

Environmental Studies 6699 3.0, 6.0, 9.0, 12.0: Field Experience. Relevant applied research or other work experience outside the university integrated as a learning experience in the individual Plan of Study, arranged and carried out under the direction of a faculty member. Normally intended for students at the MES II level.

Environmental Studies 7101 3.0, 6.0: Special Topics in Environmental Studies. Exploration of selected issues in environmental studies, arranged for small groups of students at the MES III level who are at similar stages in their programs and who share common substantive and methodological interests.

Environmental Studies 7147 3.0: Environmental Studies in Postmodernity. This course acquaints students with the proliferating literatures that fall under the rubric of postmodernism, poststructuralism, and the modernity/postmodernity debate, and shows how these literatures impact on, and may be seen as grounded in, environmental concerns broadly defined. The goal is to develop an understanding of how postmodernity (as a condition) and postmodernism and poststructuralism (as analytic and political approaches) affect and are affected by environmental studies.

Environmental Studies 7149 3.0: Advanced Topics in Culture and Environment. This advanced topics course allows faculty and students to explore cutting-edge work in the field of environment and culture. The course allows students to extend the cultural analyses of nature to which they have been introduced in earlier courses. Prerequisite: Environmental Studies 6149 3.0.

Environmental Studies 7189 3.0: Advanced Geographical Information Systems. This course provides students with a solid theoretical understanding of the concepts of GIS and an opportunity to gain advanced hands-on knowledge of a vector-based GIS software package (i.e., Arc/Info). Students will become familiar with the concepts and processes involved in designing and constructing a GIS database and the method by which spatial analysis tools can be used to analyse spatial data.

Environmental Studies 7599 3.0, 6.0, 9.0, 12.0: Individual Directed Study. Individual study activities in subject areas not addressed in current Environmental Studies course offerings, devised and carried out under the supervision of a faculty member and arranged to suit the requirements of the student's individual Plan of Study. Normally intended for students at the MES III level.

Environmental Studies 7699 3.0, 6.0, 9.0, 12.0: Field Experience. Relevant applied research or other work experience outside the university, integrated as a learning experience in the individual Plan of Study. Arranged and carried out under the direction of a faculty member. Intended for students at the MES III level, but not normally permitted in the final term of study.

Environmental Studies 7799 3.0, 6.0, 9.0, 12.0: MES Major Project Independent Work. Approved work on a Major Project individually arranged as an integral and culminating experience of the individual Plan of Study, organized and carried out under the supervision of a faculty member.

Environmental Studies 7899 3.0, 6.0, 9.0, 12.0: MES Major Paper Independent Work. Approved work in the preparation of a major paper, as arranged with the faculty advisor and the major paper supervisor.

Environmental Studies 7999 3.0, 6.0, 9.0, 12.0: MES Thesis Research. Approved research toward the submission of an MES thesis, arranged and conducted under the supervision of the thesis supervisory committee.

Environmental Studies 8101 3.0, 6.0, 9.0, 12.0: Special Topics in Environmental Studies. Exploration of selected issues in environmental studies, arranged for small groups of PhD students who share common substantive and methodological interests.

Environmental Studies 8102 3.0: PhD Research Seminar. This ongoing seminar is designed to assist PhD students in the formulation of their PhD Program Plan, through a comparative examination of research methods and research designs.

Environmental Studies Individual PhD Research. Individual research activities in subject areas not addressed in current Environmental Studies course offerings, devised and carried out under the supervision of a faculty member and arranged to suit the requirements of the student's individual PhD Program Plan.

Environmental Studies 8699 3.0, 6.0, 9.0, 12.0: Field Experience. Relevant applied research or other work experience outside the university, integrated as a learning experience in the individual PhD Program Plan, arranged and carried out under the direction of a faculty member. *Intended for PhD students*.

ÉTUDES FRANÇAISES

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http://www.yorku.ca/francais

GRADUATE FACULTY MEMBERS

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HÉDI BOURAOUI

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ALAIN BAUDOT CLAUDE TATILON

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SYLVIE ROSIENSKI-PELLERIN
YVETTE SZMIDT

Professeurs adjoints

Dominique Scheffel-Dunand Jean-Pierre Thomas

DOMAINES D'ÉTUDES

L'étudiant(e) a la possibilité de choisir la littérature ou la linguistique comme domaine de spécialisation. Toutefois, l'étudiant(e) désireux de poursuivre ses études dans les deux domaines pourra le faire sans difficulté. C'est là un des aspects originaux de notre programme.

LINGUISTIQUE

Le programme de linguistique a pour objet de former l'étudiant à la recherche, par l'étude approfondie des principaux aspects de la structure du français et de l'usage de cette langue dans le discours. Dans son ensemble, le programme est structuré autour de trois grands axes :

- i) linguistique descriptive et théorique du français notamment linguistique énonciative, linguistique fonctionnaliste (européenne) et étude du français en perspective romane et historique;
- ii) le français en perspective sociolinguistique
- iii) l'apprentissage du français en contexte canadien.

LITTÉRATURE

Le programme de littérature a pour objectif de mettre en lumière la contribution des littératures d'expression française à l'évolution des idées et des différents champs littéraires. Dans son ensemble, le programme est structuré autour de trois grands axes :

- i) Théories et champs littéraires
- ii) Écrits de femmes
- iii) Littératures et sociétés (Francophonie, Canada français, France)

MAÎTRISE ÈS ARTS CONDITIONS D'ADMISSION

- ❖ Détenir un diplôme de premier cycle avec spécialisation en français (*B.A. Honours in French*) décerné par une université reconnue ou un diplôme jugé équivalent par le comité d'admission.
- ❖ Avoir obtenu une moyenne générale de B au premier cycle et de B+ dans les cours de français, ou l'approbation de la directrice. (Dans certains cas, un examen d'entrée pourra être exigé.)

Pour de plus amples renseignements, veuillez vous adresser au Programme de Maîtrise en études françaises, Collège universitaire Glendon, 2275 avenue Bayview, Toronto, Ontario, M4N 3M6. Ou téléphonez au (416) 487-6811 ; télécopieur : (416) 440-9570. Vous pouvez aussi communiquer avec nous par courrier électronique à l'adresse suivante : maitrise@glendon.yorku.ca

EXIGENCES DU DIPLÔME

Maîtrise avec mémoire

L'étudiant(e) doit suivre avec succès **quatre cours** semestriels du niveau de la maîtrise.

Travaillant sous la direction d'un professeur associé au programme et sous la supervision d'un ou de deux membres de ce même programme, l'étudiant(e) doit rédiger un mémoire d'une centaine de pages qui témoigne notamment d'une réelle originalité et démontre clairement, outre une aptitude à la recherche, une solide capacité d'analyse et une maîtrise approfondie du sujet étudié. Le dépôt du mémoire sera suivi d'une soutenance.

Maîtrise avec travail de recherche

L'étudiant(e) doit suivre avec succès **six cours** semestriels du niveau de la maîtrise.

Travaillant sous la direction d'un professeur associé au programme, l'étudiant(e) doit rédiger un travail de recherche original de 50 à 60 pages sur un sujet précis. Ce travail de recherche doit démontrer de solides capacités de recherche et d'analyse. Le dépôt du travail sera suivi d'un examen oral.

Maîtrise avec cours

L'étudiant(e) doit suivre avec succès **huit cours** semestriels du niveau de la maîtrise.

Avec la permission de la directrice du programme, l'étudiant(e) peut choisir un de ses cours dans un autre programme de la Faculté des études supérieures de York ou dans toute autre université ontarienne.

Cours

La liste des cours est affichée sur le site Internet du programme et sur celui de la Faculté des Études supérieures. Tous les cours ne sont pas offerts chaque année.

LITTÉRATURE

Théories et champs littéraires

Théories

Études françaises 5213 3.0 : Narratologie. Ce cours propose une introduction approfondie à l'analyse du récit littéraire : étude des notions et techniques fondamentales de l'analyse narrative et application de ces dernières à divers romans, contes ou nouvelles. La réflexion s'orientera autour des grandes théories de Gérard Genette, de Mieke Bal, de Philippe Hamon, de Gerald Prince, de Jaap Lintvelt et de plusieurs autres concepteurs de la narratologie moderne.

Études françaises 5221 3.0 : Études de théorie littéraire contemporaine. Ce cours est une introduction aux diverses théories et méthodes d'analyse textuelle, dont l'épanouissement au xx^E siècle a permis le renouvellement des études littéraires.

Études françaises 5224 3.0 : Sémiotique du théâtre. L'univers sémiotique que constitue le théâtre, cette machine à produire des signes, dirait Barthes, soulève diverses problématiques : rapport entre texte théâtral et représentation, entre personnage et comédien, entre spectacle et spectateur... autant de voix pour l'étude du phénomène théâtral.

Études françaises 5613 3.0 : Sémiologie générale et textes

littéraires. S'appuyant sur certaines notions propres à la sémiologie générale, le cours propose une étude fonctionnelle de la signification des textes littéraires. Le texte littéraire est construit, comme tout autre texte, à partir de structures linguistiques, mais son fonctionnement est particulier, l'information qu'il transmet étant plus riche que celle transmise par un texte utilitaire.

Champs littéraires

Études françaises 5214 3.0 : L'écriture épistolaire. Ce cours se propose d'explorer le champ épistolaire à partir d'ouvrages théoriques sur la question. Le corpus choisi varie selon la personne chargée du cours.

Études françaises 5227 3.0 : Le récit de voyage au Nouveau Monde (xvi^e-xviii^e siècles). Ce cours propose une réflexion sur le genre viatique comme on l'appelle maintenant de plus en plus souvent pour parler des journaux de bord, des relations de missions,

de séjour ou de découverte qui connaissent à « l'âge classique » un rayonnement sans précédent dans l'histoire littéraire. Par-delà l'analyse détaillée des œuvres à l'étude, nous tenterons de dégager les procédés formels propres à ce discours « mitoyen » caractérisé par une double fonction à la fois divertissante et didactique, de même que par un troublant mélange entre le factuel et le romanesque.

Études françaises 5236 3.0 : Mythe et littérature. Ce séminaire propose une initiation aux différentes approches d'étude de la littérature en conjonction avec le mythe et une exploration des méthodes d'analyse récemment développées et affinées dans ce domaine (notamment la mythocritique et la mythanalyse).

Études françaises 5202 3.0 : L'utopie littéraire aux XVII^E et XVIII^E siècles. À l'aide d'un certain nombre d'utopies des xvIII^e et xVIII^E siècles, et par un survol de leurs sources antiques et étrangères, nous proposons une réflexion sur l'utopie littéraire et sur les causes de son essor sous l'Ancien Régime.

ÉCRITS FÉMININS

Écrits féminins de l'Ancien Régime

Études françaises 5207 3.0 : La voix des femmes à la Renaissance en France. Ce cours étudiera les conditions de l'expression féminine en France au xviº siècle à la lumière de la recherche courante (condition et éducation des femmes, prise de parole acceptable et exceptionnelle). Étude de textes de plusieurs écrivaines connues (Marguerite de Navarre, Louise Labbé) et moins connues (Hélisenne de Crenne, les Dames des Roches), ainsi que d'écrits intimes (lettres et mémoires).

Études françaises 5216 3.0 : S'écrire au féminin : les correspondances féminines des xvii et xviii esiècles. Nous proposons d'étudier les rapports que les femmes d'expression française des xvii et xviii esiècles entretinrent avec l'écriture épistolaire et de montrer comment cette dernière permit de contourner bien des interdits.

Écrits féminins de la Francophonie

Études françaises 5230 3.0 : Le roman féminin en Algérie. Ce cours se propose de présenter l'originalité de l'itinéraire d'écriture de romancières algériennes. À partir de perspectives littéraires diverses et de contextes socio-historiques et culturels particuliers, on analysera les œuvres qui ont contribué à générer la littérature féminine de langue française en Algérie.

Écrits féminins en France aux xx° et xxı° siècles Études françaises 5228 3.0 : Annie Ernaux : la mémoire vécue et écrite. Ce cours focalise l'attention sur quatre grands ouvrages de l'écrivaine contemporaine Annie Ernaux. Le texte sera étudié à travers des perspectives critiques variées – en particulier, la théorie féministe, la sociocritique, la narratologie et les théories de réception – afin de révéler les principales préoccupations thématiques de l'auteure et les traits stylistiques de son texte. Les étudiants approfondiront cette œuvre avec leurs dissertations et leurs présentations orales. Celles-ci, réalisées avec Powerpoint ou un autre logiciel comparable, auront pour objet d'étude d'autres textes d'Annie Ernaux qui ne sont pas au programme. On fera appel à des documents audio-visuels (vidéos/films) pour donner une autre dimension au texte et une image vivante à son auteure.

Études françaises 5212 3.0 : Colette, les femmes et l'écriture. Ce cours étudie l'œuvre de Colette sous plusieurs aspects : sociologique (les « femmes-auteurs » à la Belle Époque), stylistique (l'écriture de Colette) et thématique (la venue de l'écriture, l'affirmation de la liberté, le goût de la vie).

Études françaises 5231 3.0 : Andrée Chédid. Plusieurs approches théoriques sont ici proposées pour aborder l'œuvre romanesque d'une grande écrivaine égyptienne d'origine libanaise, Andrée Chedid.

Littératures et Sociétés

La Francophonie

Études françaises 5220 3.0 : Le roman maghrébin. Introduction à la littérature maghrébine francophone par l'étude approfondie de trois romans marquants, aussi bien dans leur facture romanesque que dans leur contenu révolutionnaire. On s'attachera à cerner les nouveaux procédés narratifs, l'impact sociopolitique et surtout l'esthétique nouvelle qui se démarque de celle d'autres francophonies. On n'imposera pas de grille méthodologique ni une seule approche théorique. On tentera de dégager, à partir des œuvres et de leur configuration, une analyse qui prenne en charge le roman dans son contexte historique et formel.

Études françaises 5225 3.0 : Les Lettres belges francophones : **une littérature d'irréguliers**. On se propose d'étudier quelques-uns des grands textes narratifs belges, en les resituant dans l'originalité de leur émergence institutionnelle et dans la spécificité de leur écriture. Les œuvres étudiées seront choisies parmi les trois grandes périodes de la littérature belge (époque léopoldienne, surréalisme et aprèsguerre): du roman symboliste (Rodenbach) au roman contemporain (Mertens), en passant par la nouvelle fantastique (Ray) et le roman policier (Simenon). Une attention toute particulière sera aussi accordée aux grandes écrivaines belges, telles Yourcenar ou Mallet-Joris.

Études françaises 5402 3.0 : L'identité créole : le point de vue des écrivaines antillaises. Les écrivaines des Antilles françaises portent un regard critique sur les représentations identitaires que proposent les auteurs du mouvement de la Créolité, jugeant ces représentations trop homogènes ou homogénéisantes, trop stéréotypées ou idéalisées et trop réductrices. L'objectif de ce cours est donc d'étudier comment les écrivaines des Antilles françaises formulent les questions d'identité et en quoi leur formulation présente une réflexion distincte sur les éléments de la construction de l'identité créole, à savoir les langues créole et française, l'histoire coloniale et post coloniale, l'appartenance culturelle double ou multiple. Cette réflexion se nourrit du vécu – passé et présent – de la femme antillaise.

Le Canada français

Études françaises 5204 3.0 : Littérature franco-ontarienne : une prise de parole. Étude d'œuvres écrites en tous genres (littérature intimiste, essai, roman, théâtre, poésie, conte et nouvelle) qui illustrent les temps forts de la littérature franco-ontarienne contemporaine : prise de conscience ; enracinement (fidélité ou retour au passé); déracinement (séparation de la famille, voyage, émigration, évasion).

Études françaises 5226 3.0 : La nouvelle au Québec et au Canada français. Ce cours propose une réflexion sur les caractéristiques formelles de la nouvelle en tant que genre littéraire et explore les différents facteurs contextuels susceptibles d'expliquer l'évolution du genre bref au Québec et au Canada français à partir de 1960. Pour ce faire, il puise dans plusieurs approches théoriques : perspectives narratologique et stylistique, et théorie de la réception.

Études françaises 5235 3.0 Dialogues des cultures en littérature québécoise. Le cours propose aux étudiants d'explorer à partir d'un corpus d'oeuvres contemporaines le phénomène des cultures en contact, qui a tant marqué, ces derniers temps, aussi bien la littérature québécoise que la littérature internationale. Les auteurs d'origines diverses seront à l'étude, ainsi que les

auteurs québécois, nés au Québec, qui ont écrit sur d'autres cultures et d'autres sociétés.

La France

Études françaises 5219 3.0 : André Malraux, romanciermémorialiste. Ce cours étudiera quelques aspects de l'écriture riche et variée d'André Malraux. On essaiera notamment de tracer l'évolution du roman d'aventure au texte dialogué et au discours socratique. On portera aussi attention aux textes du mémorialiste où s'affirme le mode dialogué. Quelques questions de théorie d'art et de théorie littéraire que Malraux a exposées dans ses essais seront abordées.

Études françaises 5222 3.0 : Voltaire : les enjeux de son écriture. À partir des formes variées de l'écriture de Voltaire : la lettre, le théâtre, l'histoire, la poésie épique, le conte philosophique, etc., ce cours propose une étude de l'efficacité du langage dans la société française du xviiie siècle.

LINGUISTIQUE

LINGUISTIQUE DESCRIPTIVE DU FRANÇAIS

Études françaises 5601 3.0 : Histoire de la linguistique structurale française : théorie et méthode. Ce cours fournit une introduction approfondie aux problèmes théoriques et épistémologiques relatifs à l'histoire d'une discipline intellectuelle à partir de l'exemple de l'émergence de la linguistique structurale en France et de ses principales luttes de tendances au xxe siècle. Le matérialisme historique et son application aux disciplines intellectuelles – la théorie des émergences - servant de fondement à la démarche, la question de l'historicisation (mise en relation dialectique avec la réalité historique globale) de la linguistique structurale sera au centre de la réflexion.

Études françaises 5602 3.0 : Syntaxe fonctionnelle du français. Présentation des principaux aspects de la recherche fonctionnaliste dans le domaine de la syntaxe du français – discipline définie ici comme l'étude des relations (« fonctions ») qu'entretiennent entre eux les monèmes constitutifs d'un énoncé. Examen des objectifs et de la démarche de l'analyse syntaxique fonctionnelle.

Études françaises 5605 3.0 : L'apport ethnométhodologique en linguistique française. Ce cours fournit un traitement approfondi des problèmes découlant des correspondances à établir entre la linguistique énonciative française et l'ethnométhodologie américaine. On y aborde des questions théoriques et descriptives, négligées par le structuralisme classique, concernant principalement le texte discursif dialogique. On se penche surtout sur la description des Façons de parler d'Erving Goffman, que l'on confronte à Bakhtine, Benveniste, Ducrot, Roulet et Culioli.

Études françaises 5606 3.0 : Phonologie fonctionnelle et structurale : théorie et mise en application. Examen attentif des bases épistémologiques, des fondements méthodologiques et des techniques d'analyse d'un des courants les plus importants de la phonologie structurale européenne, à savoir la phonologie fonctionnelle. Application de cette approche à un ensemble de corpus représentatifs du français commun ou « standard » et du franco-canadien (québécois, ontarien, acadien). Comparaison avec la phonologie générative d'inspiration américaine.

Études françaises 5613 3.0 : Sémiologie générale et textes littéraires. S'appuyant sur certaines notions propres à la sémiologie générale, le cours propose une étude fonctionnelle de la signification des textes littéraires. Le texte littéraire est construit, comme tout autre texte, à partir de structures linguistiques, mais son fonctionnement

est particulier, l'information qu'il transmet étant plus riche que celle transmise par un texte utilitaire.

Études françaises 5615 3.0 : Processus de grammaticalisation/ Morphosyntaxe. Le concept de grammaticalisation réfère aux mécanismes discursifs et logico-cognitifs par lesquels diverses catégories lexicales d'une langue acquièrent peu à peu des fonctions grammaticales et contribuent de la sorte aux changements linguistiques perpétuels – changements auxquels sont soumises toutes les langues vivantes du monde.

Linguistique énonciative du français

Études françaises 5603 3.0 : Temps, aspect et mode en français contemporain: approches énonciatives. Étude sémantique approfondie des marqueurs grammaticaux du temps, de l'aspect et du mode en français à la lumière des théories de l'énonciation (Benveniste, Culioli) et des théories « pré- ou para-énonciatives » (Guillaume).

Études françaises 5607 3.0 : Linguistique énonciative du français : phatiques, déictiques, connecteurs. Ce cours abordera les trois principales facettes de l'activité langagière – interaction, représentation, formalisation – à partir de l'étude empirique et de la problématisation théorique de trois types d'opérations de repérage énonciatif (opérations phatiques, opérations déictiques, opérations de connexion). Cadres théoriques exploités : théorie des repérages énonciatifs (Culioli), logique naturelle (Grize).

LE FRANÇAIS EN PERSPECTIVE ROMANE ET HISTORIQUE Études françaises 5610 3.0 : Français et langues romanes : perspectives historique et typologique. Ce cours se propose d'aborder la problématique fondamentale de la linguistique romane et d'établir sur cette base la place du français parmi les langues romanes. On analysera la formation des langues romanes, les caractéristiques essentielles de l'évolution des principales langues romanes et le classement typologique des langues romanes.

Études françaises 5611 3.0 : L'approche diachronique et l'évolution historique du français. Ce cours définit la place de l'approche diachronique dans la linguistique moderne. On étudiera les distinctions et les concepts essentiels pour l'approche diachronique, les causes et les conditionnements du changement linguistique, les méthodes de la linguistique historique. Les principes théoriques étudiés seront appliqués à l'analyse de l'évolution historique du français.

LE FRANÇAIS EN PERSPECTIVE SOCIOLINGUISTIQUE

Études françaises 5604 3.0 : Le français ontarien : perspective sociolinguistique. Ce cours vise deux objectifs principaux : (i) offrir un survol de l'essentiel des résultats des recherches (socio)linguistiques descriptives consacrées au français de l'Ontario; (ii) initier les étudiant(e)s à la problématique de la recherche sociolinguistique sur le français en situation de langue minoritaire (contact linguistique). Dans le cadre de ce cours les étudiant(e)s auront à leur disposition un large éventail de corpus de français ontarien ainsi qu'une importante collection d'études consacrées à cette variété du français canadien et à la communauté francoontarienne.

Études françaises 5608 3.0 : Le français québécois : perspective sociolinguistique. Analyse des principaux courants de recherche en langue et linguistique franco-québécoises. Domaines abordés : phonétique, morphologie et lexique. Étude des mécanismes du changement linguistique et examen des principales ressources écrites, audio et vidéo, pour l'étude du français québécois. Évolution du contexte sociolinguistique depuis la Révolution tranquille.

Études françaises 5612 3.0 : Variation langagière : éthique et éducation. Ce cours traite de la relation complexe qui existe, au sein d'un même groupe linguistique, entre les variations langagières, les diverses positions socioidéologiques dictant l'enseignement du français langue seconde et l'éthique déterminant les choix pédagogiques. Le cours s'interroge également sur les conséquences politiques éventuelles de ces divers choix.

Études françaises 5614 3.0 : Recherches linguistiques et sociolinguistiques sur le français parlé des élèves d'immersion. Ce cours vise deux objectifs principaux : i) offrir un survol des résultats de la recherche linguistique et sociolinguistique sur la compétence en français parlé des élèves d'immersion, et ii) initier les étudiant(e)s aux aspects théoriques et méthodologiques de la recherche sociolinguistique sur l'apprentissage des variantes sociostylistiques du français parlé par les élèves d'immersion.

Études françaises 5616 3.0 : La créolité : perspectives historique et linguistique. Le cours examine la notion de créolité en vue d'établir des liens entre, d'une part, l'histoire de la genèse des créoles dans les anciennes colonies françaises des Caraïbes et, d'autre part, la réalité culturelle et linguistique contemporaine de ces pays.

Apprentissage du français en contexte canadien

Études françaises 5609 3.0 : Théories psycholinguistiques et acquisition du français. Ce cours examinera les processus psychologiques et cognitifs mis en œuvre dans l'acquisition et l'utilisation des langues, et en particulier du français langue seconde, à la lumière des théories psycholinguistiques actuelles (cognitivistes, développementales, sociales *etc.*)

Études françaises 5612 3.0 : Variation langagière : éthique et éducation. Ce cours traite de la relation complexe qui existe, au sein d'un même groupe linguistique, entre les variations langagières, les diverses positions socio-idéologiques dictant l'enseignement du français langue seconde et l'éthique déterminant les choix pédagogiques. Le cours s'interroge également sur les conséquences politiques éventuelles de ces divers choix.

Études françaises 5614 3.0 : Recherches linguistiques et sociolinguistiques sur le français parlé des élèves d'immersion. Ce cours vise deux objectifs principaux : i) offrir un survol des résultats de la recherche linguistique et sociolinguistique sur la compétence en français parlé des élèves d'immersion, et ii) initier les étudiant(e)s aux aspects théoriques et méthodologiques de la recherche sociolinguistique sur l'apprentissage des variantes sociostylistiques du français parlé par les élèves d'immersion.

AUTRES COURS

Études françaises 5101 3.0 : Méthodologie de la recherche. Ce cours a un double objectif : d'une part, la maîtrise des outils nécessaires à l'étudiant de deuxième cycle, et, de l'autre, la préparation à la rédaction d'un travail de recherche ou d'un mémoire.

Études françaises 5900 3.0 : Cours de lecture dirigée.

Études françaises Maîtrise avec mémoire. Sans crédit.

Études françaises Maîtrise avec travail de recherche. Sans crédit.

FILM

(416) 736-2100, ext. 22174

224 Centre for Film & Theatre http://www.yorku.ca/gradfilm

GRADUATE FACULTY MEMBERS

Associate Professor and Director of the Graduate Program

SUZIE S.F. YOUNG

Professors Emeriti

ANTONIN LHOTSKY PETER MORRIS ROBIN WOOD

Professor

SETH FELDMAN

Associate Professors

Tereza Barta AMNON BUCHBINDER EVAN CAMERON Barbara Evans JIM FISHER SCOTT FORSYTH Laurence Green PHILIP HOFFMAN Brenda Longfellow JANINE MARCHESSAULT Bruce Powe MARIE RICKARD COLLEEN WAGNER Daniel Yon MICHAEL ZRYD

Assistant Professors

CAITLIN FISHER JOHN GREYSON Sharon Hayashi Ali Kazimi JOHN McCullough

Adjunct Faculty

B. Elder (Ryerson) B. Grant (Brock) P. HARCOURT (CARLETON) The MA and MFA program in Film is a two-year, five-term program for students who wish to pursue advanced studies in film and video production, screenwriting, or cinema and media studies. (Part-time study is possible over a longer period.) It is the only graduate film program in Canada to offer a combination of theory and practice, with courses that integrate the three fields as well as courses designed for the specialist in production, screenwriting, and cinema and media studies. Our goal is to provide an environment that fosters creativity and develops critical skills; we expect the writers, directors, producers and scholars who graduate from our program to make significant contributions to the artistic and intellectual communities of film and new media.

Students completing a thesis in production or screenwriting will receive a Master of Fine Arts degree; students completing a thesis or major research paper in cinema and media studies will receive a Master of Arts degree.

Students can combine their Master of Arts or Master of Fine Arts degree with a Master of Business Administration degree. For more information, please see the Combined MBA/MFA/MA section of this Calendar for more information.

MASTER OF FINE ARTS/MASTER OF ARTS PROGRAM

ADMISSION REQUIREMENTS

To be considered for admission, applicant must have at least a B (second class) standing in an acceptable Honours degree or equivalent, .

Applicants select one of three areas of concentration: production, screenwriting, cinema and media studies, and submit a portfolio as follows: films (on DVD for playback machines or on VHS videotape in NTSC format) from those wishing to concentrate in production, screenplays (or other evidence of writing ability) from those wishing to concentrate in screenwriting, and research papers from those wishing to concentrate in cinema and media studies.

All applicants are expected to submit a written statement of their anticipated thesis and career goals.

The program's admissions committee may invite applicants to an interview.

Admission to the program does not include approval of a thesis project; see the thesis proposal section below.

DEGREE REQUIREMENTS

The Graduate Program in Film offers two degrees, a Master of Arts in cinema and media studies and a Master of Fine Arts in screenwriting or production.

The Master of Arts degree may be earned in one of two ways:

- 1. By completion of eight half courses and a major research paper.
- 2. By completion of seven half courses and a thesis.

Students should consult with the Director of the Graduate Program in Film in order to determine which model best suits their interests and goals. Students wishing to complete the degree using option

2 above must ensure that they have the research tools as well as the supervision in place as well as the research tools to complete a thesis.

The Master of Fine Arts degree is earned by completion of seven half courses plus a thesis.

Master of Arts Degree

All graduate students earning a Master of Arts degree in cinema and media studies must complete either eight half courses and a major research paper, or seven half courses and a thesis during the full-time residency of five terms or part-time residency of ten terms.

CINEMA AND MEDIA STUDIES STUDENTS

Required Courses

Film 5220 3.0: Methods and Research in Film Studies

Film 5230 3.0: Contemporary Film Theory

Film 5400 3.0: Graduate Seminar

Film Thesis OR Film Major Research Paper

Elective Courses:

Film 5123 3.0: Television: Screenwriting & Philosophy

Film 5210 3.0: Theoretical Issues in Film

Film 5231 3.0: Canadian Cinema: Production, Distribution,

Exhibition, Marketing and Criticism

Film 5240 3.0: City as Cinema: Film and City Space

Film 5245 3.0: Future Cinema

Film 5250 3.0: First Nations in Film and Television

Film 5255 3.0: Canadian Documentary

Film 5310 3.0: Selected Topics in Canadian Cinema Film 5320 3.0: Selected Topics in History and Criticism

Film 5700 3.0: Student-Initiated Collaborative Inquiry (by permission of the Graduate Program Director) – see description below

Film 5800 3.0: Directed Reading (by permission of the Graduate Program Director)

Student-Initiated Collaborative Inquiry / Directed Reading:

Students may design a course of study with a faculty member provided it is not covered by any available courses in the curriculum and does not overlap significantly with a course previously taken. Students are normally allowed two such courses during their master's tenure in the Film program. All Student-Initiated Collaborative Inquiry and directed reading courses must be approved by the Graduate Program Director in Film.

Cinema and Media Studies students may also take one of the following courses:

Film 5010 30: Production Film 5110 3.0: Screenwriting

Other Production and Screenwriting courses either require the explicit permission of the course directors to enrol or are reserved for students admitted into each of those areas of concentration.

Cinema and Media Studies students may take up to two half (3.0) courses or one full (6.0) course from outside the Film program. Students should consult the program's Graduate Handbook for cognate graduate programs such as Visual Arts, Social & Political Thought, English, Social Anthropology, History, Political Science and Communication & Culture. Permission is required from the course director, the director of the graduate program in which the course is taken, and the Director of the Graduate Program in Film.

All courses must be taken during the full-time residency of five consecutive terms or the part-time residency of ten consecutive terms.

Master of Fine Arts Degree

All graduate students earning a Master of Fine Arts degree in production or screenwriting must complete seven half courses and a thesis during their full-time residency of five terms or part-time residency of ten terms.

PRODUCTION STUDENTS

Required Courses

Film 5010 3.0: Production

Film 5020 3.0: Selected Topics in Production

Film 5400 3.0: Graduate Seminar

Film Thesis

Production students must take at least one half (3.0) cinema and media studies graduate-level course. This course can be offered by the Graduate Program in Film or by cognate graduate programs such as Visual Arts, Social & Political Thought, English, Social Anthropology, History, Political Science and Communication & Culture. Permission is required from the course director, the director of the graduate program in which the course is taken, and the Director of the Graduate Program in Film.

Elective Courses

*Film 5020B 3.0: Activist Video Making *Film 5030A 3.0: Cinematography Film 5050 3.0: Senior Documentary

rim 5050 3.0: Senior Documentary

Film 5700 3.0: Student-Initiated Collaborative Inquiry (by

permission of the Graduate Program Director)

Film 5800 3.0: Directed Reading (by permission of the Graduate

Program Director)

Student-Initiated Collaborative Inquiry / Directed Reading:

Students may design a course of study with a faculty member provided it is not covered by any available courses in the curriculum and does not overlap significantly with a course previously taken. Students are normally allowed two such courses during their master's tenure in the Film Program. All Student-Initiated Collaborative Inquiry and directed reading courses must be approved by the Graduate Program Director in Film.

* Students must demonstrate a superior level of technical expertise to be offered a place in these courses. Permission is required from the course director and the Graduate Program Director.

Production students may also take Film 5110 3.0: Screenwriting.

Other screenwriting courses either require the explicit permission of the course directors to enrol or are reserved for Screenwriting students only.

All courses must be taken during the full-time residency of five consecutive terms or the part-time residency of ten consecutive terms.

SCREENWRITING STUDENTS

Required Courses

Film 5110 3.0: Screenwriting

Film 5120 3.0: Selected Topics in Screenwriting

Film 5400 3.0: Graduate Seminar

Film Thesis

Screenwriting students must take at least one half (3.0) cinema and media studies graduate-level course. This course can be offered by the Graduate Program in Film or by cognate graduate programs such as Visual Arts, Social & Political Thought, English, Social Anthropology, History, Political Science and Communication &

Culture. Permission is required from the course director, the director of the graduate program in which the course is taken, and the Director of the Graduate Program in Film.

Elective Courses

Film 5123 3.0: Television: Screenwriting and Philosophy

Film 5125 3.0: Scene Writing Workshop Film 5128 3.0: Screenrwiter's Cinema I Film 5130 6.0: Feature Screenwriting II

Film 5321 3.0 & 5322 3.0: Story Editing I & II

Film 5700 3.0: Student-Initiated Collaborative Inquiry (by permission of the Graduate Program Director)

Film 5800 3.0: Directed Reading (by permission of the Graduate Program Director)

Student-Initiated Collaborative Inquiry / Directed Reading:

Students may design a course of study with a faculty member provided it is not covered by any available courses in the curriculum and does not overlap significantly with a course previously taken. Students are normally allowed two such courses during their master's tenure in the Film program. All Student-Initiated Collaborative Inquiry and Directed Reading courses must be approved by the Graduate Program Director in Film.

Screenwriting students may also take Film 5010 3.0: Production.

Other production courses either require the explicit permission of the course directors to enrol or are reserved for production students only.

All courses must be taken during the full-time residency of five consecutive terms or the part-time residency of ten consecutive terms.

COURSES

Not all courses are offered each year. Consult the websites of the Graduate Program in Film and the Faculty of Graduate Studies.

Film 5010 3.0: Production. A course in production techniques which includes lectures and studio workshops. Practical experience in production is covered as is the language of production. This is a required course for all students in the program's production stream.

Film 5020 3.0: Selected Topics in Production. Advanced production techniques and production management skills are practised through short workshop projects designed to prepare students for thesis work.

This is a required course for all students in the program's production stream.

Film 5020B 3.0: Activist Video Making. This course focuses on the production of collaboratively-produced video works in selected social, political and environmental subjects.

Film 5030A 3.0: Cinematography. This is an intensive advanced course, designed to aid students in the understanding and mastery of the fundamental creative process of the craft of cinematography. *By permission*.

Integrated with the undergraduate course Fine Arts Film 3160M 3.0.

Film 5110 3.0: Screenwriting. A course that analyzes the writing of fictional and non-fictional scripts from the perspectives of script idea, story, character, dialogue and background atmosphere and includes practical assignments in scriptwriting and student presentations of work in progress.

This is a required course for all students in the program's screenwriting stream.

Film 5120 3.0: Selected Topics in Screenwriting. A workshop course primarily for students intending thesis work in screenwriting. The precise focus is determined by those admitted to the course but includes advanced practice in the art of screenwriting, including adaptations and original scripts.

This is a required course for all students in the program's screenwriting stream.

Film 5123 3.0: Television: Screenwriting and Philosophy. The crafts of screenwriting and of philosophy have seldom informed one another. This course examines how the working language of screenwriting, solidified during the 1930s, can inform our understanding of the fundamental reconstruction of philosophy initiated during the same decade by Austin, Wittgenstein and Collingwood; and conversely how their conjectures about philosophical method can be brought to bear upon structural problems of screenwriting.

Integrated with the undergraduate course Fine Arts Film 4123 3.0.

Film 5125 3.0: Scene Writing Workshop. This is an intensive writing workshop treating the dramatic scene as a microcosm of the screenplay. Students write, rewrite, and adapt dramatic scenes, and then see the scenes executed by actors.

Integrated with the undergraduate course Fine Arts Film 4125 3.0.

Film 5128 3.0: Screenwriter's Cinema I. This course is designed to enable students of screenwriting to ponder and assess in historical context how a selection of significant screenwriters, chosen by the instructor, contributed to our understanding of the craft of screenwriting.

Integrated with the undergraduate course Fine Arts Film 4128 3.0.

Film 5130A 3.0: Feature Screenwriting II. This course involves the writing of a feature-length screenplay. A commitment to an existing story idea, and the will and skill necessary to fully craft this into a screenplay, are requirements.

Integrated with the undergraduate course Fine Arts Film 4120A 3.0.

Film 5210 3.0: Theoretical Issues in Film. An intensive examination of selected precepts and principles which have influenced the practice of film making and its critical evaluation. *Same as Communication & Culture 5101 3.0.*

Film 5220 3.0: Methods and Research in Film Studies. A discussion of the various methodologies developed by film critics and historians to understand "the moving image" and its contextual relationship to the social world. Influential examples from the critical and historical literature are examined. The course also includes practical experience in bibliographical and research methods. This is a required course for all students in the program's cinema and media studies stream.

Film 5230 3.0: Contemporary Film Theory. This course is intended as an in-depth study of major theoretical schools and debates within contemporary film theory. The course is divided into three key units, each of which focuses on the historical development, methodological principles and philosophic underpinning of a specific school. This is a required course for all students in the program's cinema and media studies stream.

Film 5231 3.0: Canadian Cinema: Production, Distribution, Exhibition, Marketing & Criticism. This course is designed to familiarize students with the inner workings of the Canadian film industry. Using a case study approach, most aspects of film production are investigated.

Integrated with the undergraduate course Fine Arts Film 4700 3.0.

Film 5240 3.0: City as Cinema: Film and City Space. This course seeks to locate dialectic in the relation between the cinema and the city to discern how particular experiences of city space and temporality have been expressed in the non-linear narratives or decentred spaces of some recent films or in the very design of cinema screen and theatres.

Same as Communication & Culture 6124 3.0.

Film 5245 3.0: Future Cinema. This course examines the shift from traditional cinematic spectacle to works probing the frontiers of interactive, performative and networked media.

Same as Communication & Culture 6507 3.0 and Humanities 6304 3.0.

Film 5250 3.0: First Nations in Film and Television. This course investigates the role of First Nations in film and television culture, from the perspective of postcolonial theory and contemporary media theory.

Integrated with the undergraduate course Fine Arts Film 4710 3.0.

Film 5255 3.0: Canadian Documentary. This course suggests that the role of documentary in Canadian cinema both pre-dates John Grierson and develops after him well outside the classic understanding of documentary. The way in which Canadian documentary theory relates to larger theoretical discussions of media and nation will be examined.

Film 5310 3.0: Selected Topics in Canadian Cinema. A seminar course focusing on particular topics in Canadian film and video. Students should consult the Program Handbook for topics.

Film 5320 3.0: Selected Topics in History and Criticism. In any given year, the program offers this course on a topic related to a faculty member's current research interests or those of a visiting faculty member.

Sample topics include Marxism, Culture and Film; Early Cinema to 1915; Discourses on Race/Racist Discourses; Narratology; and, Luis Bunuel.

Film 5321 3.0 and 5322 3.0: Story Editing I & II. Story editing is an integral part of the development of professional screenplays and teleplays; this course offers a parallel to this process. Two sections and two areas of focus will develop critical and analytical screenwriting skills and create collaborative teams of story editors who will assist with the development of both undergraduate and graduate thesis film projects.

Integrated with the undergraduate course Fine Arts Film 4601 3.0.

Film 5400 3.0: Graduate Seminar. Seminars include presentations by faculty members and visiting lecturers and presentations by students of thesis proposals and thesis research.

All students are required to attend this course during their first year in the program, but will register in it and receive a grade only in the fall term of their second year.

Film 5700 3.0: Student Collaborative Inquiry. This course is designed to enable two or more students to pursue a research interest which is not covered by available courses. Content areas are proposed by two or more students and are offered subject to the availability of a faculty member with expertise in the area of interest *Permission of the Graduate Program Director is required.*

Film 5800 3.0: Directed Readings. A supervised reading course in a topic for which there is at present no course offering. *Permission of the Graduate Program Director is required.*

Film 5900 3.0: Imaging the Arts: Interdisciplinary

Collaborations. This course explores practical and theoretical aspects of crossdisciplinary collaborations in the arts. With a view to reflecting on issues of representation, analyses of pre-existing collaborations supplement critical reflections on newly created works. Participants in the course augment their already acquired skills with new techniques/skills related to other art forms. Studio creative experiences, supplemented by work with analog and digital technologies, culminate in a personal or group project supported by a paper. Team-taught, the focus of the course shifts from year to year. Same as Dance 5900 3.0, Music 5900 3.0, Theatre 5900 3.0 and Visual Arts 5900 3.0.

Film MA/MFA Thesis.

No course credit.

Film MA Major Research Paper. Candidates must produce a piece of original research or criticism on any approved topic and write an extensive paper incorporating this research under the direction of a supervisor who is a faculty member of the Graduate Program in Film. A grade is assigned by the supervisor together with a second reader, also a graduate program faculty member and appointed by the Graduate Program Director in consultation with the supervisor. *No course credit.*

GEOGRAPHY

N431 Ross Building

(416) 736-5106

http://www.yorku.ca/geograph/GraduateProgrammes/GraduateProgrammes.htm

GRADUATE FACULTY MEMBERS

Associate Professor and Director of the Graduate Program Philip Kelly

Canada Research Chair and Professor

ENGIN ISIN:

University Professors Emeriti

WILLIAM C. FOUND BRYAN H. MASSAM

Professors Emeriti

BRYN GREER-WOOTTEN CONRAD E. HEIDENREICH WILLIAM C. MAHANEY ROBERT A. MURDIE J. DAVID WOOD

Professors

QIUMING CHENG[†]

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ROGER KEIL
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LINDA PEAKE;
VALERIE PRESTON
JOHN P. RADFORD
JAMIE SCOTT**
JONI SEAGER
GERDA WEKERLE*
PAUL F. WILKINSON*

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TARMO REMMEL
ROBIN ROTH
STEVEN TUFTS

Associated Faculty Members

JON CAULFIELD‡
BAOXIN HU†
ANDERS SANDBERG*

Adjunct Professors

PETER J. DILLON
BRUCE McArthur

The Graduate Program in Geography offers courses and opportunities for research leading to the degrees of Doctor of Philosophy, Master of Arts and Master of Science. Research and graduate teaching takes place in the areas of biogeography and biogeochemistry, climatology, cultural and historical geography, development studies, feminist geography, geographies of work and industry, geoinformatics, geomorphology, globalization, hydrology, landscape and literature, migration and immigration, northern environments, political ecology, political geography and the state, postcolonialism, remote sensing and image processing, and social geography.

FACILITIES

Facilities for graduate work in Geography include office and workroom spaces as well as computing facilities dedicated to graduate research, five graduate and faculty research labs, and a GIS lab facility for graduate students. In addition, there are two GIS computing facilities (UNIX and PC) available for graduate and undergraduate teaching. Computing facilities include peripheral hardware for printing, digitizing and scanning. GIS software supported on our UNIX server includes ESRI Arc/Info, PCI EASI/PACE and ArcView GIS. Software supported in our PC GIS labs includes ArcView GIS, Idrisi, MapFactory and Roots Pro digitizing software. Various software for wordprocessing, statistical analysis and graphics design and presentation are also available in the PC labs.

The University has excellent library facilities with extensive holdings both in Geography and in cognate fields. In addition, specialized library and archival resources are available in the Toronto area including the John Robarts Library, the Metropolitan Toronto Central Library and the libraries and archives of the Provincial Government.

COGNATE PROGRAMS AND INSTITUTES

Opportunities exist for students to take courses outside the program, both at York and at other Ontario Universities. Courses offered by the Faculty of Environmental Studies at York complement the work of the geography program and are of particular interest to students in urban, economic and resource geography. Courses offered by the Graduate Program in Biology are of particular interest to students in biogeography.

The program has traditionally had a close connection with the Institute for Social Research which is described elsewhere in this calendar.

APPLICATION PROCEDURE

Prospective students should write for information and application forms to: Graduate Program in Geography, York University, 4700 Keele Street, Toronto, Ontario, M3J 1P3; email: gradgeog@yorku. ca. Specific research inquiries to appropriate members of the faculty are also encouraged.

MASTER OF ARTS/MASTER OF SCIENCE PROGRAM

A full range of geographical study is available at the master's level.

ADMISSION REQUIREMENTS

Graduates with a four-year first degree after senior matriculation or an honours degree from a recognized university, or with equivalent

[‡]Appointment in the Division of Social Science

 $[\]dagger Appointment$ in Geography and Earth & Space Science

^{††}Appointment in Atkinson School of Social Science

^{*}Appointment in the Faculty of Environmental Studies

^{**}Appointment in the Division of Humanities

^{***}Appointment in the Department of Sociology

qualifications, and with at least a B (second class) standing will be considered for admission as candidates for the MA or MSc degree.

MA/MSc Degree by Thesis

Candidates for the MA/MSc degree by thesis must fulfil the following requirements:

1. Colloquium

Attendance at and participation in the Graduate Colloquium is mandatory in the first year of study. Students are also required to register in **Geography 5011 1.0** during the Winter term of their first year of study.

2. Courses

In addition to **Geography 5011 1.0: Graduate Colloquium**, four half-courses, or equivalent, including **Geography 5010 3.0** and a research seminar course. The courses are selected by candidates with the help of their advisors, and at least three of them must be courses offered by the Geography program (not including any reading courses).

3. Thesis

Each candidate must submit a thesis based upon original research, and must successfully defend the thesis at an oral examination.

MA/MSc Degree by Research Paper

Candidates for the MA/MSc degree by research paper must fulfil the following requirements:

1. Colloquium

Attendance at and participation in the Graduate Colloquium is mandatory in the first year of study. Students are also required to register in **Geography 5011 1.0** during the Winter term of their first year of study.

2. Courses

In addition to **Geography 5011 1.0: Graduate Colloquium**, six half-courses, or equivalent, including **Geography 5010 3.0** and a research seminar course. The courses are selected by candidates with the help of their advisors, and at least four of them must be courses offered by the Geography program (not including any reading courses).

3. Research Paper

Each candidate must submit a research paper based upon original research, and must successfully defend the research paper at an oral examination. A research paper should be equal to a thesis in academic quality, but is more limited in scope.

TIME REQUIREMENTS

The MA/MSc degree requires a minimum of one year. The maximum time allowed for completion is four years from the date of first registration in the Faculty of Graduate Studies.

LANGUAGE AND COGNATE REQUIREMENTS

Candidates may be required, if it is necessary for their research, to give evidence of proficiency in any of the following: a language other than English; a technical skill (e.g., statistical methods or computer programming); a knowledge of a specific aspect of a cognate subject.

DOCTOR OF PHILOSOPHY PROGRAM

A Doctoral program is offered in two fields of specialization: critical

human geography and, biophysical processes.* Doctoral candidates are required to spend two years as full-time students.

*Pending Senate approval.

ADMISSION REQUIREMENTS

The usual prerequisite for admission to the PhD program in geography is a master's degree in geography with at least a B⁺ average. However, the Graduate Program in Geography will consider exceptional students with a master's degree in other fields.

Students applying to enter the Doctoral program should expect to have completed all of the master's requirements before entering the program. An acceptable candidate is only admitted when an appropriate supervisor is identified. Normal entry is as candidate (PhD I).

DEGREE REQUIREMENTS

1. Supervisory Committee

This committee as far as possible serves to guide the student through the program. It offers specific research direction to the student, determines, in discussion with the student, the number and type of courses required, and is the comprehensive examination committee and the tribunal for defence of the dissertation proposal.

2. Colloquium

Attendance at and participation in the graduate colloquium is mandatory in the first two years of study. Students are also required to register in **Geography 5011 1.0: Graduate Colloquium** during the winter term of their second year of study, when they present their dissertation proposal to the program.

3. Courses

Students registered as PhD I or II candidates must attend and participate in **Geography 5011 1.0**: **Graduate Colloquium**. In addition to **Geography 5011 1.0**, students must successfully complete five half-courses or equivalent, including **Geography 5010 3.0** and one of the program's research seminar courses. If a student has already taken **Geography 5010 3.0** and a research seminar course as a MA/MSc student at York, the supervisory committee will recommend alternative courses which will be counted as equivalent. Courses are selected by candidates with the assistance of their advisors. At least three of the five half-courses must be offered by the Graduate Program in Geography. A reading course may not be counted as one of the three Geography program courses. Doctoral students may take a maximum of one reading course.

4. Language and Cognate Requirement

Depending upon the candidate's qualifications and intended research, a course or courses in a language or a technical skill may be required at the discretion of the supervisory committee. In certain cases, the candidate may fulfil the necessary requirements by special examinations rather than by coursework.

5. Comprehensive Examination

The comprehensive examination consists of a written and oral examination covering those aspects of geography and cognate disciplines deemed relevant to the general field in which the candidate is working. The purpose of the comprehensive examination is to provide both the candidate and the supervisory committee with a definite point for a thorough evaluation of the candidate's progress. The range of topics on which the candidate will be examined is determined by the supervisory committee after discussion with the candidate: normally three fields of specialization are included. The topic areas must be specified at least three months before the examination and be agreed to as appropriate by the student.

The written portion of the comprehensive examination will take place over a period of no longer than one week and will adopt a format that is mutually agreed to by the supervisory committee and the candidate. The oral portion of the examination will be held within two weeks from the date of the written examination. Comprehensive examinations must be successfully completed no later than 18 months after a student first registers as a candidate (PhD I) unless prior approval for an extension has been granted by the graduate executive committee. Examiners may require a supplemental examination to be undertaken. Failure to complete this satisfactorily will require withdrawal from the program.

6. Defence of the Dissertation Proposal

The defence of the dissertation proposal consists of an oral defence of the dissertation proposal before the candidate's supervisory committee. The defence of the dissertation proposal is held shortly after the comprehensive examination and no later than 22 months after the student first registers as a candidate (PhD I). A final written dissertation proposal that is acceptable to the supervisory committee must be presented no later than 28 months after the student first registers as a candidate (PhD I). Should the candidate fail to produce a dissertation proposal that is satisfactory to the supervisory committee, withdrawal from the program is required.

Appeals of decisions in comprehensive examinations and defences of dissertation proposals may be made to the graduate executive committee within one month of the decision. Such appeals will not be allowed on the basis of an evaluation founded on academic judgement.

7. Dissertation and Oral Examination

In accordance with the general regulations of the Faculty of Graduate Studies, all PhD candidates must submit an acceptable dissertation embodying the results of original research, and must successfully defend this dissertation at an oral examination.

COURSES

Courses are offered annually in three major fields of geography: cultural and historical geography; social and economic space; biophysical processes. Courses in these fields are offered as either half-courses (3.0) or quarter-courses (1.5) and the topics treated may vary from year to year.

All other courses are either integrated with an undergraduate course or crosslisted with a graduate course in another program. These courses are not necessarily offered every year.

The program will provide a summary of the courses to be offered each academic year prior to July 1.

Not all courses are offered each year. Courses may be found on the Faculty and program websites.

GRADUATE COLLOQUIUM

A student-faculty seminar with reports on research by York faculty, guest speakers, and students operates throughout the academic year (Fall and Winter terms). All candidates in residence are required to attend and participate. In addition, MA/MSc students during their first year of study and PhD students in their second year of study must register in **Geography 5011 1.0: Graduate Colloquium** during the winter term.

Geography 5011 1.0: Graduate Colloquium. This course requires the submission of a satisfactory thesis or research paper proposal to

the student's supervisory committee. This colloquium is graded on a pass/fail basis.

GEOGRAPHIC THEORY AND METHODOLOGY Geography 5001 3.0, 5002 3.0, 5003 1.5, 5004 1.5, 5005 1.5, 5006 1.5: Selected Topics in Geographical Methodology. Topics include research design in human geography, research methods in physical geography, geographic information systems, and survey research methods.

Geography 5010 3.0: Seminar in the Theory of Geography. This course focuses on contemporary theories in geography. Emphasis is placed on the diversity of forms of enquiry used by geographers and on the development of the principal conceptual frameworks currently favoured.

Geography 5015 3.0: Remote Sensing and Image Processing for Geographical Analysis and Environmental Monitoring.

This course focuses on ways remote sensing systems are used to acquire data, how these data are analysed and how the information is used in studies of natural and produced environments. Special emphasis is placed on satellite sensors operating in the visible and near-infrared regions of the spectrum (Landstat TM and SPOT), and on airborne and spaceborne radar systems. In addition to learning the characteristics of the sensors, how they record data and how the data are processed, the students will analyse these data using digital processing techniques.

Integrated with the undergraduate course Geography 4440 3.0.

Geography 5025 3.0: Research Design and Formulation in Human Geography. Approaches to the identification of research topics/problems are discussed in the context of recent research in human geography, as well as the implications of subjective choice processes for research design. The participants develop their own individual research proposals, but emphasis is placed on the generic properties of any research design when it is located in appropriate sociopolitical contexts, and the presentation, dissemination and utilization of the research project.

Geography 5050 3.0: Geographical Information Systems (GIS) and Spatial Analysis. An advanced GIS course which will deal with strategies and processes for spatial analysis and modeling in geography. It will cover database construction, georeferencing, map integration, spatial decision-making support, geostatistics, and system integration. The course will focus on spatial analysis and modeling to geographical problems including natural resource management, mineral potential mapping, environmental impact assessment, hydrological modeling, and site selection. ARC/INFO and ArcView GIS programs will be used for hands-on exercises. This course will assume knowledge of basic statistics and GIS.

CRITICAL HUMAN GEOGRAPHY

Geography 5201 3.0, 5202 3.0, 5203 1.5, 5204 1.5, 5205 1.5, 5206 1.5: Selected Topics in Critical Human Geography. Topics include concepts of citizenship, place and identity, literary landscapes, postmodernity and postcolonialism, Canadian settlement, landscape, urban historical geography, exploration, ethnicity, segregation, spatial choice models, third world urban development, gender and the city, urban and regional labour markets, urban social and political geography, and the structure of systems of cities.

Geography 5107 3.0: Citizenship, Identity and Space. This course explores the relationship between citizenship and collective and individual identities, focusing on the formation of these identities and their struggle for recognition in different historical epochs from

Ancient Greece to the Modern era.

Same as Social & Political Thought 6318 3.0 and Sociology 6791
3.0

Geography 5208 3.0: Doctoral Seminar in Critical Human Geography. An advanced seminar which examines current approaches to studying critical human geography, drawing on recent books and articles framed in both the humanities and the social science traditions. Seminars led by several different faculty members introduce students to current research styles, conceptual approaches, and substantive issues in critical human geography.

Geography 5209 3.0: Masters Seminar in Critical Human Geography. This seminar for master's students introduces current approaches to studying critical human geography, drawing on recent books and articles framed in both the humanities and the social science traditions. Seminars led by several different faculty members examine current research styles, conceptual approaches, and substantive issues in critical human geography.

Geography 5111 3.0: Cosmopolitics: Globalizations, World City Systems and Everyday Lives. 'Globalization' is a term that has become impossible to avoid, a mantra invoked to account for everything from transnational capital flows to the foods in the kitchen cupboard and the knick-knacks on shelves. Equally pervasive is globalization's sidekick, 'world city,' something every city aspires to be despite the absence of any certainty about what it is. What precisely do these terms represent? Through in-depth exploration into the many conceptions of globalization and world cities both past and present, participants in this course strive not to answer this question. Rather, this course is a forum in which students and instructor collaborate to reconceive globalization and its urban correlates from the ground up. Special attention is given to how the 'global' is being contested and remade in everyday life and, by semester's end, all participants are required to imagine, identify and document world city systems of their own.

Geography 5230 3.0: Cultural and Social Theory for Geographers. This course reviews major writers (only some of whom are nominally geographers) and academic theoretical approaches with a particular eye to their relevance for geographic research. Many key concepts integral to critical geography have come from anthropology, literature, history, sociology, political science, and so on. Assigned readings are intended to help create a theoretical foundation for geographers working on questions related to culture, identity, spaces of everyday life, social practices, citizenship and other 'social politics.' The course is also open to researchers in other disciplines seeking a better understanding of spatial theories of culture and society.

Geography 5260 3.0: Geography of Disability. This course examines the embodied experience and social construction of disability in relation to the production and development of built space. Issues to be addressed include: a historical analysis of the social space of disability; the environment of community care and independent living; urban/rural experiences of disability; policy and concepts of urban planning; transportation and accessibility regulation.

Same as Critical Disability Studies 5070 3.0.

Geography 5310 3.0: Applied Transportation Geography. This course focuses on transportation of people and commodities at interregional and international scales. Physical, economic, and sociopolitical aspects of transportation and trade are stressed, including the relationships between regional development and the

functioning of spatial interaction systems. Transportation problems, approaches, and techniques of analysis are examined using Canadian and foreign case examples.

Integrated with the undergraduate course Geography 4260 3.0.

Geography 5320 3.0: Industrial Geography. This course is concerned with economic processes that govern the location of industry, and with recent changes in those processes that have altered patterns of industrial location at the urban, regional and global scale. Behavioural and organizational factors are then introduced to broaden the interpretation.

Integrated with the undergraduate course Geography 4220 3.0.

Geography 5325 3.0: Cultural Politics of Environment and Development II: Environmental Justice. Increasingly, the natural environment is a contested site of local, national, and global struggles over resources, livelihoods, representations, and meanings. The contending claims over resources, competing interpretations of environmental change, environmental movements worldwide, and a revived focus on racialized and gendered forms of ecological knowledge describe the highly politicized nature of ecological conflicts. This is the second part of a two course sequence addressing the intersections in the cultural politics of environment and international development. Topics include environmental justice movements in both northern and southern settings, globalization and environment, post-Marxist political ecology, environmental history, the state in political ecology, environment and violence, and the social construction of space.

Same as Social Anthropology 5190 3.0 and Sociology 6315 3.0.

Geography 5330 3.0: Feminist Geographies of Space and Place. This course examines developments in feminist geography over the last two decades. Particular attention will be given to studies of the construction and representation of gendered identities in specific places as well as the role of place in the constitution of those identities.

Geography 5350 3.0: Geographic Perspectives on Immigration, Ethnicity and Race in Modern Cities. In the first section there is discussion of issues that impact on the residential segregation of ethnic and racial groups. In the second section, a number of case examples are considered. The focus is primarily on immigrant flows in the post World War Two period. Examples are drawn mainly from the Toronto area.

Geography 5353 3.0: Immigration and Ethnicity in Historical and Contemporary Perspective. This course examines geographical perspectives on historical and contemporary international migration, the formation of ethnic and racial minorities and resulting social inequalities. Topics include migration trends, residential segregation, the ethnic division of labour, ethnic economies and transnational diasporas.

Geography 5360 3.0: Geographies of Globalization and Development. This course examines the ways in which developing areas are being integrated into a globalizing world economy. The course explores: the discursive power of globalization and development as concepts; the flows of commodities, capital and people that integrate global space; and, the multiple scales at which the global economy is constituted.

Geography 5370 3.0: Urban Social Policy. This course examines the relations between urban social problems and the policies of the state. The course provides the theoretical background about social policy and the planning process necessary for analyzing social

GEOGRAPHY YORK UNIVERSITY FACULTY OF GRADUATE STUDIES 2007-2009 CALENDAR

problems and policy responses before focusing on specific policy issues from a geographic perspective. Trends in income and poverty, housing affordability and homelessness, and problems arising from the provision of public services, such as transportation, day care, and waste management will be discussed. Conflicts based on racial, ethnic, and gender relations will be examined from a geographic perspective. Although Canadian examples, especially from Toronto, will be emphasized, social problems and policies in other North American and Western European cities may be discussed.

Geography 5375 3.0: Space, Place and Capitalism: Themes in Historical-Geographical Materialism. This course examines the political economy of capitalism from a geographical angle. It looks at the spatial and environmental aspects of capitalism employing Marx's 'mature' works as well as more contemporary literature on political economy in geography and cultural studies. Same as Environmental Studies 5475 3.0.

Geography 5385 3.0: Decision Support Systems: Theory and Applications to Geographical Problems. After a review of the structure of complex location problems in the public and private sectors which focus on multiple criteria, impact scores, options and interest groups, this course will examine definitions of classification, and ideal solution problems. Test data will be used to evaluate four types of computer-based decision support systems (AIM, MATS, DMM and PMC). The underlying principles of each DSS will be examined.

Geography 5410 3.0: Resource Management. Examination of the principles of resource management and conservation, with emphasis on integrating ecological/physical, economic, and social/philosophical/ethical considerations in contemporary problems in resource management.

Same as Environmental Studies 5119 3.0.

Geography 5580 3.0: Global Cities. This course offers an introduction to the literature on global cities and a systematic review of a distinct field of research in urban studies which concerns itself with the globalization of a network of global or world cities. Integrated with the undergraduate course Environmental Studies 4223 3.0.

Same as Environmental Studies 5023 3.0.

BIOPHYSICAL PROCESSES

Geography 5601 3.0, 5602 3.0, 5603 1.5, 5604 1.5, 5605 1.5, 5606 1.5: Selected Topics in Physical Geography. Topics include biogeochemistry, climatology, fluvial geomorphology, pedogenesis, plant geography and Quaternary studies.

Geography 5600 3.0: Research Seminar in Physical Geography.

This course examines current major research issues in physical geography and related disciplines, drawing on recent books and articles recognized as major contributions. Students will be introduced to current research styles, conceptual approaches, and substantive issues that inform research in physical geography.

Geography 5610 3.0: Biogeochemistry of Stream Ecosystems.

An examination of major aspects of mineral element transport and transformation in stream environments. Topics considered include interactions between hydrology and water chemistry, impacts of human activities on water quality, nitrogen and phosphorus cycling in rivers and the effects of pollution on stream organisms.

Integrated with the undergraduate course Geography 4200 3.0.

Geography 5620 3.0: Quaternary Stratigraphy. This course examines principles and methods of stratigraphic analysis in different sedimentary environments with an emphasis on cold regions. Special topics include problems involving section description, identification of sequence and bed correlation including primary and clay mineral analytical methods. Considerable emphasis is placed on relative and absolute age-determination methods.

Geography 5630 3.0: Physical Hydrology and Water Resources.

Students develop a sound, quantitative sense of the way in which water moves through the land phase of the hydrologic cycle. This serves as the basis for discussions of "hot" water issues (global change, scaling up procedures, land-surface schemes, and interbasin transfers). Students also learn some hydrological modelling techniques and should have some knowledge of a programming language.

Integrated with the undergraduate course Geography 4400 3.0.

Geography 5645 3.0 Dynamics of Snow and Ice. In this course the occurrence and distribution, formation and degradation and the environmental consequences of snow, lake, river and sea ice are examined. Additional components of the cryosphere such as massive ice, ground ice and glaciers will be discussed. Physical processes and fieldwork are emphasized in the course.

Integrated with the undergraduate course Geography 4310 3.0.

Geography 5695 3.0: Fluvial Geomorphology. This course concentrates on processes of erosion, sediment transport, and resultant depositional features in alluvial channels. The material is divided into three major sections. The first is concerned with the hydraulics and mechanics of open channel flow. The second examines flow-sediment interaction and bedload transport processes. The third deals with form and process associated with channel cross-sections and channel patterns.

Integrated with the undergraduate course Geography 4600 3.0.

GUIDED RESEARCH

Geography 6010 0.0: MA/MSc Research Paper.

No course credit.

Geography 6050 3.0: MA/MSc Directed Reading Course.

An independent directed reading course on a topic approved by the supervisory committee and the Graduate Program Director in Geography. This course may complement the reading required for the literature review of a thesis/major research paper, but will not in toto constitute the reading required for the thesis/major research paper.

Geography 6060 3.0: PhD Directed Reading Course. An independent directed reading course on a topic approved by the supervisory committee and the Graduate Program Director in Geography. A reading course may complement the reading undertaken for the comprehensive examination, but will not in toto constitute the reading required for that examination.

Graduate Diploma in Asian Studies' Core Course Geography 5700 3.0 The Making of Asian Studies: Critical Perspectives. This course offers a historical examination of the multiple, overlapping processes through which Asian identities and regions were constituted. It also examines new directions in Asian studies in an era of intensified global flows, transnationalism, and the presence of Asian diaspora in Canada and elsewhere. Same as Social Anthropology 5500 3.0 and Sociology 6745 3.0.

HISTORY

2172 Vari Hall

(416) 736-5127 http://www.yorku.ca/ghistory

GRADUATE FACULTY MEMBERS

Avie Bennett Historica Chair in Canadian History, Associate Professor and Director of the Graduate Program ANNE RUBENSTEIN

Canada Research Chair in African Diaspora History and Distinguished **Research Professor**

PAUL E. LOVEJOY

Canada Research Chair in Greco-Roman Cultural **Interaction and Professor** STEVEN MASON

Canada Research Chair in **Modern Chinese History** and Professor

Joshua A. Fogel

Canada Research Chair in **Canadian Cultural** Landscapes and Associate **Professor**

COLIN COATES

J. Richard Shiff Chair for the Study of Canadian Jewry and Professor

IRVING M. ABELLA

Hellenic Heritage Foundation Chair of Modern Greek History and **Professor**

THOMAS W. GALLANT

Distinguished Research Professors Emeriti

MICHAEL H. KATER MICHAEL HERREN

University Professor

VARPU LINDSTRÖM

Professors

VIJAY AGNEW PAUL AXELROD MICHAEL BROWN Tom Cohen JONATHAN EDMONDSON MARC EGNAL CARL EHRLICH MARTIN FICHMAN

IAN J. GENTLES Margo Gewurtz PATRICK GRAY CRAIG HERON RICHARD HOFFMANN MICHIEL HORN WILLIAM D. IRVINE RICHARD JARRELL T.J.A. LEGOFF MATTHIAS KIPPING BERNARD LIGHTMAN MAYNARD P. MAIDMAN Guy Métraux ROBERTO PERIN NICHOLAS ROGERS ANN. B. SHTEIR ADRIAN SHUBERT OREST SUBTELNY WILLIAM WESTFALL

Associate Professors

THABIT ADBULLAH KATHERINE ANDERSON BETTINA BRADBURY STEPHEN BROOKE MATTHEW CLARK ELIZABETH COHEN PAUL CRAVEN GEORGINA FELDBERG YVES FRENETTE Douglas Hay MICHELLE JOHNSON MOLLY LADD-TAYLOR BERNARD LUK MARCEL MARTEL KATHRYN McPHERSON GERARD NADDAF JEANETTE NEESON MARLENE SHORE MARC STEIN IRMGARD STEINISCH JEREMY TREVETT DAVID V. TROTMAN WILLIAM C. WICKEN PATRICIA WOOD

Assistant Professors

Jose Curto SUZANNE LANGLOIS DAVID McNab CAROLYN PODRUCHNY Myra Rutherdale

The Graduate Program in History offers two degrees, the Master of Arts and the Doctor of Philosophy. Graduate students study in geographic and thematic fields: Africa and the Americas; ancient history; Britain; Canada; cultural history; Europe; migration and ethnicity; politics, law and the state; sciences, health and environments; social and economic history; the United States; and women, gender and sexualities. The intention of the program is less to provide coverage of many fields than to foster intensive examination of particular topics from a variety of points of view—intellectual, economic, political, social, and so forth—and in light of other disciplines in the humanities and social sciences which provide the historian with tools of analysis. Comparative studies are encouraged. The nature of York University makes this intention appropriate and practicable. Enrolment in the program is regulated so that the arrangement of studies is flexible, so that no courses are too large, and so that precise attention is paid to the scholarly promise of the individual student.

APPLICATION PROCEDURE

The deadline for applications for study beginning in September is provided in the application material available from the Admissions Office. No applicant is assured of admission before that date. Admission is competitive and no guarantee is given to admit all applicants who meet the requirements for consideration for admission. The best qualified applicants are given preference.

MASTER OF ARTS PROGRAM

ADMISSION REOUIREMENTS

Graduates with a four-year honours first degree from a recognized Canadian university or an honours degree from another recognized university, and with at least a B+ average in the last two years of study are considered for admission as candidates for the MA degree.

OUALIFYING YEAR

Students lacking the necessary undergraduate preparation may qualify for admission as undergraduate Special Students in the Departments of History respectively of the Faculty of Arts, of Glendon College, or of Atkinson Faculty of Liberal and Professional Studies at York University. Equivalent work at other universities is also considered if it appropriately supplements the background of the prospective applicant.

During the qualifying year, students are required to take courses to raise their qualifications to the minimum level required for admission as candidates. These courses are normally selected from undergraduate courses, on the advice of the Program Director. The selection is made in the light of the student's interests and previous background. For such courses, students should consult the relevant undergraduate calendars. High grades in courses taken during a qualifying year are given full weight as a measure of undergraduate study when the student applies for admission as an MA degree candidate, but such grades do not ensure admission, since all decisions on admission are made on a competitive basis.

DEGREE REQUIREMENTS

Studies for the master's degree normally require one year to complete and are pursued either by thesis or by coursework. Places are available for part-time students in either of these options.

HISTORY YORK UNIVERSITY FACULTY OF GRADUATE STUDIES 2007-2009 CALENDAR

MA Degree by Thesis

Candidates for the MA degree by thesis must satisfactorily complete the following studies:

1. Courses

Two full graduate courses, or the equivalent, including at least one from those offered by the Graduate Program in History. (A course taken in another graduate program must relate to the student's historical studies.)

2. Thesis

A research study reporting the results in appropriate thesis form. The thesis should demonstrate the student's ability to do original research. After the formal submission of the thesis, an oral examination, normally centred on the thesis and matters related to it, is held.

The program now discourages students from seeking the degree by thesis, although it remains possible. Successive directors have concluded that three courses and a major research paper provide a better training than two courses and a thesis.

MA Degree by Coursework and Major Research **Paper**

Candidates for this degree must satisfy the requirements in four full graduate courses, one of which must be the Major Research Paper. Normally three full courses, including the Major Research Paper (History 5000 6.0: MA Major Research Paper), will be from among those offered by the Graduate Program in History. The fourth course may be selected from among those offered within the Graduate Program in History or from other graduate programs when approved by the Director.

The major research paper is the major research requirement for the degree. The major research paper may be done in conjunction with a formal seminar or may be done independently of any course under agreed supervision. While the major research paper may be done in conjunction with a course it may not be submitted as the research exercise in a 5000-level course. All major research papers will be evaluated by the supervisor and a second reader approved by the Director of the Graduate Program in History.

Candidates intending to graduate in the fall must complete all requirements by September 15. Candidates proceeding to the PhD degree in the Graduate Program in History must satisfy all requirements by the date of registration as a Doctoral candidate.

LANGUAGE AND COGNATE REQUIREMENTS

Candidates for the MA degree must demonstrate an ability to read such languages as are necessary to enable them to use the major secondary and primary sources relevant to their thesis and research papers. When appropriate, other skills (e.g., statistics, computer science, survey research) are required as an alternative to or in addition to foreign language requirements.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REQUIREMENTS

Applicants for study towards the PhD degree are normally considered for admission only after they have been graduate students at a recognized university for at least one year and have been awarded the master's degree or an equivalent, with at least a B+ average, indicating preparation for advanced graduate work in history. If admitted, such applicants become candidates (PhD I).

DEGREE REOUIREMENTS

- The Doctoral program has three components: the satisfaction of course requirements, usually in the first academic or calendar year; satisfaction of the field requirements in a written and oral Qualifying Exam; and the defence of a Doctoral dissertation which demonstrates independence, originality, and ability to contribute to historical knowledge at an advanced level of investigation.
- Candidates in the PhD I year must satisfy the requirements in three courses. All candidates must satisfy the requirements of a major research paper (History 5010 6.0: PhD I Major Research Paper). However, candidates who have completed their MA in the Graduate Program in History at York and received a grade of at least B+ on their MA major research paper, may request to have the PhD I major research paper requirement waived. Candidates from graduate programs at other universities with a major research component may also submit a major research paper or thesis before or upon registration with the request that it satisfy the PhD I major research paper requirement. Candidates for whom the PhD I major research paper has been waived must still satisfy the requirements in three courses. Candidates for whom the PhD I major research paper requirement has been waived may be required to enrol in a 5000level research seminar. All requirements of the PhD I year must be satisfied before registration in the PhD II year.
- Candidates for the doctorate must select three fields of study. Two fields—the major and the minor—must be from among the fields offered by the program. The third field may be in History or in another graduate program which is approved by the Director.
- Within each field the candidate will determine, in consultation with the field supervisor and the Director, an area of specialization, which may be a shorter period or a genre within all or part of the period covered by the field. The precise definition of the fields and the areas of specialization will be determined and approved by the Director at least six months before the Qualifying Examination.
- It is expected that the major and minor fields will be examined in the fall of the PhD II year and no later than the spring of PhD II in a written and oral Qualifying Examination.
- The major field: In addition to the general field examination based on the agreed bibliography, each student will select a period or theme for specialized study which will normally be the broad area or period within which the dissertation will be written and the area in which graduates would claim to be able to offer upper level courses or research seminars. The definition of the special field will be determined by the Director, the candidate and the putative dissertation supervisor. The written examination for the area of specialization will consist of the outline for an advanced (third or fourth year) undergraduate lecture course. The outline will consist of a rationale for the course, topics for 25 one-hour lectures, detailed outlines for five lectures, and the full written text of one lecture in approximately 20-25 pages.
- The third field must be a coherent and definable field of study. The requirements may be satisfied, without proceeding to the comprehensive examinations, by completing a full-year course at the doctoral level in History or another graduate program with no less than a B+ standing and completing such supplementary reading as is necessary to assure the course director that the examination would be passed if taken. Directed readings courses within the program may be offered in satisfaction of the requirement, but in such cases the courses must include substantial written work. In all cases a bibliography of the work read and the papers written

must be deposited with the program Director with a letter from the faculty member in charge that the petition for an exemption from the comprehensive examinations be granted. The determination of the waiver will be made by the Director in consultation with the appropriate faculty members.

- 8. If the third field is in History it may be selected from among the fields offered by the program. It may be an area or genre field not included among the stated fields, and not seen as overlapping with the other fields. It may also be a cognate field similar to those offered in other programs, but examinable within the Graduate Program in History.
- 9. Within three months of satisfactory completion of the Qualifying Examination, the candidate will submit a dissertation proposal. Normally, it is expected that the candidate will complete and defend the dissertation within three years from the date of the Qualifying Examination. After the formal submission of the dissertation, an oral examination, centred on the dissertation and matters related to it, is held.

FIELDS OF STUDY

- **❖** Africa and the Americas
- **Ancient History**
- * Britain
- * Canada
- **&** Cultural history
- **&** Europe
- **❖** Migration and ethnicity
- ❖ Politics, law and the state
- **❖** Sciences, health and environments
- **❖** Social and economic history
- **❖** United States of America
- **❖** Women, gender and sexualities

LANGUAGE AND COGNATE REQUIREMENTS

Candidates for the PhD degree are asked to demonstrate an ability to read such languages as are necessary to enable them to use the major secondary and primary sources in the field in which they are writing their dissertation. For Canadianists, a reading knowledge of French is required. Candidates in all fields may be asked to take a brief oral examination to indicate proficiency. (Putative dissertation supervisors, with the assistance of their colleagues as required, will be asked to indicate that the candidate has the required language skills.) When appropriate, other skills (*e.g.*, statistics, computer science, survey research) are required as an alternative, or in addition, to language requirements.

JOINT COLLABORATIVE PROGRAM IN ANCIENT GREEK & ROMAN HISTORY

The Graduate Program in History at York University and the Department of Classics at the University of Toronto both offer provincially approved doctoral programs in ancient history. These two units have a Joint Collaborative Doctoral Program in Ancient Greek and Roman History. Contact the program for details.

COURSES

The Graduate Program in History is small and the resources are limited. The courses formally offered each year are, therefore, few in number. Moreover, with the commitment to research and the high rate of publication, members of the program are the recipients of an unusually large number of research grants, as well as the customary

sabbatical leaves. The decisions about the course offerings and the faculty assigned to teach them, therefore often cannot be finally made until the winter, or even the spring. In addition to the formally mounted courses, the program attempts to provide students with Directed Reading Courses when other courses in their field of interest are not available. The list of courses offered is published each spring in a supplementary calendar. Courses may also be found on the Faculty and program websites.

SPECIAL TOPICS

In any given year, one or more courses may be offered on topics which combine the interest of a faculty member and students, and which is not included in the usual course offerings.

History 5050 3.0: Special Topics. History 5051 6.0: Special Topics.

READING COURSES

Primarily for PhD candidates preparing for qualifying examinations, and for MA candidates in fields of study in which formal seminars are not offered during a given session.

History 5060 6.0 or 5060 3.0, 5070 6.0 or 5070 3.0, 5080 6.0 or 5080 3.0, 5090 6.0 or 5090 3.0, 6001 6.0 or 6001 3.0; 6002 6.0 or 6002 3.0; 6003 6.0 or 6003 3.0: Directed Readings. Supervised reading for individual students or small groups, the separate sections of the course being devoted to the several fields of study and examination.

SEMINARS

With emphasis upon research-paper writing in relation to topics currently being investigated at York University.

History 5020 6.0: Ancient Imperialism: Athens and Rome. This course examines imperialism in Greco-Roman antiquity, with specific reference to the Athenian empire (fifth century B.C.) and the Roman empire (second century B.C. to second century A.D.).

History 5021 3.0: The Economic, Social, and Legal Status of Women in Ancient Mesopotamia. This course acquaints the student with the status of women in ancient Mesopotamia from *circa* 2300-400 B.C. through an exploration and analysis of primary sources. It explores the diverse patterns of continuity and discontinuity that marked women's lives.

History 5022 3.0: The Judean-Roman War, 66-73/4 C.E. This course examines a pivotal conflict in Western history: the Judean revolt against Rome, which resulted in the destruction of Jerusalem. Reassessing the material and literary evidence illuminates Roman, Jewish, and Christian history and literature.

History 5023 3.0: Spectacle and Society in Ancient Rome, 200 B.C. to A.D. 400. This course examines the role of spectacle in public life in Rome and the cities of the Roman Empire, 200 B.C. – A.D. 400, concentrating on gladiatorial presentations, chariot-races, triumphs, public executions, public funerals and public ceremonies involving the emperor.

History 5024 3.0: War and Society in Ancient Greece. This course examines the place of war in Greek society, concentrating on the fifth and fourth centuries B.C., and explores how the changing nature of war in Greece both reflected and itself contributed to social change.

History 5025 3.0: The Conflict of Religions in the Roman Empire. This course examines religious controversy and debate

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in the Mediterranean world from c. 50 B.C.E. to c. 350 C.E., with special attention to the transition from traditional 'pagan' religion to Christianity.

History 5026 3.0: The Roman Empire. This course examines the Roman Empire, c. 200 B.C. to A.D. 400, concentrating on the social, economic and cultural impact of Roman rule on subject peoples.

History 5027 6.0: Jews and Christians in the Roman World. This course explores at an advanced level the relations between Jews and Christians until the recognition of Christianity by Roman rulers in the fourth century. Close attention is paid to questions of method including historiography, nomenclature, taxonomy and rhetoric. Same as Humanities 6209 6.0.

History 5028 3.0: Narratives of the Other: China & the West. This course examines the culturally different ways in which China and the West represent each other. Same as Humanities 6101 3.0.

History 5031 3.0: Domestic Architecture in Greece and Rome: Social Contexts and Material Forms. A seminar on the history and historiography of Greek and Roman domestic architecture.

History 5032 3.0: Early Greece: The Dark Age to the Persian Wars. This course examines the early history of the Greeks. Topics include the period of recovery after the "Dark Age" and the growth of Pan-Hellinic institutions.

History 5033 3.0: Slavery in Ancient Greece and Rome. This course explores the theory and practice of slavery in Greek and Roman antiquity, from the Bronze Age until the Later Roman Empire.

History 5051 3.0: Cultural History of Europe, 1400-1800. This course examines the intersection of literary theory, anthropology and social history, as they converge to explicate the cultural history of Early Modern Europe. It is an exploration in historical methods.

History 5110 3.0: The Courts and the Constitution, 1867 to the Present. An examination of the impact of judicial review on the federal constitution. The course begins with a detailed examination of the logic and structure of the 1867 constitution and examines the significance of the decisions of the Supreme Court and the Judicial Committee on the evolution of Canadian federalism. The role of the Supreme Court in judicially determining the scope of the Charter of Rights and Freedoms is also examined. While knowledge of an extensive bibliography is expected, attention is focused on the texts of the decisions themselves.

History 5111 3.0: Politics and the Constitution, 1867 to the Present. This course begins with an examination of the law of the 1867 constitution and the presumed conventions and assumptions surrounding it. It then surveys the causes and consequences of the changing balance of power between centrifugal and centripetal forces in the political system from the 1880s to the 1982 Constitution and beyond. The bibliography includes substantial literature on Quebec, Ontario, the Atlantic provinces and the west, as well as on the diplomacy of federal-provincial relations itself.

History 5125 3.0: Education and Childhood in Canadian History. This course explores themes in the history of education and childhood from New France to the present. It covers all regions of Canada and it focuses on elementary and secondary schooling. Same as Education 5400 3.0.

History 5125 6.0: Education and Childhood in Canadian History.

This course surveys major themes in the history of education and childhood in Canada from New France to the present. It explores the relationship between education and social change and critically assesses the historical literature in the field. Same as Education 5401 6.0.

History 5126 3.0: History of Higher Education in Canada. This course examines selected themes in the social and intellectual history of Canadian higher education from the mid-nineteenth to the late twentieth century. Topics include secularization, professionalization, student life, and the experience of women. Same as Education 5410 3.0.

History 5132 3.0 and 5132 6.0: The Social and Cultural History of Religion in Canada. This course examines from a broad social and cultural perspective the history of religion in Canada. It encompasses a wide variety of religious beliefs and practices and is especially concerned with the relationship among religion, ethnicity, race, gender, and class. A reading knowledge of French is useful.

History 5133 6.0: The French in North America: critical moments in the history of the French presence in America from the Acadian deportation and the conquest to the 'Quiet Revolution' in Quebec and its impact on French minorities across the continent. A reading knowledge of French is useful but not mandatory.

History 5135 6.0: Social Thought and Culture in Canadian **History**. This course examines topics from Native-European contact to the post-World War II era. Drawing on a wide body of readings, it employs the approach to intellectual history which is concerned with the social context and impact of ideas and culture.

History 5140 6.0: Selected Themes in Canadian Jewish History. This course looks at the history and development of the Jewish community in Canada from the arrival of the first settlers in the 1750s to the present.

History 5145 6.0: The Use of the Past: Public Memory and Popular Culture in Canada. This research seminar explores the ways in which history has been used to develop national consciousness, group identities and commercial opportunities in Canada and how, over time, both the substance and the construction of public memory have changed.

History 5150 6.0: Politics and Policy in the Mackenzie King Era. This course examines the nature of Canadian government and politics during the first half of the twentieth century, with special attention being devoted to the making of domestic and foreign policy during the King governments.

History 5165 6.0: Canada in Depression and War, 1929-1945.

This course deals with the main social, economic, political and intellectual events and developments in Canada during the Great Depression and the Second World War. Among the subjects studied are the Great Crash and its relationship to the Depression, the crisis of western agriculture, unemployment and its relief, fiscal and monetary policies, Dominion-Provincial relations, foreign and trade policy, Canada and refugees, the Canadian war effort, civil liberties, ideas of social change, the conscription crises, and planning for the postwar

History 5171 3.0: State and Society in Canada, 1900-1945. This course examines the changing role of the state in Canada at all levels of government, federal, provincial and municipal, and the way

its policies affected economic growth, labour force, composition, resource development and municipal planning.

History 5172 3.0: State and Society in Canada, 1945 to the **Present**. This course explores aspects of the so-called expansion of the role of the state in Canada at all levels following the Second World War, and since the 1980s, its supposed contraction.

History 5180 6.0: Old Ontario, 1783-1914: The Formation of a Society. This course attempts to put together the pieces of economic, social, intellectual and political history in a synthesis whose purpose is to offer a comprehensive understanding of the ideas, values and institutions of the Ontario community.

History 5200 6.0: Recent History of the United States. A review of the literature and interpretations of American domestic and foreign policy from 1890 to 1940, with detailed discussion and analyses of specific problems, especially in new subject areas.

History 5220 6.0: Culture and Society in Modern United States History, 1890-1970. This course deals with topics in the cultural, intellectual, and social history of modern United States between the years 1890 and 1970. Topics and readings focus on how developments in industry, technology, science, philosophy, war, and the rise of consumerism have affected social organization, culture, and ideas in the United States. Particular attention is paid to the complex interrelationships which prevail among political, social, and intellectual trends. Subjects treated include industrialism and the rise of urban industrial culture; the politics and culture of progressivism; imperialism and American culture; World War I and society; the 1920s and the culture of modernism; the Depression of the 1930s; World War II, the Cold War and the culture of consensus; the 1960s, Vietnam, and social conflict; the 1970s and the shift to the right.

History 5230 6.0: Race, Gender and American Politics. Recent scholarship on race, gender and ethnicity has transformed the way historians treat almost every aspect of U.S. history. This course examines this scholarship and its impact on the history of American culture and politics.

Same as Women's Studies 6114 6.0.

History 5310 3.0 and 5310 6.0: Russian Empire-Building, 1700-1914. Empire-building is a central theme in Russian history. The course examines the growth of the Russian empire from the reign of Peter the Great to World War I. It concentrates on the strategy and tactics employed by Russia in overwhelming neighbouring lands, dismantling their forms of self-government and replacing them by imperial institutions. The effects on the subject peoples, especially to their elites, of absorption into the empire are assessed.

History 5311 3.0: The Ideology of European Empire-Building. This course deals with the rationale for expansion utilized by European empires in the nineteenth century. The focus is on the Russian empire although other European empires are also treated. A background in European and/or Russian history is required.

History 5320 6.0: State and Society in France, 1589-1789. This course examines the political history, institutional development and ideological framework of the Bourbon monarchy in the context of the social and economic structures of the old regime. This course focuses on and examines such questions as the social basis of the monarchical state, the driving forces behind growing state power in the seventeenth century, the nature of resistance to centralization and absolutism, the means of coercion and violence at the disposal of government, the rewards and advantages of office; the role of

corruption and influence in the governing process and the ways in which power was disputed and attained. A reading knowledge of French is required if offering Canadian or European history as a major field.

History 5300 6.0: Germany Between the War, 1919-1939. A study of political, social, economic and cultural changes in Germany between the Wars. The course focuses on the rise and fall of the Weimar republic, the social and political impact of inflation and deflation, the rise of National Socialism, Hitler's entrenchment in power and the beginning of a war economy. Cultural developments through the period are discussed. A reading knowledge of German is desirable but not absolutely essential.

History 5330 6.0: Modern Germany. This course investigates the complexities of the major historical debates as they relate to important political and socioeconomic developments in Germany during the twentieth century. This necessitates an appreciation of the central themes of modern Germany history, as well as an awareness of thematic changes, methodological innovation, widening patterns of scientific communication, and interdisciplinary research undertakings. The problem of historical models, and implicit or explicit comparative analysis receive special attention. It is in this framework of divergent concepts and methods that the course confronts the problem of historical change and continuities in Modern German history.

History 5340 6.0: Germany from 1914 to 1960: Between Empire, Dictatorship, and Democracy. This course deals with selected problems in Germany from Kaiser Wilhelm to Adenauer: the Weimar Republic, Hitler's rise, the Third Reich, and the Holocaust is stressed. The history of early West German democracy considers residues of Nazism and comparison with East Germany. Regular attendance and extensive reading are prerequisites for reports and discussions, geared to students' special interests.

History 5350 6.0: Environmental History of Medieval and Early Modern Europe (ca. 500-ca. 1750 C.E.). Historical study of interactions among human material and symbolic cultures ("economy" and "mentality") and natural forces, processes, and systems ("ecology") in western Christendom (with some attention to European activities elsewhere) between late antiquity and the eve of industrialization.

History 5355 3.0: Modern European Cultural History. War and peace in twentieth century are studied. This course examines the relationship between war, peace, and culture in Europe during the twentieth century, with a particular emphasis on the two world wars and the period between 1920 and 1970.

History 5360 3.0: European Encounters: Europeans in the Wider World Since 1500. This course examines the reciprocal perceptions by Europeans of the peoples with whom they interacted and by those peoples of Europeans. The interactions studied are chosen from those with the Ottaman Empire, India, Africa, China, Japan, Latin America and the United States.

History 5400 6.0: The History of China, 1850-1950. An interpretative study of selected aspects of China's recent past from approximately 1850 to 1950, with emphasis on the critical management of primary sources. The aspects of Chinese history examined in this seminar may include changes in social and economic organization, modernization, and intellectual development from culturism and nationalism to communism. A reading knowledge of the Chinese language of this period is preferred.

History 5401 3.0: The Tokugawa Order, 1600-1853. Early-modern Japan during 250 years of peace and seclusion. This course examines Tokugawa state and society within the East Asian world order. It identifies socioeconomic "contradictions" and heterodox intellectual trends that developed up to the eve of Western encroachment.

History 5402 3.0: Modern Japan's Emperor State Since 1853. Western impact, imperial restoration, national-building, overseas expansion, the "Fifteen-Year War," and the postwar era. This course focuses on the historical significance of modern Japan's "emperor system" as established in 1868, constitutionalized in 1889, and transformed after 1945.

History 5500 6.0: Comparative Working-Class History, 1850-1950. This course examines the social and institutional history of the working classes of North America and Europe within mature industrial capitalist society. It compares the evolving world of work, family life, living standards, labour movements, political parties, and state intervention in Canada and the United States with those in the major western European countries.

History 5510 6.0: Contemporary Social History: The British Neo-Marxists and the French Annales. A study of two of the dominant schools of social history, the British Neo-Marxist and the French Annales. The course considers their theoretical and methodological characteristics and their contribution to historical knowledge.

History 5532 6.0: The North American Immigrant Experience. This course examines social and cultural history of immigrants in North American from the origins of mass migration to the present. Beginning with a critical examination of the historiography, the course explores a number of themes related to the immigrant experience.

History 5560 6.0: The History of Women and Work in Canada.

This course examines how race, class, gender and ethnicity have influenced women's domestic labour and labour force participation in Canada from the seventeenth century to the mid-twentieth century. Students examine current theoretical and methodological issues relating to the field, as well as assess the impact of the major transformations in women's work on their private and public lives. Some reference will be made to the experience of British and American women as well.

Same as Women's Studies 6203 6.0.

History 5561 3.0: Issues in Comparative Women's and Gender History: Part I, The Late Eighteenth and Nineteenth Centuries.

This course examines selected themes in the history of women and gender during the late eighteenth and nineteenth centuries from a comparative perspective. Themes may include historiographical debates; gender, race and colonization; slavery and abolitionism; marriage, separation and divorce; citizenship; women and preindustrial labour; the industrial revolution; early feminist movements. *Same as Women's Studies 6405 3.0.*

History 5562 3.0: Issues in Comparative Women's and Gender History: Part II, The Twentieth Century. This course aims to give students a broad introduction to the diversity of women's experiences in different countries by examining selected themes in the history of women during the twentieth century.

Same as Women's Studies 6406 3.0.

History 5563 3.0: Women, Patriarchy and Revolution in Modern China. Drawing on academic studies, literature, art, memoirs and

films, this course explores the revolution in women's lives and the persistence of patriarchal culture in twentieth century China. The Chinese experience interrogates feminist theories related to gender, class, community and development.

Same as Women's Studies 6106 3.0.

History 5570 6.0: Slavery and Emancipation. This course analyses the history of slavery and emancipation in the Americas and Africa from the seventeenth to the early twentieth century.

History 5701 6.0: Modern Cultural History. This course examines themes in cultural history from the late nineteenth century to the present. Drawing on wise range of readings in North American, British, and European history, it focuses upon the expression, social context, and impact of ideas and culture in the United States and Canada.

Same as Social & Political Thought 6122 6.0.

History 5580 3.0: Social History Workshop. This course provides a "hands on" introduction to the concerns and methods of social historians as well as to the varied sources with which they work. Students are presented with a problem and the sources with which the instructor is engaged. After locating the issue historiographically they familiarize themselves with the relevant literature before working through the sources with the instructor.

History 5591 3.0: History of Sexuality in North America and Western Europe, 1600-2000. This explores the history of sexuality in the United States, Canada, Britain, France and Germany. Topics covered include cross-sex and same-sex sexualities; relationships between sex, gender, class, race, ethnicity, nationality and sexuality; sexual reproduction; commercialized sexualities; and sexual disease.

History 5600 6.0: Early Modern England, 1500-1720. Beginning with the Protestant Reformation and ending with the establishment of the Hanoverian dynasty, this course examines the important political and social changes of these two centuries, with special attention to the revolution of the mid-seventeenth century.

History 5610 6.0: Identities in Nineteenth and Twentieth Century **Britain:** Race, Nation, Class, and Gender. This course examines modern British history since the late nineteenth century through the prism of identity. Particular reference is made to the experience of imperialism and imperial withdrawal, changing ideas of 'Englishness' and 'Britishness', class divisions, and the changing conceptions of femininity and masculinity from the 1880s to the 1970s. *Same as Social & Political Thought 6123 6.0*.

History 5720 3.0: Knowing Dreaming. How has dreaming been constituted as both experience and evidence in Western culture? Taking scientific, medical, religious, literary, and visual materials as examples, this course examines the variety of ways of "knowing dreaming" that have evolved since Antiquity." *Same as Humanities 6311 3.0.*

History 5780 3.0: Low Law and Petty Justice: Inferior Courts and Tribunals in Western Societies. Although "law" brings to mind images of the bewigged high court judge and professional attorney, in the British imperial tradition most law was, and is, dispensed by lay justices and minor officials whose sessions and tribunals existed outside or beneath the formal hierarchy of courts of record and were only occasionally supervised by them. This seminar explores the external and internal history of adjudication, regulation, and dispute resolution by such individuals and institutions, both within the state system and on its margins, and their interactions with the judiciary

and the state. The emphasis is on Britain and North America, from the eighteenth to the twentieth centuries, with scope to examine other places and periods depending on the interests and knowledge of seminar participants. The approach is interdisciplinary and comparative.

History 5810 6.0: Science, Technology and Canadian

Development. This seminar focuses upon the role that science and technology and environmental thought played and continue to play in the social, intellectual and economic development of Canada from the early nineteenth century to the present. Emphasis may be placed upon state support and use of science, institutions, education, research and development, industry and natural resources. A knowledge of French would be an asset but is not essential.

History 5820 6.0: The Social Study of Science. The object of this seminar is to provide a critical overview of the development, organization and practice of science in the twentieth century. The readings are based on a combination of historical case studies and thematic theoretic analysis of the sociopolitical context of scientific knowledge.

History 5830 6.0: Contexts of Victorian Science. This course focuses on nineteenth century British and European science and its social, political, cultural, and intellectual contexts. Adopting the 'contextualist' approach to the history of science allows us to raise a series of provocative questions: in what way did all of these different contexts shape the "nature" of nineteenth century scientific thought? How were scientific "facts" socially constructed? What was it about the nineteenth century context that led many intellectuals to reject Christianity and embrace science as providing a new, privileged form of knowledge? This course is of interest to students of British, European, social, and intellectual history.

Same as Social & Political Thought 6100A 6.0.

History 5840 3.0: Doing History with Computers I: Computer Applications in Historical Research. This course introduces the concepts and techniques of computer-assisted historical research, including research design, the nature of historical evidence, and methods appropriate to its use. Workshop sessions provide hands-on experience with a variety of software applications.

History 5841 3.0: Doing History with Computers II: Intensive Research Seminar. This course provides students undertaking computer-assisted historical research with a structured approach to analysing the research problem, describing its logic, designing a research plan, identifying appropriate tools and techniques, and implementing the project.

Prerequisite: **History 5840 3.0** or permission of the instructor.

History 5900 6.0: Themes in Post-Emancipation Caribbean History. This course is an examination of selected themes in the social and cultural history of the Caribbean from 1804 to c. 1968. It is pan-Caribbean in perspective but with an emphasis on the Anglo-Caribbean. Among the themes to be discussed are the development of educational systems; crime, law, and public order; family patterns and gender relations; indentured life; popular festivals, sports and recreation; religion; rural and urban living.

History 5901 6.0: The African Diaspora. This seminar examines the slave trade and the African diaspora, including the regional and ethnic origins of the enslaved population, the demographic structure of the slave trade, and the cultural and social adjustments of people under slavery. The course concentrates on the African diaspora in the Americas, but the African diaspora in the Islamic world and related

transformations in African history are also considered.

Prerequisites: pre-1900 African history course (or equivalent);

computer skills, especially experience working with large data bases.

History 5950 3.0: Themes in Latin America. This course examines recent developments in the historiography of Latin America. Depending on the instructor, the course may involve the colonial or modern periods and it may attend most closely to cultural, economic, environmental, gender or political histories.

CONFERENCE COURSES

For reading, discussion, and paper-writing in regard to selected topics in the several fields of history.

History 6010 6.0: Selected Topics in British History. Specific problems in the social, economic and political history of Great Britain since the Industrial Revolution. The list of topics for discussion is flexible, depending upon the interests and preparation of students from year to year and the speciality of the course director.

History 6020 6.0: Selected Topics in the History of the United States. The approach in this course is both thematic and historiographical. Themes from social, political, economic and intellectual history receive attention, with some emphasis on the relations among them.

History 6030 6.0 Selected Topics in the History of Canada. This course deals with important problems in Canadian history, and it emphasizes the critical examination of the historical literature concerned with those problems. The topics normally included are the interpretation of Canadian history, the foundation and development of New France and British North America prior to Confederation, the nature of Canadian nationalism, regionalism and continentalism, political parties and the political process, the political economy of Canada, external relations, French-Canadian society, and French-English relations. When appropriate, attention is paid to relevant literature in other disciplines.

Normally open only to PhD candidates. Open to MA candidates in exceptional circumstances and with the permission of the director.

History 6040 6.0: Europe 1815-1945. Major problems in the political, intellectual, social and economic history of Western Europe since 1815, with emphasis on the critical examination of the historical literature. The course focuses principally on the history of France, Germany and Italy. A reading knowledge of one major European language: French, German or Italian, is required.

History 6041 3.0: Issues in Nineteenth and Twentieth Century Mediterranean Europe. This course examines key issues in the political, economic and social history of three southern European countries, Italy, Spain and Portugal, in the nineteenth and twentieth centuries. The topics include underdevelopment and late industrialization, national unification and regionalist movements, rural society, the crisis of democracy in the interwar period and the restoration of democracy after World War II.

History 6042 3.0: Historians and German Nationalism. This course examines the major historiographical debates in modern German history. It is the issues of divergent German nationalism and socioeconomic development which provide the framework for exploring the problem of historical continuities in Germany's past and present.

History 6043 3.0: France, 1870-1945. This course examines Third Republic France and the Vichy regime of 1940-44. Special attention is paid to political, social and economic questions.

History 6050 6.0: Themes in Western Social History. This course examines the recent literature in selected areas of British, European, Canadian and American social history.

History 6060 3.0: Western Legal Histories. Law grows out of past law; law changes by escaping, or rediscovering, past law. Particularly in common law countries, law is in constant and paradoxical dialogue with history as well as current issues. The seminar explores the deep roots of legal systems, precedent, the authority of 'elders,' custom and context, and a selection of substantive doctrines. *Same as Law 6601 3.0.*

History 6060 6.0: Japanese History: Methods and Materials.

This course introduces historiographical issues and imparts bibliographic skills in Japanese history from 1600 to the present. Students acquire close familiarity with Japanese reference works and primary and secondary sources.

Reading knowledge of modern Japanese is required.

History 6064 6.0: Selected Topics in the History of Modern

East Asia. This course surveys English-language scholarship on the development of China and Japan in three unit-blocks: traditional state and society; contrasting reactions to Western imperial encroachment; and interactions in war and colonial strife.

History 6070 6.0: The African Continent, 1745 to the Present.

This course surveys the scholarly literature on African history, especially the topics of slavery, pre-colonial political development, the rise of "legitimate" trade, colonialism and decolonization. The course concentrates on economic and social factors in African history and considers the major methodological issues in the reconstruction of the African past. It is assumed that students have a considerable knowledge of African history. A reading knowledge of French is desirable.

History 6071 6.0: European Expansion in Africa, 1815-1920.

This course surveys the scholarly literature on European expansion in Africa from the beginning of the nineteenth century to the end of the First World War, with particular emphasis on the Partition of Africa, *circa* 1880-1905. During the fall term, the seminar concentrates on the growth of European interest in Africa after 1815 and examines the Partition as an aspect of European imperialism. Special attention is paid to the African policies of Great Britain and France, as well as to Anglo-French rivalries in Africa. However, the role of other European powers is also considered. During the winter term, the seminar focuses on the nature of African responses to European expansion and to the initial impact of European colonial rule. The emphasis here is on the different strategies adopted by African states in seeking to cope with the European intrusion. Several major rebellions against the imposition of colonial rule are also discussed.

History 6080 6.0: History of Sciences, Social Sciences, Health and Environments. The course explores several key areas, both thematically and historiographically, in the development of modern science and technology since the Renaissance, with a particular focus upon the nineteenth and twentieth centuries. The emphasis of the course will be upon social history of science and technology.

History 6090 3.0: Research Methods in Ancient History. This course examines various different approaches to the study of Ancient Greek and Roman History, and provides training in the techniques involved in handling different types of source material.

History 6091 6.0: Work in Progress in Ancient History. This non-credit work-in-progress seminar involves the presentation

and discussion of research papers offered by faculty members and students in the York University/University of Toronto Joint Collaborative Doctoral Program in Ancient Greek & Roman History, and by occasional visiting speakers.

RESEARCH DIRECTION

For students writing research papers, theses and dissertations.

History 5000 6.0: MA Major Research Paper.

No course credit.

History 5010 6.0: PhD I Major Research Paper.

No course credit.

History MA Thesis Research.

No course credit.

History PhD Dissertation Research.

No course credit.

HUMAN RESOURCES MANAGEMENT

282 Atkinson College (416) 736-2100, ext. 66632 http://www.atkinson.yorku.ca/mhrm/

GRADUATE FACULTY MEMBERS

Associate Professor and Director of the Program Kenneth McBey

Professors

MONICA BELCOURT RONALD BURKE ESTHER GREENGLASS

Associate Professors

PAUL CRAVEN
LEN KARAKOWSKY
KATHLEEN MACDONALD
STEVE MCKENNA
PARBUDYAL SINGH
C. WARD STRUTHERS

Assistant Professors

MARIE-HÉLÈNE BUDWORTH
CHRISTOPHER CHAN
DAVID DOOREY
MARY JO DUCHARME
YOU-TA CHUANG
TONY FANG
SABRINA DEUTSCH SALAMON
JULIA RICHARDSON
JELENA ZIKIC

The Graduate Programme in Human Resources Management offers an executive master's degree in Human Resources Management as well as a PhD in Human Resources Management (pending approval by OCGS).

These graduate degree programs explore issues such as organizational change, training and development, labour relations, strategic staffing, compensation, international human resources management, research methods, and the impact of human resources policies, practices and programs on employee and organizational performance. Pedagogical activities incorporate a wide range of teaching and learning methodologies such as lectures, case studies, simulations, seminars and supervised independent research. Students benefit from working with a cadre of internationally recognized professors who have been recruited from top universities in Australia, New Zealand, Singapore, China, the United States, the United Kingdom, Europe and Canada.

MASTER OF HUMAN RESOURCES MANAGEMENT PROGRAM

ADMISSION REQUIREMENTS

- a) Applicants must have an undergraduate honours degree (a four year degree*) with a minimum of a B+ average in the last two years of study. The honours degree does not have to be in a specific area, but preference is to be given to students with an undergraduate honours degree in human resources management or related area (e.g., business, administrative studies, psychology, labour studies or sociology).
- *Applicants who have completed a three-year undergraduate degree with a minimum of a B+ average in the last two years of study and have extensive human resources work experience at a senior level may also be considered.
- b) Applicants must demonstrate that they have acquired sufficient human resources education and/or experience to prepare them for a graduate degree in human resources.

Students may complete the master's program on a full-time basis (within four academic terms) or a part-time basis (within eight academic terms).

DEGREE REQUIREMENTS

Master in Human Resources Management Degree by Coursework

Candidates for the master's degree in Human Resources Management by coursework must successfully complete the following **eight courses**:

Human Resources Management 6100 3.0: Staffing Organizations;

Human Resources Management 6200 3.0: Employee Training and Development;

Human Resources Management 6300 3.0: Strategic Compensation;

Human Resources Management 6400 3.0: Organizational Change and Development;

Human Resources Management 6500 3.0: Human Resources Management Effectiveness;

Human Resources Management 6600 3.0: Research, Measurement and Evaluation of Human Resources;

Plus two of the following elective courses.

Human Resources Management York University Faculty of Graduate Studies 2007-2009 Calendar

Master in Human Resources Management Degree by Major Research Paper

Candidates for the master's degree in Human Resources Management degree by research paper must successfully complete six core courses:

Human Resources Management 6100 3.0: Staffing Organizations;

Human Resources Management 6200 3.0: Employee Training and Development;

Human Resources Management 6300 3.0: Strategic Compensation;

Human Resources Management 6400 3.0: Organizational Change & Development;

Human Resources Management 6500 3.0: Human Resources Management Effectiveness;

Human Resources Management 6600 3.0: Research, Measurement and Evaluation of Human Resources;

Plus the major research paper: Human Resources Management 6000 3.0: Major Research Paper

Evaluation Procedures for Research Papers

Selected students may be given the opportunity of completing a major research paper under the supervision of one of the program's faculty members. This paper is evaluated on a pass/fail basis by the supervisor and one other member of the Graduate Program in Human Resources Management. A major research paper is a substantive piece of written work (average length 75 pages). It differs from a paper submitted for course work in that it is longer, must demonstrate the student's understanding of research methods, be an original piece of research employing critical analysis, and should result in a paper of publishable quality.

Before commencing the major research paper, a student is required to:

- 1) obtain approval from a faculty member in the program that the faculty member is able to directly supervise the progress and completion of the major research paper; and,
- 2) obtain permission from the Graduate Program Director.

COURSES

Supplementary information including a timetable showing course offerings, instructors, times and places is available on the program website.

CORE COURSES

Human Resources Management 6100 3.0: Staffing

Organizations. This course examines recruitment, selection, orientation, socialization and turnover reduction strategies which enhance performance and organizational productivity. Issues in selection, scientific methods of selection, validation of selection methods, screening, testing, interviewing and the orientation, socialization and retention of new employees are examined.

Human Resources Management 6200 3.0: Employee Training and Development. A systematic process for identifying effective and ineffective performance is introduced. Needs identification and evaluation techniques are emphasized. Methods for improving employee motivation and productivity are examined, with an emphasis on training methods. The design, implementation and costing of training are examined. Organizational learning strategies are discussed.

Human Resources Management 6300 3.0: Strategic Compensation. This course adopts a strategic approach to the examination of the compensation process within a behaviour

framework for understanding rewards, motivation and citizenship behaviours. The course looks at the effect of different forms of compensation (base pay, group and organizational pay, and indirect pay) on satisfaction and performance. Technical processes for examining the job, the market and employees are covered.

Human Resources Management 6400 3.0: Organizational Change & Development. This course examines systematic and collaborative approaches to change in organizational culture, and is based on scientific methods to increase organizational effectiveness. Topics covered include models of change, the change process, change strategies and interventions, organizational renewal, planned change, the OD consultant, the role of the group, the diagnostic process, dealing with resistance to change, intervention strategies, and organizational transformation.

Human Resources Management 6500 3.0: Human Resources Management Effectiveness. The impact of human resource policies, processes and practices on employees, teams, and organizations is examined. Concepts of external alignment with organizational strategies, and internal consistency are emphasized. Students learn how human resources management adds value, and how to measure and market this value.

Human Resources Management 6600 3.0: Research,

Measurement and Evaluation of Human Resources. Methods for designing and conducting research in human resources management are covered. Students are introduced to the steps in the research process and the development and testing of hypotheses. Research methods covered include survey research, experimental research, qualitative research and meta analysis. Measurement techniques for individuals, groups and organizations are examined.

ELECTIVES

Human Resources Management 6700 3.0: Labour Relations. This course uses contemporary Canadian labour relations case materials to examine the place of human and civil rights, freedoms, values and institutions in workplace governance, interpersonal relations and conflict resolution.

Human Resources Management 6800 3.0: Global Mindsets and People Management. This course considers four themes: the internationalization of business activity; the changing notion of the 'expatriate'; the institutional contexts in which people management takes place; the concept of global mindsets and leaders.

Human Resources Management 6900 3.0: Issues in Human Resources Management. This course conducts an indepth analysis of a selected contemporary issue in human resources management. Possible issues include careers; HR planning; cross-cultural leadership; health and safety; and work-life balance.

DOCTOR OF PHILOSOPHY PROGRAM*

*pending approval by OCGS

ADMISSION REQUIREMENTS

Candidates must:

- ❖ have completed a master's degree in human resources management or in a related field from a recognized university with a minimum B+ average;
- * submit a statement of research interests and attend an interview;
- submit three letters of reference; and,
- ❖ for students whose first language is not English, have a minimum TOEFL score of 600 (paper-based) or 250 (computer-based); or a YELT score of 1.

Some applicants to the program will have successfully completed graduate level courses that are the equivalent of the required courses in univariate statistics and human resources management theory and practice prior to admission. These candidates may apply for advanced standing in either one or both of these courses. Candidates granted advanced standing will be allowed to take the second year research method(s) courses.

DEGREE REQUIREMENTS

The program is designed for completion within four years on a fulltime basis, but a candidate may wish to change to part-time only after the comprehensive exams and with the permission of the director.

Program requirements include 30 credits of coursework, a comprehensive examination and a dissertation:

Year 1

Human Resources Management 7030 3.0: Teaching, Learning & **Pedagogical Processes**

Psychology 6130B 6.0: Univariate Statistics

Human Resources Management 6500 3.0: Human Resources

Management Effectiveness

Year 2

Human Resources Management 7010 6.0: Qualitative Research Methods

Human Resources Management 7020 6.0: Quantitative Research **Methods and Multivariate Statistics**

Year 3

Human Resources Management 7110 3.0: Seminar 1 Human Resources Management 7120 3.0: Seminar 2

Comprehensive examination

Preparation of dissertation proposal

Year 4

Dissertation

Comprehensive examination

Candidates are required to write a three-part comprehensive examination after successfully completing the required coursework. The examination is designed to assess the candidate's competence and knowledge in three areas: research methods; seminal and macrohuman resources management research – material from Seminar 1; and micro-human resources management research – material from Seminar 2. The three parts of the exam (one in each area) are held on three successive days.

Candidates are given "Fail," "Pass" and "Pass with distinction" grades. A second and final exam may be allowed for candidates who do not pass the exam in their first attempt.

Dissertation proposal

All candidates are required to submit and defend a formal research proposal during their third year in the programme. The proposal defence involves a presentation to the program faculty members. In general, the proposal (approximately 3500 words) outlines the objectives for the study, the need for research on the selected issue, a review of the pertinent literature, and a discussion of the proposed methodology. To be acceptable, the proposal must be judged 'achievable' (i.e., the research issue is well-defined, data and resources are available, the project can be completed within time, etc.), and deemed to contribute to the literature.

Dissertation

Each candidate writes a dissertation which is an embodiment of the results of their original research. The dissertation is written under the guidance of a principal supervisor and a committee, established for each candidate in accordance with the rules of the Faculty of Graduate Studies. The evaluation procedures ensure that the dissertation represents high-quality, original research deserving of a PhD in human resources management.

Courses

Human Resources Management 6500 3.0: Human Resources Management Effectiveness. Integrating human resources policies and processes into overall business strategy and the bottom line.

Human Resources Management 7010 6.0: Qualitative Research Methods and Processes. An in-depth course focusing on qualitative research methods and techniques in human resources management. The course covers, among other things, gathering data, including ethnographic approaches, interviewing techniques, case study based approaches, life histories; use of computer assisted qualitative data analysis software; critical methodologies; development of expertise in narrative analysis, discourse analysis, discursive psychology; constructivism and interactionism.

Human Resources Management 7020 6.0: Quantitative Research Methods and Statistics. An in-depth survey of quantitative research methods and techniques in human resources management. This course explores ANOVAs and MANOVAs, regression analyses and structural equation modeling, as well as theory/model building in the quantitative paradigm.

Human Resources Management 7030 3.0: Teaching, Learning, and Pedagogical Processes. This course examines a variety of different pedagogical frameworks used by human resources management programs in tertiary education institutions/universities around the world. Students are exposed to a wide range of teaching and learning strategies and methods which have been found to be effective in diverse instructional contexts, and have the opportunity to develop personal insights into their own teaching styles and competencies.

Human Resources Management 7110 3.0: Seminar I: Seminal, Strategic and Macro-Human Resources Management Research.

This course covers the seminal research in the human resources management area, including early theories. It involves a critical review and in-depth analysis of seminal articles and issues covering human resources management theory and macro-human resources management research.

Human Resources Management 7120 3.0: Seminar II: Micro-Human Resources Management Research. This course builds on Human Resources Management 7110 3.0. Students undertake an in-depth analysis and critique of contemporary research, with a view to identifying human resources management issues that require further research.

HUMANITIES

S207 Vanier College

(416) 736-2100, extension 77014 http://www.yorku.ca/human/graduate/

GRADUATE FACULTY MEMBERS

Associate Professor and Director of the Program

JOAN STEIGERWALD

Canada Research Chair and **Professor**

STEVEN MASON

Professors Emeriti

MICHAEL BROWN BRAYTON POLKA

University Professor

SETH FELDMAN

Professors

GARY BUTLER
CAROLE CARPENTER
JOHN DWYER

JONATHAN EDMONDSON

CARL EHRLICH

MARTIN FICHMAN

Margo Gewurtz

TED GOOSSEN

PATRICK GRAY

LESLEY HIGGINS

 $Marlene\ Kadar$

BERNARD LIGHTMAN

Martin Lockshin

Guy Métraux

JAMIE SCOTT

ANN SHTEIR

MALCOLM THURLBY

STANLEY TWEYMAN

WILLIAM WESTFALL

BARRIE WILSON

Associate Professors

KATHERINE ANDERSON STEVEN BAILEY JODY BERLAND AMILA BUTUROVIC MATTHEW CLARK TOM COHEN JANE COUCHMAN DOUG FREAKE SARA HOROWITZ THERESA HYUN ERIC LAWEE BECKY LEE

JANINE MARCHESSAULT

JAMES RIVES

VICTOR SHEA

Daniel Simeoni

PATRICK TAYLOR RICHARD TELEKY

Assistant Professors

Andrea Davis Ernst Hamm Susan Ingram Kenton Kroker Priscilla Uppal The Graduate Program in Humanities offers advanced training leading to the MA and PhD degrees. Drawing upon the demonstrated expertise of a wide range of faculty members within York University's Division of Humanities and related areas of study at York, the program aims to provide highly qualified students with a unique opportunity of doing specialized academic work in the diverse, cultural expressions of humanities. Humanities is a program of study whose very basis is the dynamic interaction between text and context in historical and comparative perspective, and whose methodology is explicitly and systematically interdisciplinary. It thus draws upon the interdisciplinary interests and approaches of much contemporary scholarship which is increasingly informed by general theoretical frameworks and issues that cannot be contained within the bounds of conventional disciplines. Within these broad dimensions, the Graduate Program in Humanities addresses critical issues involving western and non-western humanist traditions in contexts that are both historical and contemporary. The program's mandate is to produce graduates equipped to utilize the rich tools afforded by interdisciplinary scholarship in humanities within a broad range of pursuits not only within a university setting but also outside it.

The program fields are:

- * comparative perspectives and cultural boundaries;
- * religion, values and culture; and,
- science, technology and culture.

These three fields represent the significant areas of teaching and research strength of York's Humanities faculty. The focus in each of the fields is the dynamic interaction between text and context.

COMPARATIVE PERSPECTIVES AND CULTURAL BOUNDARIES

This field stimulates students to think broadly and to formulate questions which require a synthetic, interdisciplinary approach through comparativist and crosscultural perspectives. Through these perspectives, students explore cultural documents across a variety of boundaries, including those of time, language, geography, nation, and region. By focusing on boundaries, students examine the processes and effects by which cultural texts—written, oral, and visual—are displaced from their original context, often with unexpected results. In the case of boundaries of time, for example, the comparativist perspective ranges across historical periods in order to study the changing roles played by the classical tradition in modern culture. A curricular example of this is the course **Humanities 6100 6.0**: Ancient and Modern: The Classical Tradition. Geographical, national and regional boundaries could include issues stemming from the relationship between Eastern and Western cultures, or between various ethnic cultures in North America and the dominant North American culture. Within the curriculum, an example would be Humanities 6101 6.0: Narratives of the Other: China and the West, where a comparativist perspective moves synchronically across culture in order to analyse the two-way process of cultural appropriation between East and West.

RELIGION, VALUES AND CULTURE

This field examines the complex ways in which texts express the interaction among religion, values, and culture. Of particular interest is the very nature of religion and the cultural values embodied in diverse religious traditions and expressions. Students focus on texts from one or more religious and/or philosophical tradition, as in the

course Humanities 6201 6.0: Jews and Christians Interpret the **Bible**. They are concerned with exploring, especially in modern or comparative contexts, the relationship between the values of traditional religions and those of secular culture. In Humanities 6200 6.0: Modern European Thought in Light of the Bible, for example, the emphasis is on the changing meanings of the Bible as it is interpreted by the readers and how the Bible transforms modernity itself. The courses in this field also examine different modes of culture-material, historical, social, institutional, symbolic, and intellectual—in light of ritual, faith, dogma, mysticism, spirituality, and the values embodied in and presupposed by religion.

SCIENCE, TECHNOLOGY AND CULTURE

This field explores science and technology as culture. Science and technology have produced their own cultures and traditionspractical and institutional, theoretical and ideological, textual and visual. But these cultures and traditions both emerge from and shape broader social and cultural realities. Such a contextualized understanding provides new and important ways for analyzing the character and historical development of the practices and claims of science and technology. Whereas scientific texts have in the past been seen as standing apart from their cultural roots in their embodiment of eternal truths about nature, courses such as Humanities 6300 6.0: Science and Popular Culture and Humanities 6301 6.0: Science Biography treat the authority of these texts as cultural constructions which change over time. Courses in this field draw upon a wealth of interdisciplinary scholarship common to both science studies and cultural studies, including historical analyses, analyses of the gendered nature of science, literary analyses of scientific texts, and analyses of material culture (from artifacts to social relationships). Issues critically examined include the processes by which science establishes its authority, the place of religion within science and science as religion, the representation of scientific knowledge by other groups (from political and environmental activists to artists and the popular media), the formation of scientific disciplines, and the relationships between science and popular culture.

MASTER OF ARTS PROGRAM

ADMISSION REQUIREMENTS

The deadline for applications is published on the Admissions website.

Applicants must have:

- ❖ an honours B.A. in an area relevant to graduate study in humanities, or its equivalent, with a grade average of at least B+ in the last two years of study;
- three letters of recommendation;
- * a statement of intention which provides a cogent rationale for undertaking interdisciplinary study of culture in humanities; and,
- ❖ a sample of written work relevant to graduate study in humanities.

DEGREE REQUIREMENTS

The MA program is a one-year program of study whose purpose is to introduce students to graduate study in humanities. It is open to qualified students who do not or may not plan to pursue graduate study in the humanities or in other professional degree programs beyond the MA and also to qualified students who plan or may plan to continue their studies in the humanities at the doctoral level or in other professional degree programs.

All MA candidates are required to develop a plan of study in which they provide an integrated, coherent rationale for their studies as they relate to their course work, participation in the humanities graduate seminar, and major research essay. The plan of study must demonstrate interdisciplinarity in the study of culture in humanities and be approved by the program director. A preliminary plan must be discussed with the graduate program director at the beginning of their first term, with the end of that first term as the deadline for a final plan approved by the director.

The faculty member adviser for all MA candidates is the program director, who is responsible for ensuring that students complete their degree requirements in timely fashion and for providing students with general academic advice (with regard, for instance, to preparing their major research essay, participating in the graduate humanities seminar, and applying for scholarships and teaching fellowships in subsequent years if they intend to continue their study after their MA).

1. Course Requirements

i. Students are required to take the equivalent of three full graduate courses consistent with their plan of study;

ii. at least two of the three courses must be in the Graduate Program in Humanities; and,

iii. one of the three courses may be a directed reading course (Humanities 5000 3.0 or 6.0), as approved by the program director.

Major Research Essay

Students are required to demonstrate in a major research essay their grasp of a subject within the interdisciplinary study of culture in humanities. The major research essay may be related to the work that students have done in one or more of their courses, but it must demonstrate independent research. It is normally to be completed by the end of the summer of the first year of study. The major research essay is formally evaluated and graded by two humanities faculty members chosen by the program director in consultation with the student. One of these faculty members serves as supervisor, the other as second reader.

3. Humanities Graduate Seminar

MA candidates are required to take part in a non-credit seminar.

TIME LIMITS

Full-time master's candidates are expected to complete degree requirements within twelve months and must complete in twenty-four months or revert to part-time status.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REQUIREMENTS

The deadline for applications is published on the Admissions website.

Applicants must have:

- ❖ MA degree with a grade average of at least B+ in an area relevant to undertaking doctoral study in humanities, or its equivalent;
- * three letters of recommendation:
- ❖ a statement of intention which provides a cogent rationale for undertaking interdisciplinary study of culture in humanities; and
- ❖ a sample of written work relevant to graduate study in humanities.

DEGREE REQUIREMENTS

The PhD program is a multi-year program of advanced graduate study whose purpose is the training of students to become highly qualified scholars in humanities. The program culminates in the preparation of a dissertation that makes an original contribution to scholarship in humanities. The program is open to qualified

HUMANITIES YORK UNIVERSITY FACULTY OF GRADUATE STUDIES 2007-2009 CALENDAR

students who want to obtain advanced scholarly training in the interdisciplinary study of culture in humanities.

All PhD candidates are required to develop a plan of study in which they provide an integrated, coherent rationale for their studies as they relate to their course work, presentation to the humanities graduate seminar, comprehensive examination and dissertation. The plan of study must demonstrate interdisciplinarity in the study of culture in a humanities context and be approved by both the student's supervisor and the program director. Candidates discuss their plans with the potential supervisors and the program director at the beginning of their first term, with the end of the year as the deadline for finalizing the plan.

All PhD candidates must have a faculty member supervisor as agreed upon by the student, the faculty member, and the program director by the end of their first year in the program. Faculty member supervisors are responsible for ensuring that students develop an integrated, coherent plan of study and complete their degree requirements in timely fashion and for providing them with general academic advice (with regard, for instance, to participation in the graduate humanities seminar, preparing for their comprehensive examination; applying for scholarships and teaching fellowships; writing their dissertation; attending and contributing to scholarly conferences and learning how to prepare scholarly papers for publication in learned journals; and undertaking a job search which may require the preparation of a detailed teaching dossier). Doctoral candidates are strongly encouraged to gain teaching experience as teaching assistants. They may also wish to make use of the resources provided by the Centre for the Support of Teaching and to meet the University Teaching Practicum requirements.

1. Course Requirements

- i. Students are required to take the equivalent of three full graduate courses consistent with their plan of study, as approved by their supervisor and the program director.
- ii. At least two of the three courses must be in humanities.
- iii. One of the three courses may be a directed reading course (Humanities 6000 3.0 or 6.0), as approved by the student's supervisor and the program director.

2. Comprehensive Examination

The objectives of the comprehensive examination are to prepare and qualify students to teach undergraduate courses in the areas examined and to equip students with the specialized knowledge they need to undertake research on their doctoral dissertation. The comprehensive examination is oral rather than written. Students are normally expected to take the examination at the end of their second or at the beginning of their third year of registration. Candidates are required to demonstrate comprehensive knowledge within the designated areas on the examination. Evidence of such comprehensive knowledge is assessed on the basis of the candidate's competence in providing answers to questions during the examination that address the material on the reading lists in relation to significant critical and theoretical issues. In the case of failure students are permitted to re-sit the examination only once, and the re-examination is to take place within six months of the date of the first examination. A second failure requires withdrawal from the program. The examination committee is composed of four faculty members: the program director or her/his representative; the student's supervisor; and two faculty members appointed to the Faculty of Graduate Studies (at least one of whom must be a member of the Graduate Program in Humanities) appointed by the director in consultation with the student and the supervisor.

Candidates for the doctorate must select two areas of study, the major and the minor. The comprehensive examination assesses the student's overall knowledge of both areas. The major area is a coherent and definable area of scholarship within one of the program

- comparative perspectives and cultural boundaries;
- * religion, values and culture; or
- science, technology and culture.

The major area is normally the broad area within which the dissertation is written and the area in which graduates would claim to be able to offer courses at the undergraduate survey level. The minor area is a more specialized subsection of the major area. The minor area covers the more specialized knowledge that students need to research and to write their dissertation. It is also the area in which graduates would claim to be able to offer upper-level courses or research seminars. The definition of the major and minor areas are determined by the director, the candidate and the dissertation supervisor and approved by the director at least six months before the qualifying examination. Students are required to prepare reading lists for both the major and minor areas of their comprehensive examination and to have them approved by their dissertation supervisors.

3. Language Requirement

There is no official language requirement, but students working in an area where the language is other than English must demonstrate to the members of their dissertation supervisory committee that they have the ability to read primary sources and secondary literature in that language.

4. Dissertation

Students are required to prepare a dissertation in which they make an original contribution to humanities scholarship in the interdisciplinary study of culture. The completion of the dissertation involves the following four steps:

- i. the establishment of a supervisory committee of three members, at least two of whom are members of the Graduate Program in Humanities. The third member may be appointed in a graduate program other than humanities;
- ii. the preparation of a dissertation proposal, which must be approved by the program director, the supervisory committee, and the Faculty of Graduate Studies, and formally presented to the program's standing dissertation advisory committee composed of both faculty members and students in the program;
- iii. the writing of a dissertation acceptable to the supervisory committee and in the end formally approved as examinable by the members of that committee;
- iv. the holding of an oral examination, centred on the dissertation and matters related to it, and presided over by an examining committee recommended by the program director for approval and appointment by the Dean of Graduate Studies (according to Faculty regulations on the dissertation examining committee).

5. Humanities Graduate Seminar

PhD candidates are required to take part in a non-credit seminar (the humanities graduate seminar) in their first year, including students who have participated in the seminar as candidates for the MA.

TIME LIMITS

Full-time students are expected to complete their studies within five to six academic years of admission. The Faculty time limit for the doctoral degree is 18 terms of continuous registration.

COURSES

Graduate humanities courses are two to three hour seminars. Normally three to five courses are offered in any one year, as well as some crosslisted courses. Students should consult the graduate program director to obtain detailed descriptions of course offerings for the next academic year. Courses may also be found on the Faculty and program's website.

GENERAL PROGRAM COURSES

Humanities 5000 3.0 and 6.0: Directed Readings for MA Students.

Permission of program director required.

Humanities 5001 0.0: Graduate Seminar for MA Students. The humanities graduate seminar is a non-credit course required of all MA and PhD students in their first year of study. All other students in the program are encouraged to continue their participation in the seminar as are all faculty members in the program.

The humanities graduate seminar provides students and faculty members in the program with the opportunity of meeting regularly throughout the academic year to address issues central to the interdisciplinary study of culture in humanities. A lively, ongoing forum for the exchange of ideas central to humanities, this seminar gives students exposure to a wide range of methodological and theoretical issues and problems fundamental to the study of humanities and provides them with a common context of discussion and interaction. The seminar meets every three weeks during the academic year, *i.e.*, five times in each of the fall and the winter terms. The themes of the seminar are tied directly into the courses being offered that particular year. Each course is responsible for conceptualizing and running one or two of the seminar meetings during the year.

Humanities 5002 0.0: MA Major Research Essay. The major research essay may be related to the work students have done in one or more of their courses, but it must demonstrate independent research.

Humanities 6000 3.0 and 6.0: Directed Readings for PhD Students.

Permission of program director required.

Humanities 6001 0.0: Graduate Seminar for PhD Students. The humanities graduate seminar is a non-credit course required of all MA and PhD students in their first year of study. All other students in the program are encouraged to continue their participation in the seminar as are all faculty members in the program.

The humanities graduate seminar provides students and faculty members in the program with the opportunity of meeting regularly throughout the academic year to address issues central to the interdisciplinary study of culture in humanities. A lively, ongoing forum for the exchange of ideas central to humanities, this seminar gives students exposure to a wide range of methodological and theoretical issues and problems fundamental to the study of humanities and provides them with a common context of discussion and interaction. The seminar meets every three weeks during the academic year, *i.e.*, five times in each of the fall and the winter terms. The themes of the seminar are tied directly into the courses

being offered that particular year. Each course is responsible for conceptualizing and running one or two of the seminar meetings during the year.

Humanities PhD Dissertation Research.

No course credit.

COMPARATIVE PERSPECTIVES AND CULTURAL BOUNDARIES

Humanities 6100 6.0: Ancient and Modern: The Classical Tradition. This course analyzes the changing roles which the classical tradition has played and continues to play in modern and now postmodern culture.

Humanities 6101 3.0: Narratives of the Other: China and the West Since 1900. This course examines the cultural preoccupations of texts of Sino-Western contacts from the Boxer Rebellion to the present day. Popular culture and the impact on Asian Americans and modern Chinese youth of the gender stereotyping in such texts are highlighted.

Students may not also receive credit for Humanities 6101 6.0.

Humanities 6101 6.0: Narratives of the Other: China and the West. This course examines the culturally different ways in which China and the West represent each other.

Humanities 6102 6.0: Rhetorics of Scholarship. This course explores the role of rhetorical strategies of traditional and alternative canons in the human sciences.

Humanities 6103 6.0: Writing Women in Korea: Translation and Cultural Change. This course investigates the relationship between the translation of foreign writing into Korean and the changing place of women in Korean cultural representations.

Humanities 6104 6.0: Comparative Diasporas and Multicultures of the Black Atlantic. This course explores comparative literary, musical, new media, visual art and film of the Black Atlantic. The course attempts to make sense of these materials to engage with contemporary conversations concerning the notion of cultural citizenship.

Humanities 6105 3.0: Attacks on and Defences of Literature. This course explores key debates and theoretical positions regarding the purpose and value of literature for the individual and society through an examination of select attacks on the defences of poetry and prose fiction from antiquity to the present. *Same as English 6895 3.0.*

Humanities 6106 3.0: Early Greece: The Dark Age to the Persian Wars. This course examines the early history of the Greeks. Topics will include the period of recovery after the Dark Age, literacy and orality, political, military, and social developments, the influence of other cultures, and the growth of Pan-Hellenic institutions. *Same as History 5032 3.0*.

Humanities 6107 3.0: Inventing Modernism: Place and Sensibility. This course explores the relation of Paris, a centre of cultural interchange, to the creation of early twentieth century modernist art and aesthetics. Issues such as displacement, exile, and immigration; primitivism; ethnicity and nationality; gender and sexuality; the interrelation of art forms, styles and community; and the impact of the First World War are discussed in the work of writers, visual artists and musicians, as well as how the historical memory of an art movement—and moment—is created.

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Humanities 6108 3.0: The Judean-Roman War, 66-73/4 CE. This course examines a pivotal conflict in Western history, the Judean revolt against Rome, which resulted in the destruction of Jerusalem. Reassessing the material and literary evidence illuminates Roman, Jewish, and Christian history and literature. *Same as History 5022 3.0.*

Humanities 6109 3.0: Cultural History of Europe, 1400-1800.

This course examines the intersection of literary theory, anthropology and social history, as they converge, in order to explicate the cultural history of Early Modern Europe. The course is an exploration in historical methods.

Same as History 5051 3.0.

Humanities 6110 3.0: Oral Narrative Discourse: Theory and Methodology. This course examines a variety of contemporary theories and methodologies employed in the analysis of oral narrative discourse in sociocultural contexts. Among others, these approaches include the ethnography of communication; narration as verbal art and performance; and the Labovian analysis of personal narratives.

Humanities 6111 6.0: Postcolonial Thought. This course reexamines the European intellectual tradition from the point of view of colonized and formerly colonized peoples. Focusing on Latin American, Caribbean, African on South Asian thought and culture, the course addresses the work of anti-colonial, postcolonial and diasporic thinkers.

Same as Social & Political Thought 6221 6.0.

Humanities 6112 3.0: Research in Life Writing Texts. This course explores gender and race through a historical and literary appreciation of the application of the Final Solution in Central Europe, 1939-1945. The course focuses on experiences of women and girls represented in narrative communities of Central European Jewry, and Roma and Sinti peoples.

Same as English 6901 6.0 and Women's Studies 6131 6.0.

Humanities 6113 6.0: City Texts and Textual Cities. This course analyzes the complex literary project of 'writing the city' from the 1840s to the late 1930s, and also examines 'the built environment' as it was surveyed and interrogated by sociologists, architects, urban planners and visual artists.

Same as English 6570 6.0.

Humanities 6114 3.0: The Classical Tradition in Canadian Architecture. An investigation into the classical tradition in Canadian architecture in which specific buildings serve as a springboard to explore the historical circumstances associated with this tradition in Western Civilization.

Humanities 6115 3.0: Straddling Modernity: Selfhood in Twentieth Century Japanese Literature Film and Art. A critical examination of the interaction between traditional East Asian and 'modern' constructions of subjectivity and the self, focused on late nineteenth and twentieth century Japanese literature, art and film. No prior knowledge is required, and comparative approaches are welcomed.

Humanities 6116 6.0: The Enlightenment Project. This course examines the challenge and critique of the eighteenth-century Enlightenment. In addition to familiarizing students with classic enlightenment writers and texts, this course shows how contemporary thinkers like Derrida, Foucault, Horkheimer, Adorno, and Lyotard have absorbed, engaged and contested the Enlightenment tradition.

Humanities 6117 3.0: Translation, Culture and Modernity. This course investigates the role of translation in the creation of culture in Canada. Exploring a wide variety of practices, beyond official bilingualism, it examines the ideas and values associated with translation, as well as multilingual creative projects. Knowledge of French is useful, but not a requirement. It is recommended that translation theory be taken as a prerequisite for this course.

Humanities 6118 3.0: The Multilingual City: Vernaculars, Hybrid Languages, Translation. This course investigates the translingual imagination on multilingual, cosmopolitan cities. At the intersection of translation studies, sociolinguistics, literary and urban studies, the course examines phenomena of globalization as they influence the language of cities.

Humanities 6119 3.0: Book Culture East and West. This course examines the history of the book, including publication history, and readership and authorship issues, in the Western World and East Asia.

Humanities 6120 3.0: Twentieth Century Revisionist

Mythmaking. This course examines revisionist mythmaking in twentieth century artistic practice, predominantly literature and film. In this version of the course, three particular revised classical myths are explored: Orpheus, Medea and Icarus.

Humanities 6121 3.0: The Humanist Tradition. This course examines the formation and development of the Humanist tradition from the Greeks to today with a concentration on early modern Europe. It highlights the philosophical and moral concepts that have been deemed determinative of Humanism.

Humanities 6122 6.0: Print Culture in East Asia. This course examines the development of print culture in China, Japan, Korea and Vietnam, as well as the technological, cultural, and economic aspects of print in comparative context, tracing shared developments and charting each country's distinct print trajectories.

Humanities: 6123 3.0 Greek Politics Under Roman Rule. This course uses both literary accounts and material remains to explore the range of responses by Greek-speaking elite of the eastern Mediterranean basin to Roman rule. The chronological scope is roughly from the middle of the second century BCE (with Polybius and the events leading up to the fall of Corinth) to the middle of the second century CE (to Plutarch, Aristides and Lucian), by way of several Hellenistic authors including Josephus of Jerusalem. Same as History 5030 3.0.

Humanities 6124 3.0: City as Cinema: Film and City Space. This course seeks to locate dialectic in the relation between the cinema and the city to discern how particular experiences of city space and temporality have been expressed in the non-liner narratives or decentred spaces of some recent films or in the very design of cinema screens and theatres.

RELIGION, VALUES AND CULTURE

Humanities 6200 6.0: Modern European Thought in Light of the Bible: Readings in Descartes, Spinoza, Kant, Hegel, Kierkegaard, and Nietzsche. This course examines the role that biblical thought plays in the development of modern European philosophy.

Humanities 6201 3.0: Jews and Christians Interpret the Bible.

This course examines the history of Jewish and Christian Bible interpretation, with particular emphases on the interplay between homiletics and the "plain" interpretation of Scripture, and on the intellectual contractions between Jews and Christians.

Students may not also receive credit for Humanities 6201 6.0.

Humanities 6201 6.0: Jews and Christians Interpret the Bible. This course examines the history of Jewish and Christian Bible interpretation, with a particular emphasis on the interplay between homiletics and the 'plain' interpretation of Scripture.

Humanities 6202 6.0: Religion and Post-Colonial Literatures. This course explores the representation of religion in post-Colonial literatures.

Humanities 6203 6.0: Tradition and Change: The Sefardic Experience, from Iberian Origins to Contemporary Times. This course explores problematics surrounding the concept of tradition as exemplified in Sefardic Jewish experiences in Spain, Europe, the Middle East, and North America.

Humanities 6204 6.0: Holocaust Narratives: Exploring the Limits of Representation. This course examines narrative representations of the Holocaust.

Humanities 6204 3.0: Holocaust Narratives: Exploring the Limits of Representation. This course examines the fictional and life-writing narrative representations of the Holocaust. Through close readings of a variety of texts including diaries, memoirs, novels and stories, the course looks at the place of atrocity and loss in shaping memory and writing history.

Humanities 6208 3.0: Religion and Post Colonial Cultures.

This course examines the roles of the religious in Englishlanguage postcolonial cultures, and focuses upon representations of Christianity's functions as the handmaiden of British colonial and imperial expansion, of indigenous spiritualities, and of relations between indigenous, settler and new-immigrant religious cultures.

Humanities 6209 6.0: Jews and Christians in the Roman World. This course explores at an advanced level the relations between Jews and Christians until the recognition of Christianity by Roman rulers in the fourth century. Close attention is paid to questions of method, including historiography, nomenclature, taxonomy and rhetoric.

Humanities 6210 3.0: Faith and Politics in the Middle Ages. Does God have politics? Are politics a human evil or divine good? This course explores these questions from the perspective of medieval Christian, Muslim, and Jewish thought on the ideal and actual relation between Spiritual and temporal powers.

Humanities 6211 3.0/6.0: Social and Cultural History of Religion in Canada. This course examines from a broad social and cultural perspective the history of religion in Canada. It encompasses a wide variety of religious beliefs and practices and is especially concerned with the relationship among religion, ethnicity, race, gender and class.

Humanities 6212 3.0: The Birth of Monotheism and Biblical Religions. This course examines the gradual religious developments in the Bible and its world that eventually were to lead to the birth of an exclusivist monotheistic conception of deity by the mid-sixth century BCE.

Humanities 6213 3.0: The Conflict of Religion. This course examines religions controversy and debate in the Mediterranean world from c. 50 BCE to *circa* 350 CE, with special attention to the transition from traditional 'pagan' religion to Christianity. *Same as History 5025 3.0*.

Humanities 6214 3.0: Poetics and Ontology. This course explores the poetry of Wallace Stevens with the aim of showing

that it works through critically important ontological distinctions whose elucidation demands a systemic exploration of the religiophilosophical traditions, both Greek and biblical, to which it is heir.

SCIENCE, TECHNOLOGY AND CULTURE

Humanities 6300 6.0: Science and Popular Culture. This course explores the rich interaction between science and popular culture in the modern world.

Humanities 6300 3.0: Science and Popular Culture. This course examines the relationship between science and popular culture from the nineteenth century until the present, exploring the structure, meanings, and implications of 'popular science.' Topics include the popularization of science for children and public communication of science through the mass media.

Humanities 6301 6.0: Science Biography. This course examines the contending narratives within the genre of scientific biography.

Humanities 6302 6.0: Culture and Technology. This course analyzes the complex ways in which technology, in shaping culture, is in itself shaped by culture.

Humanities 6303 6.0: Philosophies of Nature: Critical Approaches of the Enlightenment and Romanticism. This course examines philosophies of nature of the Enlightenment and Romantic period in relationship to developing notions of critique. The course sets these philosophies of nature in the context of contemporary scientific and philosophical debates, but also considers their current relevance.

Humanities 6304 3.0: Future Cinema. This course examines the shifts from traditional cinematic spectacle to works probing the frontiers of interactive, performative and networked media. *Same as Film 5245 3.0 and Communication & Culture 6507 3.0.*

Humanities 6305 3.0: Historical Perspectives on Women and Nature. A study of historical ideas about women and nature, with special reference to work by women in relation to nature in Europe and North America, up to and including the nineteenth century. Topics include metaphor and cultural associations/representations, the development of science culture, nature writing and popular science writing, gardens and landscape, and visual representations in art. *Same as English 6052 3.0, Environmental Studies 6139 3.0 and Women's Studies 6303 3.0.*

Humanities 6306 6.0: The Wired World: Philosophy, Technology, and Communication. This course explores the intersection of philosophical thought with communication and information technology. It considers both the importance of philosophical foundations for contemporary studies of technology as well as the philosophical implications of advances in contemporary communication technology.

Humanities 6307 3.0: The Ends of Enlightenment: Critical Philosophy and the Philosophy of Nature. This course examines the notions of critical philosophy and the philosophy of nature that developed at the end of the Enlightenment. The course will be centered on Kant, but will also examine twentieth - century critical readings of Kant and Enlightenment notions of Critical Philosophy. Same as Social & Political Thought 6132 3.0.

Humanities 6309 3.0: Essays in the Philosophy of Freedom: Kant, Schelling, Heidegger and Zizek. This course examines

important texts on the philosophy of human freedom in Modern continental philosophy from the late eighteenth to late twentieth centuries. It focuses on essays by Kant, Schelling, Heidegger and Zizek, in which the later essays interrogate the earlier essays.

Humanities 6310 6.0: Contexts of Victorian Science. This course focuses on nineteenth century British and European science and its social, political, cultural and intellectual contexts. *Same as History 5830 6.0*.

Humanities 6311 3.0: Knowing Dreaming. How has dreaming been constituted as both experience and evidence in Western culture?

Taking scientific, medical, religious, literary, and visual materials as examples, this course examines the variety of 'knowing dreaming' that have evolved since antiquity.

Same as History 5720 3.0.

Humanities 6312 3.0: Interactions Between the Natural, Human and Historical Sciences. This course examines the relationship between the natural and the human sciences by studying the ways in which historical thinking has been applied to nature, specifically in natural history, geology, and aspects of biology, administration and economics.

Same as History 5850 3.0.

Interdisciplinary Studies

S718 Ross Building gradinst@yorku.ca

(416) 736-5126 http://www.yorku.ca/intrdisp

GRADUATE FACULTY MEMBERS

This unique program draws as necessary on all available faculty at York who are eligible to teach at the graduate level. Members of the faculty participate according to the range of expertise and interest required by the specific interdisciplinary topics proposed by individual students.

Graduate Program Director

JAMIE SCOTT

Executive Committee

BOB ADOLPH

CAROLE CARPENTER

MATTHEW CLARK

KEVIN DOWLER

Susan Ehrlich

Douglas Freake

CHRISTOPHER INNES

MARLENE KADAR

ELIZABETH SEATON

YVONNE SINGER

HARRY SMALLER

PENNI STEWART

PATRICK TAYLOR RICHARD TELEKY

TIM WHITEN

RENATE WICKENS

BELARIE ZATZMAN

The Interdisciplinary Studies master's program is intended to encourage studies of an interdisciplinary nature. It provides students with an opportunity to pursue independent, innovative research which bridges disciplinary categories. Each student works closely with scholars in fields related to a research topic. There is a wide range of interdisciplinary topics which may be proposed for study, including combinations which embrace fine arts and the sciences, the social sciences and humanities and law. Successful application depends on the viability of the topic proposed and the availability of supervisors and resources.

MASTER OF ARTS PROGRAM

APPLICATION PROCEDURE

Students should apply as early as possible because places are limited, and because much time is required to set up a coherent, individualized program of studies. Applicants will be expected to accept or decline admission within one month of the date of the offer of admission. Application forms and further information, including deadlines, is available online, or may be obtained from the Graduate Admissions Office, P.O. Box GA2300, Bennett Centre for Student Services Centre, York University, 4700 Keele Street, Toronto, Ontario, M3J 1P3, Canada; telephone: (416) 736-5000.

Where possible, applicants are expected to meet with the Program Director to discuss their proposals, at S719 Ross Building, York University, 4700 Keele Street, Toronto, Ontario, M3J 1P3, Canada. Further enquiries may be directed (416) 736-5126; fax: (416) 650-8075; or gradinst@yorku.ca.

ADMISSION REQUIREMENTS

To be considered for admission as a candidate a student must have an honours degree from a recognized university, with an A or B+ standing or with equivalent qualifications. In consideration of acceptable qualifications, evidence of satisfactory studies and/or other relevant experience, portfolios of work, letters of recommendation, and results of tests are taken into account. Applicants are required to submit a draft thesis proposal that integrates three fields of study, and a list of graduate faculty members who are willing to serve on the supervisory committee. See the general admission requirements in the Faculty Regulations for further information.

Between the time of the student's application for admission and registration as a candidate, the program director will preside over the formation of a supervisory committee of three members of the graduate Faculty selected according to the academic interests of the student. The supervisory committee and the student together plan an appropriate program of study. Each student's plan of work must be approved by the supervisory committee before registration.

No student may work towards a degree in any single subject through the Interdisciplinary program; if the student's interests fall within the range of established programs of a disciplinary nature, the application will be referred to the relevant admissions committee.

DEGREE REQUIREMENTS

MA Degree by Thesis

To ensure coherence in a candidate's studies and a sufficient integration of the various fields, a thesis on an interdisciplinary topic will be the focus of the student's program. The thesis should demonstrate the candidate's originality and understanding of the area of investigation.

Apart from the thesis, candidates must fulfil the following requirements:

- (a) Successfully complete two full courses, or the equivalent, at the graduate level selected in consultation with the supervisory committee. In certain cases one of these courses may be a directed reading course.
- (b) Participate in regular discussions on their specific areas of study with their supervisory committees. These discussions fulfil a similar function to that of an interdisciplinary seminar, and are graded as a regular course.
- (c) Normally all students enrolled in the program must meet with their supervisors at least once a month and with the full supervisory committee at least once each term.

TIME LIMITS

Candidates registered as "full-time" in their first year will normally be expected to complete the requirements for the MA in Interdisciplinary Studies within two years. Those registered "part-time" in their first year will normally do so in three years. For an extension of these time limits, students must petition the program and the Faculty of Graduate Studies.

LANGUAGE AND COGNATE REQUIREMENTS

There is no foreign language requirement for the MA in Interdisciplinary Studies, but a candidate's supervisory committee may require the candidate to demonstrate a reading knowledge of such languages as are necessary to enable the student to use the major secondary and primary sources relevant to the thesis. When appropriate, other skills or preparatory courses (*e.g.*, statistics, computer science, research methods) may be required in addition to other course requirements.

COURSES

Since plans of work are built around students' special interests, each candidate's program of study will be different. The Graduate Program in Interdisciplinary Studies itself does not offer formal courses, but it does require students to enrol in Interdisciplinary Studies 5000 6.0: Interdisciplinary Seminar and participate in the colloquia series. Candidates are eligible to register in any courses in other graduate programs, dependent on the consent of the director of the course in question, and will be expected to select courses relevant to their plans of study in consultation with their supervisory committee.

A list of the program's course rubrics may be found on the Faculty and program websites.

Interdisciplinary Studies 5000 6.0: Interdisciplinary Seminar.

This course comprises the discussions conducted by the candidate's supervisory committee, focusing on the candidate's research area. This course is designed to integrate the knowledge gained in other graduate programs' courses.

Required of all candidates.

Interdisciplinary Studies 5010 6.0 or 5010 3.0, 5020 6.0 or 5020 3.0, 5040 6.0 or 5040 3.0, 5050 6.0 or 5050 3.0: Directed

Reading. A student or a group of students may request permission from the Graduate Program Director to take a directed reading course with a faculty member in any area not covered elsewhere by courses offered in the Graduate Faculty in a particular year. Students may not take more than one reading course with the same faculty member.

Interdisciplinary Studies 5030 6.0 or 5030 3.0: Practicum.

The acquisition of specialized skills, the mastery of mechanical techniques or of the principles of a particular discipline; and supervised experience in applying these to a candidate's area of studies.

Interdisciplinary Studies: MA Thesis Research.

No course credit.

COLLOQUIA

In addition to the course work, each student is expected to prepare and present a colloquium related to his/her research and to attend those offered by other students in the program. Normally, the colloquium is delivered in year 2 (full-time students) or year 3 (part-time students).

KINESIOLOGY & HEALTH SCIENCE 341 Bethune College

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GRADUATE FACULTY MEMBERS

Professor and Director of the Graduate Program

Barry Fowler

Canada Research Chairs and Professors

David Hood JOEL KATZ

Canada Research Chair and Associate Professor

Douglas Crawford

Professors

Enzo Cafarelli CAROLINE DAVIS NORMAN GLEDHILL FRANCES WILKINSON GILL WU

Associate Professors

IMOGEN COE Lucia Gagliese Tara Haas JANE IRVINE MICHAEL RIDDELL PAUL RITVO Lauren Sergio

Assistant Professors

CHRIS ARDEN JOSEPH BAKER ROLANDO CEDDIA MICHAEL CONNOR DOROTA CRAWFORD Mazyar Fallah WILLIAM GAGE SHERRY GRACE Mazen Hamadeh TREVOR HART THOMAS HAWKE Denise Henrioues ALISON MACPHERSON Anne Moore Parissa Safai Hala Tamim

Adjunct Professors

FRED BUICK LIANE GINSBURG LEONARD GOODMAN PETER KEIR TOM McLellan SHAWN RHIND

The Graduate Program in Kinesiology & Health Science offers a program leading to a PhD degree (by research dissertation). In addition, the program offers courses of study leading to a 24-month research master's degree (MSc or MA), and a 16-month coursework only specialisation in fitness (MSc).

AREAS OF RESEARCH

MSc, MA and PhD Research Degrees

The Graduate Program in Kinesiology & Health Science offers courses, research training and professional training leading to MSc, MA and PhD degrees. Choice of the MSc or MA for the research degree is determined by the background of the student, the research focus of the supervisor and the choice of courses. The PhD degree is research intensive in the fields of integrative physiology of exercise, neural and biomechanical control of movement, and health and fitness behaviours. The program offers opportunities for advanced study for students from areas such as kinesiology, biology, psychology, biomechanics, ergonomics and epidemiology. Further information on faculty research areas within these fields can be found in the research strengths section below.

MSc Course Work Only Fitness Specialization

A coursework-only MSc in fitness is available which prepares students for a variety of careers including: private consulting, sport and occupational fitness applications, and exercise management for persons with chronic diseases or disabilities.

RESEARCH FACILITIES

The three general research areas are supported by well-equipped laboratories in which students carry out their research. Equipment in the laboratories studying the integrative physiology of exercise include centrifuges, spectrophotometers, a large molecular biology facility, DNA sequencing access, dark- and coldrooms, cell culture facilities, equipment for the study of in vivo muscle function and biochemistry, thermal cyclers, and electrophoresis equipment. Laboratories studying health and fitness behaviours have oxygen and carbon dioxide analysers, gas mass spectrometers, acid-base status, cycle ergometers, treadmills, and equipment for cardiovascular reactivity testing. Laboratories studying neural and biomechanical movement control have equipment for recording mechanical and electrical properties of muscle, event-related brain potentials, eye and limb motion tracking, force/torque transducers, workplace simulation, single-cell neural activity, and transcranial magnetic stimulation effects. In addition, faculty members have access to brain imaging facilities at both the Toronto Hospital for Sick Children and the John P. Robarts Research Institute. Facilities are also available at the University Health Network, (Toronto General Hospital and Toronto Western Hospital Sites), and Cancer Care Ontario. All students have available to them computers with statistical and word processing software, as well as internet and email access. The Scott Library and Steacie Science Library, which house extensive collections of journals and books, are located on the main York University campus.

RESEARCH STRENGTHS

General areas of faculty interest are listed below, grouped by the three fields of research. The specific interests of each faculty member are listed on the program webpage. Students must have the consent of a supervising faculty member with whom they will work closely and faculty members should be contacted directly for details about their research.

Kinesiology & Health Science YORK UNIVERSITY FACULTY OF GRADUATE STUDIES 2007-2009 CALENDAR

Integrative Physiology of Exercise

- * cardiovascular, neuromuscular and molecular muscle physiology
- * respiratory/exercise physiology
- * thermal regulation
- endocrinology and metabolism
- ❖ vascular biology/cell signaling

Neural and Biomechanical Control of Movement

- * neuromotor control/eve-hand coordination
- * visual perception/attention/sensorimotor integration
- * molecular neuroscience
- * ergonomics/occupational biomechanics
- * biomechanics of disease and injury

Health and Fitness Behaviours

- ❖ health psychology (eating disorders/behavioural cardiology/pain and aging/cancer prevention and treatment)
- epidemiology (physical activity and fitness, childhood injuries, chronic disease and aging, maternal and child health)
- * rehabilitation of clinical populations
- health and sport

MASTER OF ARTS PROGRAM/MASTER OF SCIENCE PROGRAM

APPLICATION PROCEDURE

Students should apply as early as possible because enrolment is limited and first preference will be given to applications received by the deadline specified in the material provided by the Graduate Admissions Office. Applicants will be expected to accept or decline admission within one month of the date of the offer of admission. Application forms and further information may be obtained from the Graduate Admissions Office, P.O. Box GA2300, York University, 4700 Keele Street, Toronto, Ontario, M3J 1P3, Canada (416) 736-5000. Web site and online application package:

http://www.yorku.ca/admissio . Applicants are encouraged to contact members of the graduate faculty directly for details about their research and specific interests before submitting an application.

ADMISSION REQUIREMENTS

To be considered for admission to the Faculty of Graduate Studies, a student must be a graduate of a recognized university, with at least a B+ standing in the last two years of study, or with qualifications accepted as equivalent by the Senate Committee on Admissions. In addition, students must have a strong background in one or more of these areas: physiology, psychology, neuroscience, biomechanics, biochemistry, epidemiology and molecular biology, depending on their area of interest. The Kinesiology & Health Science Graduate Committee will review the candidate's application and make recommendations to the Faculty of Graduate Studies. Applicants who cannot present an honours degree or its equivalent may be required to complete a makeup year at the undergraduate level with the supervisor's guidance. Please note that successful completion of a makeup year does not guarantee admission to the graduate program.

DEGREE REQUIREMENTS

Subject to the supervisor's approval, candidates for the MA and the MSc research thesis degrees will be required to complete the equivalent of two full graduate courses, one of which must be Kinesiology & Health Science 6010 3.0 or 6020 3.0. In addition, students must take the graduate seminar (Kinesiology & Health Science 6210 3.0); the practica (Kinesiology & Health Science **5400 3.0** and **5410 3.0**), up to 10 hours per week for 26 weeks; and complete a thesis or a research paper. Students choosing the research paper option (available only in exceptional circumstances) will also have to take one additional half course selected in consultation with the student's supervisor that is relevant to the course of study. Students in the MSc coursework only specialization in fitness will be required to complete three full course equivalents, in addition to the practica (Kinesiology & Health Science 5400 6.0 and 5410 6.0).

The research thesis practica, Kinesiology & Health Science 5400 **3.0** and **5410 3.0**, involve 10 hours per week for 26 weeks and are normally taken in Fall/Winter and Winter/Summer of the first year. Practicum work is limited to the training necessary for students to carry out their thesis research successfully, and may involve such activities as library research, conducting and assisting in experiments, data analysis and the preparation of written reports.

Non-thesis option MSc students in the coursework only option practica, Kinesiology & Health Science 5400 6.0 and 5410 6.0, are required to complete an average of 10 hours per week for 52 weeks of supervisor- directed laboratory and/or field experience for each of the two practica. The practica are normally taken in the Fall/Winter and Summer/Fall sessions over the 16-month program. Practicum work involves laboratory and field experience in research projects or fitness assessment/exercise counselling. It may involve such activities as library research, data analysis, writing reports and/or conducting assessments on populations such as elite athletes, with applications from physically demanding populations to the general public.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REQUIREMENTS

All entering students shall have: 1) at least a B+ standing in their last two years of study, 2) completed courses equivalent to those required for the current MSc/MA thesis degree in Kinesiology & Health Science at York, 3) a faculty member available for supervision and 4) been assessed as suitable for PhD level study by the Kinesiology & Health Science Graduate Executive Committee. The latter decision shall be based on such evidence as letters of reference, the applicant's written statement and the applicant's research and academic record. In addition, the Committee shall ensure that sufficient funding is available to the student by reviewing available funding sources, including teaching and graduate assistantships, external scholarships, as well as funds provided by the supervisor. If the candidate is admitted with specified academic deficits, these shall be made up in the first year of doctoral study and shall not count towards required courses for the PhD.

DEGREE REQUIREMENTS

All candidates for the PhD degree program must fulfil the following requirements:

Courses

(a) Students shall complete Kinesiology & Health Science 7200 3.0 and 7210 3.0: PhD Graduate Seminars and their own Dissertation Research; and at least two half courses at the 6000 level. If the student has been awarded a master's degree from Kinesiology & Health Science at York University, or has been internally promoted from the master's into the PhD program, then these courses can either be from within or outside the Kinesiology & Health Science program.

In all other cases, at least one course must be from within the Kinesiology & Health Science program. The selection of elective courses shall be approved by the supervisor and supervisory committee. Additional course(s) may be taken as required by the supervisor and supervisory committee. Candidates must demonstrate to their supervisory committee a satisfactory knowledge of statistical and/or computational techniques insofar as these techniques are deemed necessary for the conduct of their research.

- (b) Within 12 months (3 terms of registration) of entering the PhD program, the supervisory committee shall be formed and the student shall submit to the graduate program office an outline of the required and elective course work to be completed prior to graduation. The required and elective course work shall be determined by the supervisor in consultation with the student. Notwithstanding the 12 month time period mentioned above, the expectation is that students will enrol in courses prior to this deadline.
- (c) Students shall complete Kinesiology & Health Science 7200 3.0 and 7210 3.0: Graduate Seminars by attending scheduled colloquia and seminars during the first two years of their studies. The courses shall be graded on a pass/fail basis by the faculty member responsible for the seminar series. The content shall include visiting speakers, faculty and student presentations, as well as topics such as ethics, job preparedness, grant applications, and career options. Students shall give a presentation on their research at least twice during their tenure in the program, once during the proposal stage of their research and once at a later stage. These presentations shall be taken into account by the supervisory committee when assessing research progress in their **Dissertation Research**.

2. Comprehensive Examination and Dissertation **Proposal**

Within 28 months of entering the PhD program, students shall successfully complete the comprehensive examination. In the case of students transitioning from the master's to the PhD in Kinesiology, this period may be reduced to 12 months. Students expecting to complete their comprehensive examination within this period should form a supervisory committee immediately upon entering the PhD program. The comprehensive examination will involve an in-depth review of three separate areas and its purpose is to determine that the student has sufficient mastery of these areas to continue in the program. The first area shall focus on the dissertation proposal. The remaining two shall be concerned with two cognate areas chosen by the supervisory committee in consultation with the student. Cognate areas shall be chosen so as to contribute to the student's overall knowledge of their area of specialization, without being directly related to the dissertation proposal. These choices shall be made at a meeting between the parties as soon as the supervisory committee is formed in order to provide the student with the lead time necessary to meet the 28 month deadline. This meeting must take place within 20 months of entering the PhD program. Members of the supervisory committee are expected to provide guidance and resources in the development of a detailed plan of study for the student. For the purposes of this examination, at least one other faculty member, approved by the Graduate Program Director, will join the supervisory committee to form the comprehensive examination committee. The examination shall be comprised of written and oral portions, as follows:

Written

- ❖ Preparation of a double-spaced 15 to 20 page research project description, as part of a larger proposal and formatted as an external grant application appropriate to the field of speciality, including budget;
- ❖ Preparation of two papers, one in each cognate area, which shall be no less than ten double-spaced pages (excluding references).
- ❖ The three papers shall be provided to all members of the comprehensive examination committee by the student at least fourteen days prior to the oral portion of the examination.

Oral

❖ The comprehensive examination committee shall examine the student on the three areas specified above, using the three papers submitted by the student as the basis for the examination. The three areas shall be graded separately on the basis of the student's combined performance on the written and oral portions of the examination by majority vote of the comprehensive examination committee. If a pass is not obtained in each area, then the opportunity shall be provided to be re-examined in that area within three months, as specified by the comprehensive examination committee. A student who fails to secure a pass upon re-examination shall be required to withdraw from the program.

Kinesiology & Health Science

3. Student Evaluation and Graduation Criteria

Progress shall be evaluated by means of the Student Progress and Evaluation Form in accordance with the "Graduate Student Evaluation" section of the current program regulations. In addition to maintaining satisfactory evaluations throughout the course of study, the student shall submit and defend a dissertation based on research which demonstrates their independence, originality and understanding of the area of study at an advanced level. By the time of the defence, there is the strong expectation that the student will have had accepted for publication in a peer-reviewed journal at least one principal-authored manuscript stemming from their PhD research.

COURSES

Not all courses are offered in any one year. Courses offered in a particular session will be announced by the program. Courses may be found on the Faculty and program websites.

REQUIRED COURSES

Kinesiology & Health Science 5400 3.0 and 5410 3.0: Master's **Practica**. Up to 10 hours per week of supervisor-directed laboratory and/or field experience.

Kinesiology & Health Science 5400 6.0 and 5410 6.0: Non-Thesis Master's Practica. Non-thesis option MSc students are required to complete an average of 10 hours per week for a total of 250 hours of supervisor-directed laboratory and/or field experience for each of the two practica.

Kinesiology & Health Science Master's Research Thesis. The candidate shall submit and defend a thesis embodying the results of an investigation carried out by her/him, under supervision, showing independence of thought and demonstrating the candidate's ability to carry out research in the field concerned. No course credit.

Kinesiology & Health Science 6010 3.0: Univariate Analysis and Design. The course covers common univariate methods, principles of experimental design, an introduction to multivariate analysis and the use of STATISTICA for conducting these analyses. The scope of the course extends to the analysis of variance and covariance, multiple comparison procedures, regression analysis, considerations in the design of experiments, paper critiques and the refereeing process. Prerequisites: An introductory course in statistics and demonstrated competence in basic statistical procedures.

Kinesiology & Health Science 6020 3.0: Multivariate Analysis and Design. Epidemiological and analytical methods are introduced and applied to a database. This course covers basic database design, and guidelines for confidentiality and privacy. Particular attention is paid to the principles and application of multivariate statistical methods for data analysis.

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Kinesiology & Health Science 6210 3.0: Graduate Seminar.

Seminars include student presentations of thesis proposals and thesis research, and presentations by faculty and visiting speakers.

Kinesiology & Health Science PhD Dissertation Research. No course credit.

Kinesiology & Health Science 7200 3.0: PhD Graduate Seminar, Part I. Seminars include student presentations of dissertation proposals and dissertation research, and presentations by faculty and visiting speakers.

Kinesiology & Health Science 7210 3.0: PhD Graduate Seminar, Part II. Seminars include student presentations of dissertation proposals and dissertation research, and presentations by faculty and visiting speakers.

ELECTIVES

Kinesiology & Health Science 6140 3.0: Personality, Motivation and Stress: Relationships to Exercise and Health. Critical issues in the study of personality, motivation and stress in exercise and health.

Prerequisite: An introductory course in experimental psychology or its equivalent.

Kinesiology & Health Science 6141 3.0: Chronic Pain and Health: A Critical Multidisciplinary Analysis. This course provides an in-depth analysis of chronic pain, pain management and the impact of pain on health and quality of life. Topics include pain theories, mechanisms of pain, assessment, coping, and treatment. Several controversial topics, such as psychogenesis of pain and fibromyalgia, are explored in detail. Each topic is discussed from the perspective of various disciplines including psychology, physiology, physical therapy, occupational therapy, and rehabilitation medicine. The course incorporates theoretical, empirical, and clinical materials.

Kinesiology & Health Science 6142 3.0: Cognition, Emotion and Behaviour Change in Health and Disease. This course examines the independent and interactive influence of cognitive, emotional and behavioural changes on health status in healthy and ill individuals. Emphasis is placed on empirical findings specific to cancer, cardiovascular, infectious and neurological disease related to etiology, prevention, treatment and adaptation. Topics include cognitive and emotional effects on immuno-competence, the effects of negative cognitive and emotional states on organ deterioration, reactivity to communicated and perceived disease risk and cognitive-emotional interventions designed to prevent disease and promote health-oriented behaviour change.

Kinesiology & Health Science 6143 3.0: Current Issues in Health Psychology. The goal of this course is to present an overview of current topics in health psychology. The course is intended to expose graduate students to some of the current theoretical and practical issues in the field of health psychology. Same as Psychology 6455 3.0.

Kinesiology & Health Science 6144 3.0: Behavioural Cardiology and Cardiac Rehabilitation. This course examines the secondary prevention of cardiovascular diseases from a psychosocial and health services lens. Major emphasis is placed on cardiac rehabilitation, and individual, physician and health system determinants of referral and participation.

Same as Psychology 6425 3.0.

Kinesiology & Health Science 6145 3.0: Vision Health and Visual Disability. This course examines vision health and visual disability

throughout the lifespan. Topics include developmental visual disabilities, blindness and visual disability from an international perspective, and vision and aging.

Same as Psychology 6276 3.0.

Kinesiology & Health Science 6150 3.0: Topics in Motor Function and Dysfunction. This course reviews fundamental concepts in motor control, and surveys the role of different cerebral cortical areas in controlling voluntary movements. Data from experimental and patient studies are used to illustrate the motor function of different brain regions.

Prerequisite: Intermediate motor control/motor learning course, or introductory neuropsychology course, or permission of instructor. Same as Biology 5137 3.0 and Psychology 6235 3.0.

Kinesiology & Health Science 6152 3.0: Shaping Action: The Role of Sensory Information in Motor Learning. This course provides an in-depth look at how the motor control systems of the brain shape themselves through learning using sensory feedback. Same as Psychology 6277 3.0.

Kinesiology & Health Science 6153 3.0: Brain and Behaviour: Cognitive Systems. This course examines cognitive systems that guide our awareness, behaviour, and mental capacity. Major emphasis is placed on attentional systems and the study of consciousness.

Kinesiology & Health Science 6160 3.0: Spatially Coordinated Behaviour. This course deals with the spatial aspects of perception, cognition, and motor control. Behavioural computational, and physiological models are used to understand internal representations of space, and the transformations between these representations. Specific topics include spatial vision and proprioception; eye, head, and arm movements; sensory consequences of movement, spatial updating, and eye-hand coordination; spatial working memory, and the integration of visual perceptions across eye movements. Prerequisite: undergraduate courses in perception, motor control, or systems neuroscience.

Same as Psychology 6260A 3.0 and Biology 5135 3.0.

Kinesiology & Health Science 6161 3.0: Perception and Action.

This course looks at some of the biological and neurophysiological principles that underlie the representation of the spatial world and the sensory and motor processes with which we interact with the world. Specific examples of the realization of general principles are drawn from how we know about and control our own movements, including control of eye and head movements, reaching and pointing and locomotion and navigation. The course considers how various senses are transduced, coded, centrally represented and eventually converted into action.

Same as Biology 5136 3.0 and Psychology 6265 3.0.

Kinesiology & Health Science 6300 3.0: Cardiovascular Systems in Health and Exercise. An in-depth study of the cardiovascular system during exercise and disease, including an examination of current research.

Prerequisites: York undergraduate course Kinesiology 4010 3.0: Physiology of Exercise or equivalent.

Students may not also receive credit for York undergraduate course Kinesiology 4450 3.0.

Same as Biology 5130 3.0.

Kinesiology & Health Science 6301 3.0: Vascular Biology in Health and Disease. Understanding the cellular composition and function of the vascular system provides the basis for discussing the processes of angiogenesis, atherosclerosis, inflammation and

ischemia-reperfusion injury with an emphasis on current advances in pharmacological and genetic therapies.

Same as Biology 5134 3.0.

Kinesiology & Health Science 6310 3.0: Advanced Respiratory Physiology in Health and Exercise. An examination of salient research on the respiratory system in relation to health and exercise, including an exposure to relevant laboratory techniques. Prerequisite: York undergraduate course Kinesiology 4010 3.0: Physiology of Exercise or equivalent.

Same as Biology 5132 3.0.

Kinesiology & Health Science 6320 3.0: Stem Cells and Tissue Regeneration. This course examines the characteristics that define adult stem cells, their molecular regulation and their role in hypertrophy and tissue regeneration. The role of stem cells in myopathic disease states and current strategies for treatment is also examined.

Same as Biology 5133 3.0.

Kinesiology & Health Science 6330 3.0: Molecular and Therapeutic Aspects of Cancer. This course serves as an introduction to cancer and an in-depth look at the major mechanisms that underlie tumour development and disease progression. Various cancers are covered, including current therapeutic strategies and research directed at improving disease outcome.

Kinesiology & Health Science 6340 3.0: Physiological, Molecular, and Nutritional Aspects of Obesity. The goal of this course is to provide an in depth understanding of how the body obtains fuels from foodstuffs, the concept of energy balance, and the integration of central and peripheral signals that regulate food intake and whole-body energy homeostasis. Also discussed are the metabolic responses to dietary manipulation (energy restriction and surplus) and to increased energy expenditure through different modes of exercise (aerobic and resistance training), either in normal or obese subjects.

Kinesiology & Health Science 6360 3.0: Advanced Human Physiology: Endocrinology. An overview of human endocrinology at the physiological, biochemical and molecular levels, with an emphasis on health, disease, exercise and adaptation. Prerequisite: York undergraduate course Kinesiology 4010 3.0: Physiology of Exercise or equivalent. Integrated with the undergraduate course Kinesiology 4448 3.0.

Kinesiology & Health Science 6370.03: Advanced Exercise Physiology I: Muscle. Advanced topics in muscle exercise physiology and biochemistry, including energy metabolism, fatigue, gene expression, adaptations to exercise and training. Applications to disease states and discussions of original research articles in exercise physiology.

Prerequisite: York undergraduate course Kinesiology 4010 3.0: Physiology of Exercise or equivalent. Same as Biology 5139 3.0.

Kinesiology & Health Science 6381 3.0: Biomechanics of Human Movement for Injury and Rehabilitation. This course will provide an in-depth study of the biomechanics of human movement including an assessment of current research. Topics include measurement and analysis techniques, muscle modeling, and link segment modeling and analysis. Examples will be taken from normal and pathological movements. The relationship between the mechanical properties of human tissue and the loads placed on them with regard to injury potential will be emphasized.

Kinesiology & Health Science 6391 3.0: Advanced Exercise Physiology/Therapy for Chronic Diseases. This course will provide an overview of the extensive use of exercise and physical activity in the evaluation and treatment of a variety of chronic diseases and disabilities. Topics to be covered include the influence of cardiovascular, respiratory and metabolic diseases on the physiological responses to acute exercise. In addition, an in-depth exploration of the experimental evidence concerning the benefits of exercise training on these disease conditions will be conducted.

ADDITIONAL COURSES

Kinesiology & Health Science Research Paper. The candidate shall submit and defend an extensive research paper embodying the results of original research conducted under the supervision of a Kinesiology & Health Science faculty member.

No course credit.

Kinesiology & Health Science 6200 6.0 or 6200 3.0: Selected **Topics**. Courses on special topics for which there is no present course listed may be offered when there is sufficient demand.

Kinesiology & Health Science 6220 6.0 or 6220 3.0: Readings in Special Topics. A supervised reading course in a topic for which there is no present course offering.

Permission of the Graduate Program Director is required.

INTEGRATED COURSES

Kinesiology & Health Science 5340 6.0: Advanced Fitness/ Lifestyle Assessment and Counselling. Theoretical and practical experience in designing, administering and interpreting fitness assessments along with the follow-up exercise counselling and personal training for high performance athletes and the general public.

Prerequisite: York undergraduate course Kinesiology 4010 3.0: Physiology of Exercise or equivalent.

Integrated with the undergraduate course Kinesiology 4400 6.0.

LAW

412A Osgoode Hall Law School

(416) 736-5046

http://www.osgoode.yorku.ca

GRADUATE FACULTY MEMBERS

Professor and Director of the Graduate Program

R.L. LIORA SALTER

Distinguished Research Professor and Associate Dean of Law (Research, Graduate Studies and External Relations)

ALLAN C. HUTCHINSON

President Emeritus and **University Professor Emeritus**

HARRY W. ARTHURS

University Professor Emeritus

PETER W. HOGG

University Professor

PETER W. HOGG

Dean of Law and Professor

PATRICK J. MONAHAN

Canada Research Chair and Professor

Rosemary Coombe

Professors Emeriti

WILLIAM H. ANGUS JEAN-GABRIEL CASTEL PETER A. CUMMING M. JOHN EVANS SIMON R. FODDEN HARRY J. GLASBEEK ROBERT J.S. GRAY Balfour J. Halévy REUBEN A. HASSON TERENCE G. ISON JOHANN W. MOHR SIDNEY R. PECK H. THOMAS WILSON Frederick H. Zemans

Professors

W. NEIL BROOKS B. Jamie Cameron Benjamin Geva Leslie Green IAN C. GREENE MICHAEL MANDEL C KENT McNeil MARY JANE MOSSMAN IAIN D.C. RAMSAY BRIAN SLATTERY ERIC M. TUCKER

GARRY D WATSON SHARON A WILLIAMS

Associate Professors

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Assistant Professors

STEPHANIE BEN-ISHAI RUTH BUCHANAN ANNIE BUNTING CARYS J. CRAIG GIUSEPPINA D'AGOSTINO TREVOR FARROW COLLEEN M. HANYCZ Sonia Lawrence IKECHI MADUKA MGBEOJI NICHOLAS PENGELLEY LISA C. PHILIPPS POONAM PURI Dayna Scott JAMES STRIBOPOLOUS DAVID SZABLOWSKI PEER ZUMBANSEN

Other Faculty: See the Osgoode Hall Law School website for a list of part-time and visiting members of faculty.

OSGOODE HALL LAW SCHOOL OF YORK UNIVERSITY

Osgoode Hall Law School offers two distinct graduate programs. The researc program is thesis-based and is normally done on a fulltime basis, at least initially. The Osgoode Professional Development program is course-based and can only be done on a part-time basis. Its programs focus on a variety of legal specializations.

RESEARCH PROGRAM

MASTER OF LAWS

ADMISSIONS REQUIREMENTS

To be eligible for admission to the LLM Program, candidates normally must possess an academic degree in law, having achieved a level of proficiency which, in the opinion of the Graduate Studies Committee, makes successful completion of graduate studies likely. Normally this will be at least the equivalent of a B average. Candidates must also possess the ability to work with legal materials in the English language. A very limited number of places are available to candidates with superior academic records, but without an academic degree in law, if the Graduate Studies Committee is satisfied that their previous studies have prepared them to undertake legal studies at a graduate level. Applicants are recommended by the Law School for approval by the Faculty of Graduate Studies at York.

DEGREE REQUIREMENTS

All LLM candidates must complete at least three courses, achieving an average of B overall. The residency requirement for the LLM is two full-time semesters or equivalent. Successful LLM candidates must complete a thesis, of approximately 125 pages in length, which reflects a substantial study of sufficiently high quality to warrant publication in a legal publication of repute. Candidates are expected to defend their theses by oral examination before an Examining Committee.

DOCTOR OF PHILOSOPHY

ADMISSIONS REQUIREMENTS

To be eligible for admission to the PhD Program, candidates normally must possess an academic degree in law, having achieved a level of proficiency which, in the opinion of the Graduate Studies Committee, makes successful completion of graduate studies likely. Normally this will be at least the equivalent of a high B average. Candidates must also possess the ability to work with legal materials in the English language. A very limited number of places are available to candidates with superior academic records, but without an academic degree in law, who have completed a graduate degree in another discipline, and whose studies are related to law. Normally, an LLM is a precondition to admission, but exceptional candidates may be admitted directly to the PhD from the LLB or its equivalent. Applicants are recommended by the Law School for approval by the Faculty of Graduate Studies at York.

DEGREE REQUIREMENTS

PhD candidates entering with an LLM or its equivalent must complete two courses or seminars, achieving at least a high B average overall. Their period of residency is two semesters. Candidates admitted without an LLM may be required to complete additional courses. Ordinarily, such candidates are required to complete an additional three courses for a total of five. Successful PhD candidates

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complete a dissertation of approximately 300 pages in length, which reflects a substantial study of sufficiently high quality to warrant publication in a legal publication of repute. Candidates are expected to defend their dissertations by oral examination before an examining committee.

COURSES

Candidates may fulfil their course requirements by taking graduate seminars plus courses offered by the thesis or professional programs in law, or by pursuing directed readings or individual research courses with individual faculty members. In exceptional cases, they may use an LLB course as the basis for graduate study in a particular area where it is demonstrated to be essential preparation for thesis work. Candidates may also take a course offered by another York graduate program or, in exceptional cases, take a graduate course offered at another Ontario university. For information regarding courses offered in the professional program, candidates should contact the Osgoode Professional Development Program at (416) 597-9724 or opd@osgoode.yorku.ca .

The thesis program lists courses on the Faculty and program websites. Offerings may vary from year to year and candidates should consult the program minicalendar for up-to-date information.

Listed below are the seminars offered by the thesis program. Offerings may vary from year to year and candidates should consult the program minicalendar for up-to-date information.

Law 6610 6.0: Graduate Seminar. The seminar has four purposes:

- To create an intellectual community for candidates in the first year of the graduate program, and to prepare them for the writing of a thesis.
- To discuss issues in theory and methodology as they bear on advanced research in law.
- To provide an opportunity for candidates to gain advanced research skills.
- To provide candidates with the opportunity to present their work to other members of the program.

The seminar will be held over the Fall and Winter semesters. A detailed course outline is provided.

Law 6600 3.0: Transnational Governance. This seminar explores issues related to globalization and the interrelated evolution of international and transnational law, from a legally oriented but interdisciplinary perspective. Global governance is considered in the context of emerging institutional orders in such fields as trade, criminal law, telecommunications, intellectual property, finance, corporate accountability, environment, maritime commerce and human rights, and especially in terms of the interaction of these fields.

Law 6606 3.0: Corporate Governance and Political Economy. This course explores the regulatory regimes and political economy of

Inis course explores the regulatory regimes and political economy of corporate governance in different countries (Canada, United States, United Kingdom, Germany France, Japan). The course traces the historical origin and socioeconomic background shaping the regimes' global dynamics. *No prerequisites needed*.

Law 6620 3.0: Theoretical Perspectives in Legal Research.

This seminar introduces advanced candidates in law to a variety of contemporary theoretical perspectives in legal research, their aims, presuppositions, and significance. It pays particular attention to the relationship between factual and evaluative claims in these approaches. The perspectives examined will vary but may include doctrinal analysis, rights theories, critical perspectives on law,

analytical jurisprudence, feminist theories of law, or economic analysis of law.

Same as Social & Political Thought 6125 6.0.

Law 6630 3.0: Feminist Legal Theory. This seminar considers recent developments in feminist legal theory. Attention is given to questions of diversity and anti-essentialism in feminist legal studies, the intersection of race and gender, and challenges from poststructural theory to feminist engagement with law. Same as Women's Studies 6702 3.0.

Law 6680 3.0: Democratic Administration. An examination of the problems involved in building systematic empirical theory in political science, with emphasis on the philosophy of social science, the development of analytical frameworks in political science, and the construction of empirical validation of theories in political research. Same as Political Science 6155 3.0 and Public Administration 6155 3.0.

Law 6690 3.0: Applied Research Methods: Policy and Regulatory Studies. Provides students with the opportunity to develop the research skills required for policy and regulatory research, and a critical appreciation of their appropriate use in the design of their own research

Same as Communication & Culture 6312 3.0 and Environmental Studies 6180 3.0.

Law 6010 3.0: Independent Research—**Fall Term**. The candidate develops and conducts a research project under the supervision of a faculty member.

Law 6020 3.0: Independent Research—Winter Term. The candidate develops and conducts a research project under the supervision of a faculty member.

Law 6030 3.0: Guided Study: (name of LLB course). Where justified in the view of the supervisor and Director of the Graduate Program, candidates may be permitted to enrol in undergraduate LLB courses or seminars at Osgoode to fulfil Graduate Program requirements. In such cases, a graduate level research paper is required of graduate candidates to fulfil the course requirement. In no case may a candidate take a course in the LLB program that overlaps substantially with previous work.

Law 6033 0.0: Guided Study: (name of LLB course non-credit). Where justified in the view of the supervisor and Director of the Graduate Program, candidates may be permitted to enroll in undergraduate LLB courses or seminars at Osgoode for audit purposes only. With permission of the course director the student attends the course as non-credit with no expectation of grade. They are not obliged to do coursework affiliated with the course.

Law 6040 3.0: Directed Readings. The candidate and faculty member jointly develop a set of readings, establish a schedule of meetings to discuss these readings and determine a method of evaluation.

Law Thesis Research. Upon completion of coursework, Master of Laws candidates remain enrolled in the Thesis Research course until completion of the program.

No course credit

Law Dissertation Research. Upon completion of coursework, Doctor of Philosophy candidates remain enrolled in the Dissertation Research course until completion of the program. *No course credit*

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OSGOODE PROFESSIONAL DEVELOPMENT PROGRAM MASTER OF LAWS

ADMISSION REQUIREMENTS

To be eligible for admission, an applicant normally must possess an academic degree in law, having achieved an overall B average. In cases where an applicant has relevant experience (typically 5 years) or where an applicant completed an LLB prior to 1985, a C+ average will usually be considered adequate for admission. Candidates must also possess the ability to work with legal materials in the English language. Applicants are recommended by the Law School for approval by the Faculty of Graduate Studies at York.

DEGREE REQUIREMENTS

The LLM degree will be awarded upon successful completion of all courses with a B average or higher, with no single mark less than a C. Each course will involve the preparation of at least one research paper, take-home examination or equivalent requirement. To obtain credit for a course, students must attend at least 80% of the scheduled classes. Students must also complete a major research paper (70 pages), which can be undertaken as an extended requirement in one of the courses, to meet graduation requirements.

The professional program offers part-time LLM programs. There is a General LLM as well as a number of distinct specialized

LLMs. For each specialization, a series of courses are offered. The specializations listed below are not necessarily offered simultaneously. For more information on the specializations and the courses that are taught within them, please contact Osgoode Professional Development Program offices at (416) 597-9724 or opd@osgoode.yorku.ca.

Administrative Law Alternative Dispute Resolution Banking and Financial Services Business Law Business Law for International Students Civil Litigation and Dispute Resolution Constitutional Law Criminal Law and Procedure E-Business Family Law Health Law Insolvency Law Intellectual Property International Trade and Competition Law Labour Relations and Employment Law Municipal Law Real Property Law Securities Law

Tax Law

Trusts Laws

THEORETICAL & APPLIED LINGUISTICS

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GRADUATE FACULTY MEMBERS

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Professors Emeriti

David Cooke Neil Naiman

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HEATHER LOTHERINGTON
IAN MARTIN
CONNIE MAYER
BRIAN MORGAN
RAZIKA SANAOUI
SANDRA SCHECTER
IAN SMITH
JAMES WALKER

Assistant Professors

Gabriella Alboiu Elissa Flagg Eve Haque Linda Steinman This one-year program offers an MA in Theoretical & Applied Linguistics, in which students opt for a program predominantly in the theoretical field or predominantly in the applied field.

The theoretical field centres on two interrelated areas, sociolinguistics and language contact:

- ❖ Sociolinguistics and language contact are linked through the study of language variation and change, particularly the role of social groups in initiating and propagating changes.
- ❖ Language contact and sociolinguistics also share an interest in the social and political relationships between groups from different linguistic backgrounds and in the manipulation of language to signal social relationships, identities and attitudes.

The applied field covers topics related primarily to second and foreign language education:

- These areas are broadly defined to include language pedagogy, second language acquisition, bilingualism, issues of culture and identity, literacy and multiliteracies, applied sociolinguistics, discourse analysis, communicative competence and language contact studies
- ❖ While the main focus is on issues surrounding the teaching of English as a foreign/second language, the program also welcomes those with an interest in teaching an additional language.

Students enroll in one of these two fields. Students may enroll for full-time or part-time study. Full-time students can complete the MA after one calendar year's study (three terms), but special provision for additional time may be made for admissible students who lack some of the prerequisite courses.

APPLICATION PROCEDURE

Completed application forms, letters of recommendation, transcripts, and other required documentation are reviewed by faculty members, and admissions are made on a competitive basis.

MASTER OF ARTS PROGRAM

ADMISSION REQUIREMENTS

THEORETICAL FIELD

An Honours BA (*i.e.*, a four-year degree) in linguistics or equivalent with a minimum of a B+ average in the last two years of study and (1) sufficient background in historical linguistics or sociolinguistics; (2) an acceptable upper year half-course in syntax; and (3) an acceptable upper year half-course in phonology.

OR,

An honours degree (*i.e.*, a four-year degree) with a minimum of a B+ average in the last two years of study in another subject with some courses in linguistics. Normally, students applying in this category are required to complete additional courses as specified by the program, and take two years to complete their degree.

APPLIED FIELD

An Honours degree (*i.e.*, a four-year degree) with a minimum of a B+ average in the last two years of study in an appropriate field.

OR

A minimum of 120-university credits (undergraduate \pm certificate studies) made up as follows:

A Bachelor's degree (i.e., a three-year degree) with a minimum of B+ average in the last year

A university-level, university-administered advanced certificate in TESOL or applied linguistics. The course must be a minimum of 30 credits (five full-year, two semester courses) and the applicant must have a B+ average.

All candidates are expected to have a minimum of two years of language teaching experience or equivalent, or two years of Englishmedium instruction (as assessed by the Admissions Committee).

Applicants to either field whose first language is not English must produce proof of a TOEFL score of 600 or higher (on the old paper scale) or 250 or higher on the new computer scale, or 100 or higher on the iBT scale, or 7.5 on the IELTS Test, or the equivalent on the York English Language Test (YELT).

Applicants to either field with exceptional qualifications who do not meet the normal minimal requirements may submit their application for consideration by the Admissions Committee.

DEGREE REQUIREMENTS

Each student is required to have a graduate advisor who approves the student's program and monitor progress.

Candidates in either field may choose to do either an MA degree by Research Paper/Project or by Thesis.

MA Degree by Research Paper/Project

Students are required to successfully complete the following:

1. Courses

Six one-semester courses chosen from those offered by the Graduate Program in Theoretical & Applied Linguistics, in accordance with the requirements for the stream (theoretical or applied) that the candidate has chosen. (Please see "Required Courses" below.)

2. Research Paper/Project

A research paper on a topic which demonstrates the student's ability to do original research. The topic must be approved by the supervisor of her/his research paper.

The major research paper of a major research project will be shorter (average length 50-75 pages) than a thesis (average length 150 pages) and deal with a more restricted subject. Such papers will require that a candidate demonstrate: a thorough understanding of the topic; the ability to work independently; and a degree of originality. Normally, the advisor and one other professor in the program will determine the final grade.

MA Degree by Thesis

Students are required to successfully complete the following:

1. Courses

Four one-semester courses chosen from those offered by the Graduate Program in Theoretical & Applied Linguistics, in accordance with the requirements for the stream (theoretical or applied) that the candidate has chosen (see "Required Courses" below).

2. Thesis

A thesis on an approved topic which demonstrates the student's ability to do original research. The proposal must be approved by the candidate's thesis supervisor and members of her/his thesis committee and the Faculty of Graduate Studies. The thesis will be evaluated according to the procedure for the evaluation of theses

as outlined in this Calendar, and will include an oral examination, centred on the thesis and matters related to it.

RESIDENCE REGULATIONS

Faculty of Graduate Studies' regulations require all students to register for a minimum of three full terms.

REQUIRED COURSES

For both the applied and theoretical fields, students must successfully complete the following course:

Linguistics 6310 3.0: Languages in Contact. A survey of language contact. Topics include multilingualism, diglossia, pidginization and creolization, language continua, interlanguage, language maintenance and language shift, language death. The educational and social issues arising from these phenomena are discussed.

In addition, students in the applied field only are required to successfully complete one of either:

Linguistics 5670 3.0: Second Language Instruction. This course critically analyses issues prominent in the research, theoretical and pedagogical literature on second language acquisition teaching and learning. Selected readings emphasize linguistic, social, psycholinguistic and educational perspectives on second language instruction. Emphasis is placed on English and French as Second/ Foreign languages.

Same as Education 5380 3.0.

Students who take this course may not enrol in Linguistics 5230 3.0: Theoretical Issues in Second Language Acquisition.

Linguistics 5230 3.0: Theoretical Issues in Second Language Acquisition. An examination of the relationship between linguistic theory and second language acquisition including the nature of second language learners' linguistic representations from both linguistic and neurolinguistic perspectives, the role of Universal Grammar, and elicitation and interpretation of second language data. In addition to considering the individual second language learner, the course also examines second language acquisition in a broader sense, including the implications of second language acquisition theory for contact and creole studies.

Prerequisite: an appropriate upper-year half course in phonology and an appropriate upper-year one-semester course in syntax, or permission from the instructor.

Integrated with the undergraduate course Arts/Linguistics 4240 3.0. Students who take this course may not enrol in Linguistics 5670 3.0: Second Language Instruction.

AND:

Linguistics 6500 3.0: Research Seminar in Applied Linguistics. Presentation and investigation of selected topics within the field of second language. The seminar will provide a forum for the discussion and development of students' own research.

❖ *Note:* (1) Students entering the program who have completed the equivalent of Linguistics 5230 3.0 or Linguistics 5670 3.0 will be required to substitute an elective one-semester course, to be chosen in consultation with their advisor. (2) Students may take only one of these two courses (Linguistics 5230 3.0 or 5670 3.0).

DOCTOR OF PHILOSOPHY PROGRAM

The program trains and educates candidates in linguistics in a way that prepares them for careers in teaching, research, government and the private sector.

The two structural fields for the program are theoretical and applied linguistics. Both these fields are broadly defined. Theoretical

linguistics usually includes phonetics, phonology, morphology, syntax, semantics, language acquisition, and historical linguistics. Applied linguistics is often defined as the study of second language pedagogy, second language learning strategies, second language acquisition, and language assessment, as well as discourse analysis and language policy issues. Sociolinguistics, the study of links between language and society, and an area where our program has particular strengths, helps to bridge the fields of theoretical and applied linguistics

While theoretical and applied linguistics are the structural columns of the proposed program, the program encourages interaction and crossfertilization between areas of interest represented within the program. This is a program in theoretical and applied linguistics, not theoretical or applied linguistics.

ADMISSION REQUIREMENTS

Graduates with a Master's degree in linguistics (or equivalent) with a minimum B+ average may be admitted as candidates (Ph.D. I) for the PhD degree.

DEGREE REOUIREMENTS

The PhD program is structured on a four-year model, as follows: first year: six three-credit courses; second year: qualifying examination and dissertation proposal; third year: doctoral research; fourth year: doctoral research and dissertation completion.

PhD candidates must successfully complete the following:

Courses

Six three-credit courses, chosen in consultation with the Graduate Program Director and the student's academic advisor. Students must take at least one course outside of their area of concentration.

2. **Qualifying Examination**

A qualifying comprehensive examination to ensure that the student has sufficient grounding in their area of concentration before they proceed to doctoral research.

Dissertation Proposal

A dissertation proposal with an average length of 10 pages.

4. Dissertation

An acceptable dissertation with an average length of 200 pages. The dissertation is evaluated by a doctoral committee and include an oral examination.

The PhD program in Theoretical & Applied Linguistics is not normally be offered on a part-time basis.

COURSES

Not all courses are offered each year. For an up-to-date listing, please contact the program director or consult the program for the appropriate academic year. Courses are also listed on the Faculty website.

Courses are listed by field. Students select their courses from those offered to their stream (or offered to both streams, in which case it is clearly marked).

In all courses integrated with fourth year undergraduate courses, graduate students are expected to work at a higher level than undergraduates and to complete an original research paper.

Under certain circumstances, candidates may be permitted to take one of their elective one-semester courses from those offered exclusively by the other stream, or one elective one-semester course offered by another unit of the university, but this requires special written permission from the Program Director.

COURSES OFFERED FOR EITHER FIELD

Linguistics 6120 3.0: Phonetic and Phonological Analysis. An introduction to the analysis of sound production and sound systems in human language, focusing on core aspects of phonetic and phonological analysis.

Prerequisite: An undergraduate introductory course in linguistics.

Linguistics 6140 3.0: Grammatical Analysis. An introduction to the analysis of grammatical systems across languages, focusing on core aspects of grammatical analysis and theory.

Prerequisite: An undergraduate introductory course in linguistics.

Linguistics 6230 3.0: Advanced Topics in Theoretical and Applied Linguistics. An advanced topic in an area of theoretical and applied Linguistics.

Prerequisite: Permission of the instructor.

Linguistics 6400.30 Language in Social Thought: An introduction to the study of language in its social context, with a focus on the relation between social theories and language.

Linguistics 6460 3.0: Language Policy and Planning. A survey of language policy and planning, using a representative range of case studies from around the world, with special emphasis on the Canadian context.

Linguistics 6470 3.0: Language and Social Identity. A survey of issues involved in the construction and expression of social identity through language use.

Linguistics 6260 3.0: Developmental Psycholinguistics. This course briefly reviews the evolution of linguistic theory, its current state, and its relevance to psycholinguistics. It then focuses upon language development, including both the older research on the acquisition of syntax and the new research emphasizing semantics. Same as Psychology 6660A 3.0.

Linguistics 6330 3.0: Implications of Languages in Contact. The impact of language- and culture-contact on educational policy and practice, including literacy education; the language(s) of education; bilingual education; attitudes and motivation; role and status of international languages and second languages in education; the subject-matter of English courses.

Linguistics 6340 3.0: English as a World Language. The course examines a variety of issues related to the development and growth of English as a world language. Major varieties of English are studied focusing on their social, political and geographical environments as well as their linguistic characteristics. Prerequisite: an introductory course in linguistics.

Integrated with the undergraduate course Glendon English 4695 3.0.

Linguistics 6350 3.0: Interlanguage. A detailed investigation of structural properties of learners' interlanguage systems. Specific topics include the role of linguistic universals in interlanguage development, markedness and language transfer, linguistic theory and second language acquisition.

Prerequisites: an appropriate upper-year one-semester course in

phonology, an appropriate upper-year one-semester course in syntax and Linguistics 5230 3.0.

Linguistics 6410 3.0: Language, Culture and Ideology.

Exploration of the interrelationship between language, cultural patterns and value-systems, taking into account the dominant social, economic and political ideas that shape societies. Analysis of language and power, including the role of a high-status foreign language like English in selected countries.

Linguistics 6440 3.0: Sociolinguistics and the Individual. This course focuses on the behaviour of the individual speaker/hearer in social groups, particularly in conversational settings and on the social norms and perceptions that underlie individual behaviour. Scholars whose theoretical contributions are surveyed include Ervin-Tripp, Ferguson, Giles *et al.*, Goffman, Lambert *et al.*, Gumperz, Fishman, Halliday, Hymes, LePage and Tabouret-Keller. Applications to fields such as language and education and language and the law are discussed.

Prerequisites: an appropriate undergraduate one-semester course in phonology and an appropriate undergraduate one-semester course in syntax and one undergraduate course in sociolinguistics.

Linguistics 6450 3.0: Discourse and Pragmatics. An investigation of the units of language above the level of the sentence. Topics covered include spoken *vs.* written discourse, conversational implicature, speech act theory, conversation analysis, information structuring in texts, cohesion and coherence, discourse structure and anaphora.

Prerequisites: an appropriate upper-year one-semester course in phonology, an appropriate upper-year one-semester course in syntax, or completion of prescribed reading prior to beginning of the course.

Linguistics 6800 3.0 and 6800 6.0: Special Topics. Contact the Graduate Program Director for details of any special topic courses being offered each year.

Linguistics 6900 3.0: Independent Study. Students may arrange to undertake independent study with a member of the program. This allows students and instructors to work on topics of mutual interest which lie outside the usual course offerings. Contact the Graduate Program Director for details.

Linguistics Major Research Paper.

No course credit.

Linguistics Thesis.

No course credit.

COURSES OFFERED FOR THEORETICAL FIELD

Students in the theoretical field may enrol in the following courses, in addition to the required courses. Under certain circumstances, candidates may be permitted to take one of their elective one-semester courses from those offered exclusively by the Applied Stream.

Linguistics 5120 3.0: Phonological Theories. This course concentrates on recent developments in phonological theory within a generative framework. Specific topics include the representation of segments, autosegmental phonology, syllable structure, metrical phonology and lexical phonology.

Prerequisite: an appropriate upper-year one-semester course in phonology.

Integrated with the undergraduate course Arts/Linguistics 4120 3.0.

Linguistics 5140 3.0: Grammatical Theories. This course examines the metatheoretical issues and assumptions underlying current syntactic theory. Discussion focuses on the nature of linguistic argumentation as well as practice in the construction and evaluation of hypotheses. The course emphasizes the structure of arguments and theories, rather than the analysis of any particular language.

Prerequisite: an appropriate upper-year one-semester course in syntax.

Integrated with the undergraduate course Arts Linguistics 4140 3.0.

Linguistics 5440 3.0: Topics in Grammatical Change. This course deals with morphosyntactic change from a broadly generative perspective. It focuses on large-scale changes, changes resulting in dialectical variation, and changes in progress. Both language-internal and language external mechanisms by which change takes place are considered.

Integrated with the undergraduate course Arts Linguistics 4440 3.0.

Linguistics 5550 3.0: Studies in Canadian English. A study of literary and non-literary varieties of Canadian English. Prerequisites: six credits from Linguistics 2350 3.0: Phonetics & Phonology, Linguistics 2540 3.0: Approaches to English Grammar, and Linguistics 2570 6.0: Introduction to Linguistics. Integrated with undergraduate Glendon English 4550 3.0.

Linguistics 6040 3.0: Historical Reconstruction: Phonology.

An in-depth examination of the techniques and limitations of reconstruction in historical linguistics. Topics include the comparative method, internal reconstruction, the reconstruction of phonological systems, subgrouping, the implications of typology and universals for reconstruction, identifying distantly related languages, linguistic paleontology.

Prerequisites: an appropriate upper-year one-semester course in phonology and an undergraduate course in historical linguistics.

Linguistics 6050 3.0: Historical Reconstruction: Morphology and Syntax. An examination of the techniques and limitations of reconstruction in historical linguistics. Topics include internal reconstruction, subgrouping, the implications of typology and universals for reconstruction, the reconstruction of morphological systems and syntactic reconstruction.

Prerequisites: an appropriate one-semester course in morphology or in grammatical analysis, an appropriate upper-year one-semester course in syntax and an undergraduate course in historical linguistics.

Linguistics 6060 3.0: Explanation in Historical Linguistics. An examination of the motivation for and mechanisms of linguistic change and the relationship between language change and linguistic theory. Topics include the status of explanation, rule systems, analogy, typology and universals, transparency, markedness, drift, teleology, lexical diffusion, social phenomena.

Prerequisites: an appropriate upper-year one-semester course in phonology, an appropriate upper-year one-semester course in syntax and an undergraduate course in historical linguistics.

Linguistics 6320 3.0: Language Contact and Language Structure.

A detailed investigation of the structural aspects of language contact. Topics covered include diffusion, linguistic areas, the structure of language continua, the implications of language contact for historical linguistics.

Prerequisites: an appropriate upper-year one-semester course in phonology, an appropriate upper-year one-semester course in syntax and Linguistics 6310 3.0.

are discussed.

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Linguistics 6420 3.0: Sociolinguistics and Linguistic Systems: The Speech Community. This course focuses on variation in linguistic systems and on the role of speakers in implementing and diffusing linguistic change. The framework is the methodology and theory developed largely by William Labov, including recent developments within the paradigm and its adaptations. The implications of the findings for such fields as language and education

Prerequisites: an appropriate upper-year one-semester course in phonology, an appropriate upper-year one-semester course in syntax and one undergraduate course in sociolinguistics.

Linguistics 6430 3.0: Sociolinguistics and Linguistic Systems: Linguistic Mechanisms. This course focuses on variation in linguistic systems and the linguistic factors which govern the internal development of linguistic structures: the mechanisms of change, the constraints on change and the ways in which change is embedded in the linguistic system. The framework is the methodology and theory developed largely by William Labov.

Prerequisites: an appropriate upper-year one-semester course in phonology, an appropriate upper-year one-semester course in syntax and one undergraduate course in sociolinguistics.

Linguistics 6600 3.0: Research Seminar in Theoretical Linguistics. An introduction to qualitative and quantitative research design in historical linguistics, sociolinguistics and language contact studies. This course provides a forum for the discussion and development of students' major research papers.

COURSES OFFERED FOR APPLIED FIELD

Students in the applied field may enrol in the following courses, in addition to the required courses. Under certain circumstances, candidates may be permitted to take one of their elective one-semester courses from those offered exclusively by the Theoretical Stream.

Linguistics 6200 3.0: Language Assessment. The course begins with an examination of the basic principles underlying language testing: reliability, validity of various types, feasibility, relevance, fairness, cultural appropriateness, *etc*. This is followed by a discussion and an examination of different types of assessment instruments, both classroom tests and examinations, such as placement tests, achievement tests, diagnostic tests, proficiency examinations, self assessment and aptitude tests. Following the above, the basic principles of test construction are studied, culminating in students constructing a small language test of their own.

Linguistics 6210 3.0: English Language Education in Canada. An analysis of EL2 in different Canadian settings, including aboriginal settings and French contexts (Quebec and elsewhere). In any one year, the focus might be fairly exclusively on one of the native peoples, French environments, or EL2 in English majority settings. Attention to dominant and minority cultures and languages, structures of power, learning opportunities and hindrances both within and beyond educational institutions (*e.g.*, mass media).

Linguistics 6220 3.0: Planning in EL2 Institutions and Projects.

An examination of the planning, development, maintenance and renewal of EL2 institutions and projects. Topics include needs assessments; curriculum, syllabus and course design; testing and assessment; professional development of teachers.

Linguistics 6230 3.0: Reading and Writing in a Second Language: Theory to Practice. This course examines theoretical

constructs relevant to reading and writing in a second language and reviews existing empirical research in order to draw implications and applications for second language pedagogy (i.e., curriculum and materials development, effective classroom practice and assessment). Same as Education 5381 3.0.

Linguistics 6250 3.0: Listening and Speaking in a Second Language: Theory to Practice. This course examines theoretical constructs relevant to listening and speaking (including pronunciation) in a second language and reviews empirical research in order to draw implications and applications for second language pedagogy: curriculum, materials development, effective classroom practice and assessment.

Linguistics 6270 3.0: Race, Culture and Schooling. This course examines the prevailing attitudes and beliefs about race, ethnicity and culture in Canadian society and their effects on the schooling of minority group students. Policy, provision and pedagogy for integrating multicultural and anti-racist education into the mainstream curriculum are explored.

Same as Education 5420 3.0 and Social Anthropology 5170 3.0.

Linguistics 6280 3.0: The Teacher as Researcher. This course examines both the theory and practice of classroom teachers assuming the role of researchers who test their own ideas and contribute to the field of education.

Same as Education 5676 3.0.

Same as Education 5382 3.0.

Linguistics 6284 3.0: Urban Education. This seminar explores the social and cultural issues often associated with today's urban schools; with reference to social class, ethnicity, race and immigration, an examination is made of how school curricula and programs relate to the educational, social and cultural demands and needs of students. Topic areas include conceptions of urban community; urban communities, schools and the heterogeneous student population; multicultural and anti-racism education as responses to the needs of today's students; youth culture in conflict with the school's culture; inclusive schools.

Same as Education 5440 3.0.

Linguistics 6290 3.0: Textual Analysis in Education. This course is a methodological exploration of education texts as they mediate communication between educators, and connect schools to other social institutions, such as social welfare, public health, the media, and families.

Same as Education 5230 3.0.

Linguistics 6290T 3.0: Special Topics: Multilingual Education.

This course considers multilingual education within the competing forces of multiculturalism and globalization, exploring language policy and human rights, the teaching of community and international languages locally, nationally and overseas, evolving multiliteracies, language use in virtual space, and the internationalization of education.

Same as Education 5383 3.0.

MATHEMATICS & STATISTICS

N519 Ross Building

(416) 736-2100, extension 33974 http://www.math.yorku.ca/Grad

GRADUATE FACULTY MEMBERS

Professor and Director of the Graduate Program

A.C.M. Wong

Canada Research Chairs and **Professors**

N. Bergeron

J. Wu

Professors Emeriti

S. Guiasu

I. KLEINER

M.E. MULDOON

S.D. Promislow P. Szepty

A.D. STAUFFER

Professors

R.G. Burns

Y. GAO

H. Huang

E.J. Janse van Rensburg

S. Kochman

N. Madras

K. Maltman

H. Massam

G.L. O'BRIEN P NG

T.S. Salisbury

D. Spring

J. STEPRANS

W. THOLEN

G. Tourlakis

S. WATSON

A. IVIC WEISS

W.J. WHITELEY

H.R. WILSON

M.W. Wong

Y. Wu

Associate Professors

J.M.N. Brown

J. Elder

I. Farah

D. LIANG

M. MANDELBAUM

M. MILEVSKY

IVI. IVIILEVSKY

G. MONETTE M. SINCLAIR

P. SZEPTYCKI

F. VAN BREUGEL

M D WALKER

Assistant Professors

A. CHAN

Y. Fu

X. Gao

P. GIBSON

J. Grigull

M. Haslam H. Ku

A. Nenashev

M. Roy

A. Toms

S.X. WANG Z. YANG

M. Zabrocki

H.M. Zhu

H.P. Zhu

Associate Lecturer

B. Wall

Adjunct Professors

С. Вомим

Y. CHEN

W. Huang

G. Lewis

P. ZANDSTRA

X. Zhang

The Graduate Program in Mathematics & Statistics offers instruction leading to Master of Arts, Master of Science in Applied & Industrial Mathematics and Doctor of Philosophy degrees. Research interests of faculty members cover diverse areas of mathematics including algebraic geometry, applied mathematics, category theory, complexity theory, differential equations, dynamical systems, discrete mathematics, functional analysis, geometry, group theory, history of mathematics, logic and set theory, mathematics education, numerical analysis, optimization, probability, stochastic processes and topology. They also cover various areas of statistics including foundations of statistics, generalized linear models, interactive statistical graphics, statistical inference and survey sampling techniques.

Master's candidates may specialize in pure mathematics, applied mathematics, probability, theoretical and applied statistics, or a special part-time program for secondary school teachers. Areas of special emphasis for doctoral studies are foundations of mathematics, algebra and geometry, probability and statistical theory, analysis, and applied mathematics.

LIBRARY AND RESEARCH FACILITIES

The York University Library has a large number of books in mathematics and statistics and subscribes to over 250 periodicals in those fields. There is a wide variety of computer facilities, including some with sophisticated interactive graphic capabilities. Shared office space is available for full-time students.

FINANCIAL AID

See the section on Fellowships at the end of this *Calendar* for general information. Almost all full-time students are awarded a teaching assistantship and other financial aid. No separate application is required.

ENQUIRIES AND APPLICATIONS

Further information can be obtained by writing to the Graduate Program in Mathematics & Statistics, York University, 4700 Keele Street, Toronto, Ontario, Canada, M3J 1P3; or by sending an email to gradir@mathstat.yorku.ca .

MASTER OF ARTS PROGRAM

ADMISSION REQUIREMENTS

An honours degree in Mathematics or Statistics (or equivalent background) normally with a B standing may qualify the student for admission as a candidate to a program leading to the MA degree. Applicants without the appropriate breadth in Mathematics or Statistics, but who have good standing, may be admitted on condition they take additional graduate and/or undergraduate courses. Faculty of Graduate Studies regulations regarding standing (see Grading System under Faculty Regulations) apply to these additional courses. Students whose first language is not English must demonstrate an acceptable command of English (at least 213 in the TOEFL or 85 in the MELAB).

DEGREE REQUIREMENTS

Master of Arts Degree—Regular Program

Students in the regular program must choose one of three options.

MA by Coursework

Four 6000 level full courses (or equivalent), plus a seminar† (Mathematics & Statistics 6004 0.0).

MA by Survey Paper

Three 6000-level full courses (or equivalent), a supervised survey paper (Mathematics & Statistics 6001 0.0; students give one talk in a student Colloquium outlining the results of their papers), plus a seminar† (Mathematics & Statistics 6004 0.0).

MA by Thesis

Two 6000-level full courses (or equivalent), a thesis (students give one talk in a student Colloquium outlining the results of their theses), plus a seminar† (Mathematics & Statistics 6004 0.0). The thesis must be defended before an examining committee in accordance with the regulations of the Faculty of Graduate Studies.

†Students may substitute another half course for the seminar if they are pursuing their MA by Survey Paper or by Thesis. Students completing their MA by Coursework can replace the seminar requirement with another half course only if one of their four courses toward the degree is the practicum in statistical consulting (Mathematics & Statistics 6627 3.0).

Whatever option is chosen, no more than one-third of courses can be integrated, and **all** students must include among their courses one of the following sets:

i) Pure Mathematics:

Mathematics & Statistics 6120 6.0: Modern Algebra, Mathematics & Statistics 6461 3.0: Functional Analysis I, and either Mathematics & Statistics 6280 3.0: Measure Theory or Mathematics & Statistics 6540 3.0: General Topology I; or ii) Theoretical Statistics:

Mathematics & Statistics 6620 3.0: Mathematical Statistics, Mathematics & Statistics 66213.0: Advanced Mathematical Statistics or Mathematics & Statistics 6605 3.0: Probability Theory, Mathematics & Statistics 6622 3.0: Generalized Linear Models, Mathematics & Statistics 6630 3.0: Applied Statistics I;

iii) Applied Statistics:

Mathematics & Statistics 6620 3.0: Mathematical Statistics, Mathematics & Statistics 6622 3.0: Generalized Linear Models, Mathematics & Statistics 6630 3.0: Applied Statistics I, Mathematics & Statistics 6631 3.0: Applied Statistics II, and Mathematics & Statistics 6627 3.0: Practicum in Statistical Consulting; or

iv) Probability:

Mathematics & Statistics 6620 3.0: Mathematical Statistics, Mathematics & Statistics 6280 3.0: Measure Theory, Mathematics & Statistics 6910 3.0: Stochastic Calculus in Finance, and Mathematics & Statistics 6602 3.0: Stochastic Processes or Mathematics & Statistics 6604 3.0: Probability Models; or

v) Applied Mathematics:

Four courses chosen from Mathematics & Statistics 6340 3.0: Ordinary Differential Equations, Mathematics & Statistics 6350 3.0: Partial Differential Equations, Mathematics & Statistics 6461 3.0: Functional Analysis I, Mathematics & Statistics 6651 3.0: Advanced Numerical Methods, Mathematics & Statistics 6900 3.0: Operations Research I.

A full-time student will normally complete the MA program requirements within three terms. A part-time student normally takes one or two full courses in a 12-month period. Students may with permission use courses from other graduate programs such as

Computer Science, Economics or Physics & Astronomy to meet the requirements.

Master of Arts Degree—Program for Teachers ADMISSION REQUIREMENTS

The minimum admission standard is an honours degree or equivalent in mathematics or an ordinary BA in mathematics plus a Bachelor of Education. A minimum average grade of B is required (although applicants with a B- standing are often considered). Many applicants are practising high-school teachers who obtained their degree several years earlier. The admission process takes into account additional information, and often includes an interview between the applicant and the Teachers' Program Coordinator.

This program normally requires six courses as follows. Students must complete Mathematics & Statistics 5020 6.0, 5400 6.0 and four courses chosen from the following: Mathematics & Statistics 5100 6.0, 5200 6.0, 5300 6.0, 5410 6.0, 5420 6.0, 5430 6.0, 5450 6.0 or 5500 6.0. These courses are offered in the late afternoons or evenings, with two courses offered in the Fall/Winter terms, and one or two in the Summer Term. A student may take up to three courses in a 12 month period. This program does not prepare students for study in mathematics at the PhD level.

LANGUAGE AND COGNATE REQUIREMENTS

There are in general no language or cognate requirements for the MA degree, though a student interested in applied mathematics or statistics will need to demonstrate proficiency in computer programming to gain admittance to certain courses.

MASTER OF SCIENCE IN APPLIED & INDUSTRIAL MATHEMATICS

ADMISSION REQUIREMENTS

An honours degree in mathematics (or equivalent background) normally with a B standing may qualify the student for admission as a candidate to the program leading to the MSc degree in Industrial & Applied Mathematics. Applicants without the appropriate breadth in mathematics, but who have good standing, may be admitted on condition they take additional graduate and/or undergraduate courses. Faculty of Graduate Studies regulations regarding standing (see Grading System under Faculty Regulations) apply to these additional courses. Students whose first language is not English must demonstrate an acceptable command of English (at least 213 in the TOEFL or 85 in the MELAB).

DEGREE REQUIREMENTS

Students must complete Mathematics & Statistics 6651 3.0:
Advanced Numerical Methods, Mathematics & Statistics 6931
3.0: Mathematical Modeling, Mathematics & Statistics 6937 3.0:
Practicum in Industrial & Applied Mathematics, another three credit non-integrated course appropriate to the student's program of study approved by the student's supervisory committee, and a thesis which must be defended before an examining committee in accordance with the regulations of the Faculty of Graduate Studies.

GRADUATE DIPLOMA IN FINANCIAL ENGINEERING

ADMISSION REQUIREMENTS

The Graduate Diploma in Financial Engineering is completed either in conjunction with a Master of Arts or Doctoral degree, or as a standalone graduate diploma. For the concurrent offering, students must

Mathematics & Statistics York University Faculty of Graduate Studies 2007-2009 Calendar

first apply and be accepted to the regular Master of Arts or Doctoral program. After being accepted to the Master of Arts or Doctoral program, students then submit a separate application for the diploma. For the stand-alone offering, see the Business Administration section of this Calendar.

DIPLOMA REQUIREMENTS

- (a) Students must complete the MA by coursework as described above.
- (b) Students must complete all of the following courses. Any of these courses may be used to satisfy the requirement in (a): Mathematics & Statistics 6910 3.0: Stochastic Calculus in Finance; Mathematics & Statistics 6911 3.0: Numerical Methods in Finance; Financial Engineering 6210 3.0: Theory of Portfolio Management; Financial Engineering 6810 3.0: Derivative Securities; Financial Engineering 6850 3.0: Fixed Income Securities; Operations Management and Information Systems 6000 3.0: Models and Applications in Operational Research; Computer Science 5910 3.0: Software Foundations.
- (c) In addition to the course requirements, diploma students must complete one of the following: (i) subject to availability, an internship of at least 10 weeks duration in a financial institution, or (ii) a research project.
- (d) Students not in the Statistics stream will be allowed to give a talk on their internship or research paper to fulfill the seminar requirement.

Students should expect to spend two years to complete the course work for the master's degree and diploma. They will then do the internship or research paper in the following summer.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REQUIREMENTS

For admission to the PhD program, applicants must have completed an acceptable master's degree in mathematics or statistics with a B+ average (high second class) or better.

DEGREE REQUIREMENTS

Candidates for the PhD degree must fulfil the following requirements:

Breadth Requirement

Students in the Doctoral program must demonstrate a breadth of knowledge in mathematics or statistics. This must be achieved by successfully completing 24 credits (four full courses or equivalent) covering a broad variety of areas of mathematics or statistics, and chosen with approval of the Program Director. Previous graduate work may be used to meet this requirement.

Comprehensive Examinations

Students will declare a specialization in pure mathematics *or* applied mathematics *or* statistics, and write comprehensive examinations in subjects which are appropriate to the chosen specialization. In addition, statistics students will complete a statistical consulting requirement.

Depth Requirement

Students in the Doctoral program must achieve and demonstrate depth of knowledge in their field of specialization. To satisfy this requirement at least 18 approved credits (three full courses) must be taken in the field of specialization. The candidate must pass an oral examination, which will normally be given one year after the comprehensive examinations have been passed.

Dissertation and Oral Examination

Candidates must successfully complete a significant piece of original research, under the general direction of a supervisor and a supervisory committee, and describe this work in an appropriate dissertation. Upon completion of the dissertation, the candidate will present a dissertation colloquium to the Graduate Program in Mathematics & Statistics. After a satisfactory presentation, an oral examination is held, according to Faculty regulations.

LANGUAGE REQUIREMENTS

A candidate must demonstrate the ability to read mathematical text in one language other than English. The choice of the language must be approved by the student's supervisory committee.

COURSES

Not all courses are offered in any one year, but each course for which there is sufficient demand will be offered. In addition to the listed courses and seminars which count towards degree requirements, there are ongoing research seminars in analysis, applied mathematics, category theory, group theory, history and philosophy of mathematics, probability, set theory, statistics, topology, and other areas (the number and composition of seminar subjects varies from year to year), in which students are invited to participate. There are also many visiting colloquium speakers, whose talks students are urged to attend.

Prerequisites: Many of the graduate courses have corresponding undergraduate course prerequisites. Students should check with the graduate program or course director when registering.

Numbering of graduate courses: Courses with first digit '5' are components of the MA Program for Teachers described above. For the rest of the Graduate Program in Mathematics & Statistics, the course-number is made up as follows:

First digit: 6.

Second and third digits: conform to the Mathematics Subject Classification (1991) of Mathematical Reviews (American Mathematical Society).

Fourth digit: index for regular courses within the main classification.

Possible letter: variations under the same general title.

Fifth digit and after the decimal point: credit and weight (3.0 half course; 6.0 is a full course.)

Mathematics & Statistics 5020 6.0: Fundamentals of

Mathematics for Teachers. Number theory and combinatorics are branches of mathematics in which theorems and problems are usually easy to state but often difficult to prove or resolve. This course deals with topics in these two fundamental mathematical fields, including modular arithmetic, linear and quadratic diophantine equations, continued fractions, permutations and combinations, distributions and partitions, recurrence relations, generating functions, formal power series. Stress is placed on solving challenging problems. Prerequisite: Permission of the instructor is required for students who are not in the Graduate Programme in Mathematics & Statistics. Same as Education 5830 6.0.

Mathematics & Statistics 5100 6.0: Mathematical Literature Seminar for Teachers. The course deals with a variety of mathematical issues, and is intended to convince the students that

mathematics is meaningful, that some of its problems are profound, and that the evolution of some of its ideas is an exciting chapter of intellectual history. Students are encouraged to present material in class, and one of the key objectives of the course is to develop in students the ability to read independently and critically in the relevant mathematical literature.

Prerequisite: Permission of the instructor is required for students who are not in the Graduate Programme in Mathematics & Statistics. Same as Education 5831 6.0.

Mathematics & Statistics 5200 6.0: Problem Solving. This course aims to develop the student's problem solving ability by examining a variety of challenging problems from famous collections. Emphasis will be placed on problem-solving techniques of wide applicability, such as recursion and iteration methods, generating functions and power series, transformation methods, vector methods (both geometric and algebraic), and congruences.

Prerequisite: Permission of the instructor is required for students who are not in the Graduate Programme in Mathematics & Statistics. Same as Education 5835 6.0.

Mathematics & Statistics 5300 6.0: Microcomputers for

Teachers. This course presents an overview of the ways in which microcomputers have been used, and discusses ways in which they can be used, to aid mathematics instruction in the schools. It instructs teachers in the rudiments of programming in several micro languages, and develops a critical attitude towards the utilization of microcomputers in education.

Mathematics & Statistics 5400 6.0: History of Mathematics. The course deals with the historical development of the main currents of mathematical thought from ancient to modern times, with emphasis on ideas of particular relevance to high school teachers. It is intended that this course give students an overview of mathematics and its relation to other disciplines. Presentation of various topics by students with ensuing discussions is an integral part of the course. Prerequisite: Permission of the instructor is required for students who are not in the Graduate Programme in Mathematics & Statistics. Same as Education 5833 6.0.

Mathematics & Statistics 5410 6.0: Analysis for Teachers. Some of the basic concepts and methods of analysis are discussed. Among these are: axiomatic development of the real and complex number systems, classical inequalities, sequences, series, power series, uniform convergence, Taylor's theorem, elementary functions of a real and of a complex variable, entire functions, transcendental numbers and functions, fundamental theorem of algebra and Picard's theorem, transcendentality of e and pi, elementary differential equations, applications.

Prerequisite: Permission of the instructor is required for students who are not in the Graduate Programme in Mathematics & Statistics Same as Education 5834 6.0.

Mathematics & Statistics 5420 6.0: Algebra for Teachers.

The intent of this course is to give the student an appreciation of mathematical structure through the study of fields, rings and groups, with examples from, and applications to, number theory and geometry. Emphasis is placed on how modern algebra unifies diverse results, and how it sheds light on classical algebraic problems. For example, field extensions will be applied to problems of construction with ruler and compass; factorization theory in integral domains will be applied to solutions of diophantine equations.

Prerequisite: Permission of the instructor is required for students who are not in the Graduate Programme in Mathematics & Statistics. Same as Education 5836 6.0.

Mathematics & Statistics 5430 6.0: Probability, Statistics and **Computing for Teachers**. This course presents a survey of the fundamentals of probability and statistics, linear programming, game theory, and of computer programming. The emphasis is on the understanding of concepts and on a wide variety of applications.

MATHEMATICS & STATISTICS

Mathematics & Statistics 5450 6.0: Geometry for Teachers. This course exposes the students to the richness and variety of geometrical methods. Various geometries, including Euclidean, affine, projective, non-Euclidean and finite geometries and the transformations associated with these geometries, are studied in a unified way. Applications and geometry software are included as appropriate. Prerequisite: Permission of the instructor is required for students who are not in the Graduate Program in Mathematics & Statistics. Same as Education 5837 6.0.

Mathematics & Statistics 5500 6.0: Topics in Mathematics for Teachers. Topics are chosen according to the interests of students. Typical subject material includes mathematical modelling, applications of mathematics in the physical and social sciences, and recent developments in mathematics.

Prerequisite: Permission of the instructor is required for students who are not in the Graduate Programme in Mathematics & Statistics. Same as Education 5832 6.0.

Mathematics & Statistics 5840 3.0: Mathematics Learning

Environments. This course explores issues in mathematics education in light of new developments in cognitive theory, in order to characterize environments for learning mathematics that are both learner centered and knowledge centered. Topics include mathematics learning as a social/cultural experience, mathematics as sense making, the impact of technology on mathematics learning environments.

Same as Education 5840 3.0.

Mathematics & Statistics 5900 3.0: Thinking about Teaching Mathematics. This course invites participants to reflect on the practice of teaching mathematics in light of research and their own experiences. It examines how teachers draw on mathematical and pedagogical knowledge in their work.

A specialized mathematics background is not a prerequisite. Same as Education 5841 3.0.

Mathematics & Statistics 5910 3.0: Quantitative Research Methods in Education. This course deals with the principles of scientific reasoning and how they inform the research process. The theoretical and practical problems involved in data collection will be examined (questionnaire construction, interview procedures, sample design). The second part of the course concentrates on the logic of analysis used in assessing and interpreting data. No formal knowledge of statistics is required. Same as Education 5210 3.0.

Mathematics & Statistics Thesis Research. In addition to Faculty Regulations regarding thesis examination, the thesis candidate normally gives two talks in a student Colloquium, one outlining work in progress and one presenting the final results. This is normally done prior to the formal defense.

No course credit.

Mathematics & Statistics Survey Paper. Grading of a Survey Paper will follow the format of grading of other courses in the program. A student will normally be required to present her/his paper in a student Colloquium. The final grade is partially dependent on the student's performance during such a presentation. No course credit.

Mathematics & Statistics 6002 3.0: Directed Reading. Courses in supervised reading reflect special interests of members of the graduate faculty and are usually given for individual students to prepare for intensive research in a selected area. Permission of the Graduate Program Director is required.

Mathematics & Statistics 6003 3.0: Special Topics. Courses reflect special interests of members of the graduate faculty and may be offered if there is sufficient student demand.

Mathematics & Statistics 6004 0.0: Mathematics Seminar. Students are required to present two one-hour seminars under faculty supervision and to attend other students' presentations. Written reports on the seminars are also required. The topics can be chosen from any field of mathematics but must be distinct from the material of the student's coursework, thesis or survey paper.

No course credit.

Mathematics & Statistics 6030 3.0: Mathematical Logic.

Completeness of predicate logic, models, theories, metatheories, compactness, Löwenheim-Skolem theorem, nonstandard models of arithmetic, definability, examples of saturation, Gödel incompleteness theorems for Peano arithmetic, Turing machines, Church's thesis, recursive sets, recursive enumerability, undecidability.

Mathematics & Statistics 6031 3.0: Model Theory. Models, theories, elimination of quantifiers, omitting types, interpolation theorems, elementary chains, Skolem functions, indiscernibles, ultraproducts, saturated models, definability, categoricity, stability. Applications to algebra, infinitary languages.

Mathematics & Statistics 6032 3.0: Recursion Theory. Partial recursive functionals, semi-recursive and recursive relations. Recursion in a total and in a non-total function. The problem of selection: search computability and other solutions. Turing reducibility, priority method, degrees. Arithmetical and analytical hierarchies. Inductive definability. Applications to proof theory. Introduction to recursion in higher types and abstract recursion.

Mathematics & Statistics 6034 3.0: Computability. This course discusses issues as well as recent advances in the area of computability. Topics include abstract computing devices; computable and semi-computable functions; universal function and S-m-n theorems; recursion theorem; unsolvable problems; Rice's Theorem; reducibilities; productive and creative sets; Godel's incompleteness theorems and Church's undecidability result; polynomial time reducibilities; NP-hard and NP-complete problems; on the length of formal proofs.

Same as Computer Science 6113 3.0.

Mathematics & Statistics 6035 3.0: Computational Complexity. Blum's axioms for the complexity of partial recursive functions, and their consequences (Speed-up, Gap, Honesty theorems). Study of various subrecursive hierarchies; comparison of the hierarchies. NP-hard and NP-complete problems. The complexity of formal proofs.

Mathematics & Statistics 6040 3.0: Set Theory. An introduction to the Zermelo-Fraenkel axioms, simple consistency theorems, consequences of Gödel's incompleteness theorems for set theory, Gödel's constructible universe and its implications.

Mathematics & Statistics 6049 3.0: Advanced Topics in Set Theory. This course provides an in-depth study of various advanced topics in set theory. Possible topics include forcing, combinatorial set theory, constructibility, set theory of the real line, large cardinals, and

cech-Stone compactification of the integers. Topics are arranged to suit the interests of faculty members and students. Students may take the course more than once, with a different topic each time.

Mathematics & Statistics 6051 3.0: Graph Theory. A first course on the theory of graphs introducing classification concepts such as connectivity and transversability as well as invariants such as chromatic number and girth. Other major topics will be covered as time permits.

Mathematics & Statistics 6060 3.0: Lattice Theory. Posets, semilattices, lattices, representation theory of lattices, modular and distributive lattices, Heyting algebras, Boolean algebras, complete lattices, locales, continuous lattices.

Mathematics & Statistics 6120 6.0: Modern Algebra. Group theory including the Sylow theorems and the basis theorem for finitely generated abelian groups; elements of ring theory including unique factorization domains; field theory including Galois theory; linear algebra including Jordan and rational canonical forms.

Mathematics & Statistics 6130 3.0: Commutative Algebra.

Commutative algebra forms the foundation for algebraic geometry. Topics selected are general theory of commutative rings, Spec and localization, integral dependence, valuation rings, regular rings, polynomial and power series rings.

Mathematics & Statistics 6140 3.0: Algebraic Curves. Projective plane curves, Bezout's theorem and intersection numbers, Hamburger-Noether expansion of a branch, resolution of singularities of a plane curve by blowing up points, Riemann-Roch theorem, function fields in one variable of genus 0 or 1.

Mathematics & Statistics 6160 3.0: Selected Topics in Algebraic Combinatorics. This course looks at the use of combinatorial tools to study algebra constructions such as groups, rings, modules, representations, ideals and algebras. The topics range from specific types of algebras to the tools used to analyze algebra.

Prerequisite: Mathematics & Statistics 6120 6.0: Modern Algebra, or equivalent.

Mathematics & Statistics 6161 3.0: Selected Topics in Algebraic Combinatorics: Symmetric Functions. This course examines the algebra of the symmetric functions and the techniques for computation in this algebra.

Prerequisite: Mathematics & Statistics 6120 6.0: Modern Algebra, or equivalent.

Mathematics & Statistics 6162 3.0: Selected Topics in Algebraic Combinatorics: Hopf algebras and representations. This course looks at the use of combinatorial tools to study algebra constructions such as groups, rings, modules, representations, ideals, algebras and Hopf algebras. The topics range from specific types of algebras to the tools used to analyze algebra.

Prerequisite: Mathematics & Statistics 6120 6.0: Modern Algebra, or equivalent.

Mathematics & Statistics 6170 3.0: Topics in Lie Theory. This course introduces students to the basic theory of Lie groups and/or Lie algebras. Topics include the following structure theory of finite-dimensional Lie groups and algebras; the semi-simple classification; representation theory; relation between Lie groups and algebras; modern developments such as Kac-Moody algebras; applications such as special functions.

Mathematics & Statistics 6180 3.0: Category Theory. Categories, functors, natural transformations, functor categories, comma categories, representable functors, Yoneda lemma, adjoint functors, limits and colimits, special objects and morphisms, adjoint functor theorems, Eilenberg-Moore categories, monoidal categories, closed categories, 2-categories, additive categories, Abelian categories.

Mathematics & Statistics 6189 3.0: Advanced Topics in Category Theory. This course provides an in-depth study of various advanced topics in category theory and closely related areas. Available topics include topos theory, locale theory, universal algebra, and sheaf theory. Topics are arranged to suit the interests of faculty members and students. Students may take the course more than once, with a different topic each time.

Mathematics & Statistics 6190 3.0: Selected Topics in Category Theory. The course presents applications of category theory to various fields of mathematics and science, including topology, analysis, algebra and logic. Topics include strict and lax monad theory, intrinsic algebra and topology, topos theory, and higher-dimensional categorical structures.

Prerequisite: Mathematics & Statistics 6180 3.0: Category Theory, or equivalent.

Mathematics & Statistics 6191 3.0: Selected Topics in Category Theory: Topos Theory. The course introduces the categorical notions relevant to topos theory and discusses some of the main examples and applications to logic and algebraic geometry: Cartesian closed, exact, and extensive categories, subobject classifiers, elementary topos, Grothendieck topos, categories of sheaves. Prerequisite: Mathematics & Statistics 6180 3.0: Category Theory, or equivalent.

Mathematics & Statistics 6200 3.0: Group Theory. The topics covered in this course are permutation groups, linear groups, groups given by generators and defining relations, nilpotent and solvable groups, generalized free products, HNN groups, and an introduction to group representation theory.

Mathematics & Statistics 6201 3.0: Finite Reflection Groups.

This course presents an account of the theory of reflection groups acting on Euclidean spaces. Although the approach is algebraic in nature the arguments are highly geometric, with an emphasis on the finite groups and related geometry leading to the presentation of such groups as Coxeter groups and the classification of finite reflection groups.

Prerequisite: Undergraduate courses in linear algebra (such as Arts Mathematics & Statistics 2022 3.0 or equivalent) and abstract algebra (such as Arts Mathematics & Statistics 3020 3.0 and 4020 3.0 or their equivalents).

Mathematics & Statistics 6202 3.0: Group Theory and Geometry. Topics include the geometry of the classical groups over a field, the construction of the finite simple groups, discontinuous groups of motion of the Euclidean and non-Euclidean planes, geometry of linear fractional transformations, Fuchsian groups, groups generated by reflections (Coxeter groups), surface, knot, and braid groups.

Mathematics & Statistics 6203 3.0: Combinatorial Group Theory. Topics are selected from: presentations of groups, fundamental problems, Reidemeister-Schreier rewriting process, subgroups and automorphisms of free groups, free products and the Kurosh theorem, free products with amalgamation, HNN extensions, one-relator groups, small cancellation groups, homological methods.

Mathematics & Statistics 6209 3.0: Advanced Topics in Group Theory. This course provides an in-depth study of various advanced topics in group theory. Possible topics include group representations, matrix groups, Lie groups and more advanced topics from combinatorial group theory. Students may take the course more than once, with a different topic each time.

Mathematics & Statistics 6260 3.0: Real Analysis. Convergence theorems over the reals, Lp, lp, C(X), completeness, Hölder's, Minkowski's and Jensen's inequalities, methods of integration, functions of bounded variation, Weierstrass approximation, Vitali's covering lemma, Fourier series with Lebesgue integral, distributions, topology of the real line: Borel structure, Baire functions, Baire category theorem and applications, special subsets of the real line.

Mathematics & Statistics 6269 3.0: Advanced Topics in Analysis. An in-depth study of a topic in analysis. Possible topics: abstract harmonic analysis, approximation theory, distribution theory, nonlinear partial differential equations, operator algebras, orthogonal polynomials, and special functions. Topics are based on special interests of faculty members and may be offered if there is sufficient demand. Students may take the course more than once, with a different topic each time.

Mathematics & Statistics 6280 3.0: Measure Theory. Topics include σ -algebras, measure spaces, measurable functions, outer measure and measurability, the Caratheodory extension theorem, integration, convergence theorems, signed measures, Hahn-Jordan decomposition, Radon-Nikodym theorem, product measures, Fubini Theorem, the Daniell integral, Riesz representation theorem.

Mathematics & Statistics 6300 3.0: Complex Analysis. Complex differentiation and integration; Cauchy's integral formula; Taylor series; the residue theorem; Rouche's theorem; the Riemann mapping theorem, conformal mappings, harmonic functions and boundary value problems, Schwarz's reflection principle, infinite products and Mittag-Leffler expansions.

Mathematics & Statistics 6340 3.0: Ordinary Differential Equations. General theory (existence, uniqueness, growth and error estimates); oscillation and Sturmian theory; dynamical systems; boundary value problems.

Mathematics & Statistics 6350 3.0: Partial Differential Equations. Fourier transforms, homogeneous distributions, singular integrals, spherical harmonics, pseudo-differential operators, fundamental solutions and parametrices of partial differential operators.

Mathematics & Statistics 6373 3.0: Computational Dynamical Systems. This course provides an opportunity for students in the applications of dynamical systems to develop the analytical and computational expertise in both continuous-time and discrete-time dynamical systems.

Prerequisite: Mathematics & Statistics 2270 3.0: Differential Equations, or equivalent, and familiarity with Maple or Matlab or Mathematica.

Mathematics & Statistics 6461 3.0: Functional Analysis I. An introduction to Banach and Hilbert spaces together with bounded linear functionals and operators on these spaces. Topics include the Hahn-Banach theorem, representation of dual spaces, the uniform boundedness principle, the open mapping and closed graph theorems, compact operators.

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Mathematics & Statistics 6462 3.0: Functional Analysis II. The material of this course may vary according to the interests of the class. Typical topics include weak and weak* topologies, Alaoglu's theorem, topological vector spaces, spectra of linear operators, introduction to Hilbert space operators, Fredholm operators, unbounded operators, semigroups of operators, introduction to Banach and C*-algebras.

Prerequisite: Mathematics & Statistics 6461 3.0 or equivalent.

Mathematics & Statistics 6530 3.0: Differential Geometry.

Differentiable manifolds, tangent spaces and differentiable maps. Differential forms, integration on manifolds, Stoke's theorem. Riemannian geometry, covariant differentiation, curvature. Lie groups and homogeneous spaces.

Mathematics & Statistics 6540 3.0: General Topology I. Filters, nets, separation, continuity, operations on topological spaces, function spaces, compactness, Stone- cech compactification, connectedness, metric spaces, completeness, metrization theorems, covering properties, cardinal functions, dimension theory.

Mathematics & Statistics 6541 3.0: General Topology II.

Cardinal functions, the use of elementary submodels, cardinals less than the continuum, recursive construction of topologies, building of topological properties into spaces, Dowker spaces, cech-Stone compactification of the integers, Aronszajn trees, applications of measure.

Mathematics & Statistics 6550 3.0: Algebraic Topology I. The fundamental group, covering spaces, simplicial complexes, simplicial homology, singular homology, CW complexes, the Eilenberg-Steenrod axioms, cohomology, universal coefficient theorems, Kunneth theorems.

Mathematics & Statistics 6551 6.0: Algebraic Topology II.

Spectra, generalized homology, Brown representation theorem, Thom-Pontrjagin theorem, Atiyah-Hirzebruch spectral sequence, Steenrod operations and the Adams spectral sequence. Applications will be made to the stable homotopy groups of spheres.

Mathematics & Statistics 6602 3.0: Stochastic Processes. This is a course in discrete parameter stochastic processes. Topics include Markov chains, classification, ratio limit theorem, forward and backward equations, branching processes, random walk, recurrence and transience, Poisson processes, renewal theorem, queueing models, stationary sequences, ergodic theorem, mixing conditions, martingales, maximal inequalities, optional sampling and convergence theorems.

Integrated with the undergraduate course Mathematics & Statistics 4430 3.0.

Mathematics & Statistics 6604 3.0: Probability Models. This course introduces the theory and applications of several kinds of probabilistic models, including renewal theory, branching processes, and martingales. Additional topics may include stationary processes, large deviations, or models from the sciences.

Integrated with the undergraduate course Arts Mathematics & **Statistics** 4431 3.0.

Mathematics & Statistics 6605 3.0: Probability Theory. This course provides students with an exposure of measure theoretic foundation of probability theory. Examples of weak convergence applied to different stochastic processes will be demonstrated. Having enough knowledge about weak convergence of stochastic processes in metric spaces is crucial for graduate students seeking to make major contributions in almost all the aspects of statistics

ranging from theoretical to applied.

Prerequisites: Elementary probability (such as York undergraduate course Arts Mathematics & Statistics 2030 3.0 or equivalent), undergraduate mathematical analysis (such as York undergraduate course Arts Mathematics & Statistics 3210 3.0 or equivalent courses) or permission of the instructor.

Mathematics & Statistics 6609 3.0: Advanced Topics in Probability and Stochastic Processes. This course provides an indepth study of various advanced topics in probability and stochastic processes. Available topics include martingales and stochastic integrals, potential theory and Markov processes, limit theorems, extreme value theory, queuing theory, reliability, branching processes, statistical mechanics, and interacting particle systems. Topics are arranged to suit the interests of faculty members and students. Students may take the course more than once, with a different topic each time.

Mathematics & Statistics 6620 3.0: Mathematical Statistics. The topics of the course include: Exponential family and group family, minimal sufficiency, completeness and Basu's Theorem, decision theory, UMVU and equivariant estimators, Bayesian and minimax estimators, admissibility and Stein paradox, limiting behaviour of MLE, theory of hypothesis testing, etc.

Prerequisites: Undergraduate mathematical statistics (such as York undergraduate course Arts Mathematics & Statistics 3132 3.0 or equivalent) or permission of the instructor.

Mathematics & Statistics 6621 3.0: Advanced Mathematical

Statistics. The topics of the course include: Introduction to measure theoretic probability, conditional expectation, sufficiency, convergence theorems, methods of large sample theory, order statistics and U-statistics, estimating equation, advanced theory of hypothesis testing, confidence regions, etc.

Prerequisites: Mathematics & Statistics 6620 3.0: Mathematical Statistics or equivalent or permission of the instructor.

Mathematics & Statistics 6622 3.0: Generalized Linear Models.

The topics of the course include: Classical linear models and regression; analysis of contingency tables: log linear models, linear logit models; generalized linear models: model specification, link functions, measures of discrepancy, fitting algorithms, examples of applications to continuous, binary and polytomous data. Prerequisites: York undergraduate course Arts Mathematics & Statistics 3033 3.0 and 3034 3.0, or equivalent, or permission of the instructor.

Mathematics & Statistics 6623 3.0: Statistical Inference. A survey of the process from model-and-data to conclusions-concerning-theunknowns; likelihood analysis; conditional inference, asymptotic theory.

Mathematics & Statistics 6624 3.0: Asymptotic Theory in

Statistics. The asymptotic properties of the following statistics: the usual statistics computed from a sample, the statistics concocted as transformations of vectors of more basic statistics, statistics arising in classical parametric inference and contingency table analysis, U-statistics, von Mises differentiable statistical functions, M-estimates, L-estimates and R-estimates.

Prerequisite: Mathematics & Statistics 6620 3.0 or equivalent or permission of the instructor.

Mathematics & Statistics 6625 3.0: Design and Analysis of Experiments. This course presents the principles of statistical design and analysis of experiments for graduate students in applied statistics. Topics include randomization, blocking, factorial design, confounding, fractional replication, response surface methodology, cross-over design, and optimal design.

Prerequisites: York undergraduate courses Arts Mathematics 3132 3.0 and 4730 3.0 or equivalents, or permission of the instructor.

Mathematics & Statistics 6626 3.0: Sampling Design and Analysis. Topics include sampling weights and design effects in complex surveys; imputation and weighting methods for nonresponse; variance estimation in complex surveys; effects of complex sampling design on categorical data analysis and on regression analysis.

Integrated with the undergraduate course Arts/Atkinson/Science Mathematics 4731 3.0

Prerequisite: York undergraduate course Arts/Atkinson/Science Mathematics 3430 3.0 or equivalent or permission of the instructor. Note: SAS and Splus computing environments are used to facilitate coursework.

Mathematics & Statistics 6627 3.0: Practicum in Statistical Consulting. Through the collaboration of the Statistical Consulting Service in the Institute for Social Research, students have the opportunity to be involved in some of the Service's activities. Students participate in a series of simulated consultations which cover basic principles and common misconceptions and paradoxes encountered in statistical applications; analyse real data involving the use of the statistical literature to find a suitable method of analysis; study the statistician-client relationship, including the client-consultant interaction, the role of the statistician in scientific inference, principles and ethics; and, complete a project involving the analysis of a substantial real data problem.

Mathematics & Statistics 6628 3.0: Optimization in Statistics. In this course, some optimization problems in regression, estimation, testing and other areas of statistics are identified. The methods appropriate to the analysis and resolution of such problems are described. These methods make extensive use of linear programming, convex analysis and approximation theory.

Mathematics & Statistics 6630 3.0: Applied Statistics I. This course aims at enhancing the computational ability of students in analyzing data through the use of numerical techniques and statistical software

Prerequisites: York undergraduate mathematical statistics course (such as Arts Mathematics 3132 3.0 or equivalent), regression course (such as Arts Mathematics 3033 3.0 or equivalent), or permission of the instructor.

Mathematics & Statistics 6631 3.0: Applied Statistics II. This course is a continuation of Applied Statistics I, aiming at enhancing students' ability in data analysis, through the application of statistical techniques using statistical software. Programs such as S-plus and SAS will be used for course work.

Prerequisites: Mathematics & Statistics 6622 3.0, 6630 3.0, or permission of the instructor.

Mathematics & Statistics 6632 3.0: Applied Multivariate Statistical Analysis. The course covers the basic theory of the multivariate normal distribution and its application to multivariate inference about a single mean, comparison of several means and multivariate linear regression. As time and interest permit, further related topics may also be covered.

Integrated with the undergraduate course Arts/Atkinson/Science Mathematics 4630 3.0

Prerequisites: York undergraduate courses Arts/Atkinson/Science Mathematics 2022 3.0, 2222 3.0, 3033 3.0, 3131 3.0, 3333 3.0 or equivalents.

Mathematics & Statistics 6633 3.0: Theory and Methods of

Time Series Analysis. A systematic presentation of many statistical concepts and techniques for the analysis of time series data. The core topics include time dependence and randomness, trend, seasonality and error, stationary process, ARMA and ARIMA processes, multivariate time series and state-space models.

Integrated with the undergraduate course Arts/Atkinson/Science Mathematics 4130B 3.0.

Prerequisites: York undergraduate course Arts/Atkinson/Science Mathematics 3033 3.0 or equivalent; Arts/Atkinson/Science Mathematics 3131 3.0 or equivalent or permission of the instructor.

Mathematics & Statistics 6634 3.0: Non-Parametric Methods

in Statistics. Order statistics; general rank statistics; one-sample, two-sample, and k-sample problems; Kolmogorov-Smirnov statistics; tests of independence and relative efficiencies.

Integrated with the undergraduate course Arts/Atkinson/Science Mathematics 4230 3.0.

Prerequisite: York undergraduate course Arts/Atkinson/Science Mathematics 3131 3.0 or equivalent; Arts/Atkinson/Science Mathematics 3132 3.0 is recommended but not required.

Mathematics & Statistics 6635 3.0: An Introduction to Bayesian

Statistics. Topics covered include various types of prior distributions, Bayesian inference, comparing Bayesian and non-Bayesian methods and prior knowledge sensitivity analysis.

Prerequisite: York undergraduate course Arts/Science Mathematics & Statistics 3132 3.0 or equivalent, or permission of the instructor.

Mathematics & Statistics 6636 3.0: Data Mining. This course will review some of the principal methods used for data mining, with the goal of placing them in common perspective and providing a unifying overview.

Integrated with the undergraduate course Arts/Science Mathematics 4034 3.0.

Prerequisites: York undergraduate course Arts/Atkinson/Science Mathematics 3034 3.0 and Arts/Atkinson/Science Mathematics 3430 3.0 or equivalents, or permission of the instructor.

Note: SAS and Splus computing environments are used to facilitate coursework.

Mathematics & Statistics 6637 3.0: Robust Statistics. This course provides students with an introduction to robust statistics. Basic robustness concepts and robust estimators, etc., will be covered. Prerequisites: York undergraduate course Arts/Science/Atkinson Mathematics & Statistics 3130 3.0; and either Arts/Science/Atkinson Mathematics & Statistics 3033 3.0 or Arts/Science/Atkinson Mathematics & Statistics 3303 3.0 equivalents, or permission of the instructor.

Mathematics & Statistics 6638 3.0: Econometrics Theory. This course covers selected inference methods in cross-section and time series analysis. It is intended to introduce various modelling and estimation techniques for data which do not satisfy the assumptions of the classical general linear model.

Integrated with the undergraduate course Mathematics & Statistics 4234 3.0.

Prerequisites: York undergraduate Arts/Science Atkinson

Mathematics & Statistics 3033 3.0, or Arts/Science/Atkinson

Mathematics & Statistics 3330 3.0 or equivalents, or permission the instructor.

Mathematics & Statistics 6639 3.0: Advanced Topics in Statistics.

This course provides an in-depth study of various advanced topics in statistics. Possible topics include foundations of statistics, differential

methods in statistics, structural methods in statistics, generalized linear models, nonparametric statistics, exponential families, order restricted statistical inference. Topics are arranged to suit the interests of faculty members and students. Students may take the course more than once, with a different topic each time.

Mathematics & Statistics 6640 3.0: Biostatistics. This course provides students with an introduction to the statistical methods which are commonly used in medical research and epidemiology. Integrated with the undergraduate course Arts/Atkinson/Science Mathematics & Statistics 4134 3.0.

Prerequisites: York undergraduate courses Arts/Science/Atkinson Mathematics & Statistics 3034 3.0 and Arts/Science/Atkinson Mathematics & Statistics 3131 3.0 or equivalents, or permission of the instructor.

Note: SAS and Splus computing environments will be used to facilitate coursework.

Mathematics & Statistics 6641 3.0: Survival Analysis. This course provides students with an introduction to the statistical methods for analyzing sensored data which are common in medical research, industrial life-testing and related fields. Topics include accelerated life models, proportional hazards model, time dependent covariates. Integrated with the undergraduate course Arts/Atkinson/Science Mathematics & Statistics 4130K 3.0.

Prerequisites: York undergraduate Arts/Atkinson/Science Mathematics 3131 3.0; and either Arts/Science Mathematics 3033 3.0 or Arts/Atkinson/Science Mathematics 3330 3.0 or equivalents, or permission of the instructor.

Note: Computer/Internet use is essential for coursework.

Mathematics & Statistics 6642 3.0: Applied Longitudinal Data Analysis. This course is intended to provide a systematic presentation on statistical models and methods for the analysis of longitudinal data. The topics of this course include dispersion models, generalized estimating equation (GEE), marginal models, random effect models, transition models, state space models or dynamic models. Prerequisites: Mathematics & Statistics 6622 3.0 or equivalent or York undergraduate course Arts Mathematics & Statistics 3034 3.0 or equivalent, or permission the instructor.

Mathematics & Statistics 6643 3.0: Applications of Mixed Models. Theory and applications of mixed models and extensions: theoretical formulation, hierarchical models, generalized least-squares, empirical Bayes, shrinkage estimators, fitting algorithms, unbalanced nested structures, longitudinal analysis, non-linear models, categorical dependent variables. Prerequisites: An intermediate course in linear models such as York undergraduate Arts Mathematics 3330 3.0 or 3033 3.0 or equivalents, or permission the instructor.

Mathematics & Statistics 6651 3.0: Advanced Numerical Methods. Numerical methods for solving ordinary differential equations, optimization problems: steepest descents, conjugate gradient methods, approximation theory: least squares, orthogonal polynomials, Chebyshev and Fourier approximation, Padé approximation.

Prerequisites: Arts/Atkinson/Science Mathematics 2270 3.0, Arts/ Science Mathematics 3242 3.0 or Atkinson/Arts/Science Computer Science 3122 3.0 or their equivalents

Same as Physics & Astronomy 5070A 3.0. Integrated with the undergraduate course Arts Mathematics 4141 3.0. Mathematics & Statistics 6652 3.0: Numerical Solutions to Partial Differential Equations. This course provides a rigorous treatment of numerical methods for the solutions of ordinary and partial differential equations.

Mathematics & Statistics 6651 3.0 is not a prerequisite for Mathematics & Statistics 6652 3.0.
Same as Physics & Astronomy 5070B 3.0.

Mathematics & Statistics 6900 3.0: Operations Research I. This course contains an introduction to the following topics: game theory, decision theory, simulation, reliability theory.

Integrated with the undergraduate course Arts Mathematics & Statistics 4170 6.0.

Mathematics & Statistics 6901 3.0: Operations Research II.

This course contains an introduction to queuing theory, nonlinear programming and measures of uncertainty. Possible additional topics are classification theory, pattern recognition and inventory control. Integrated with the undergraduate course Arts Mathematics & Statistics 4170 6.0.

Mathematics & Statistics 6910 3.0: Stochastic Calculus for

Finance. Probability models and discrete time stochastic processes; Brownian motion; filtrations, conditional expectations, martingales; stochastic integrals, Ito's formula; stochastic differential equations; diffusions, Kolmogorov equation; Girsanov formula; black scholes.

Mathematics & Statistics 6911 3.0: Numerical Methods in Finance. Introduction to partial differential equations; basic properties of the diffusion equation; finite difference methods; explicit methods; implicit methods including Crank Nicholson; free boundary problems; variational inequalities; lattice methods.

Mathematics & Statistics 6931 3.0: Mathematical Modeling. This course examines various issues regarding derivation, simplification and analysis of models from industrial, environmental, biological and financial applications. Topics include dimensional analysis, asymptotic and perturbation analysis, dynamics and long-term prediction.

Prerequisites: calculus and analysis courses such as York undergraduate Arts Mathematics 3210 3.0 or equivalent and a differential equations course such as Mathematics 2270 3.0 or equivalent; and some basic programming skills and knowledge of partial differential equations will be helpful

Mathematics & Statistics 6936: 3.0: Mathematical Epidemiology.

This course covers the basic tools required to critically read modeling papers and to develop and use models as research tools: models of infectious disease; threshold conditions for epidemic outbreaks, the basic reproductive rate of a disease; vaccination strategies to control infection. Emphasis is placed on setting up and utilizing mathematical models to understand infectious disease processes and to evaluate potential control strategies. This course provides an opportunity for students who are interested in using mathematical modeling techniques to study the transmission dynamics of infectious disease on a population level. The course helps to develop modeling, analytical and computational expertise in both continuous-time and discrete-time dynamical models for the study of infectious diseases.

Prerequisite: York undergraduate course Atkinson/Science/Arts Mathematics 2270 3.0: Differential equations or equivalent and some numerical skills (familiarity with Maple or Matlab or Mathematica).

Mathematics & Statistics 6937 3.0: Practicum in Industrial and Applied Mathematics. Problems from industrial or other applications are presented to students by either a client or faculty member. The students choose a particular project from these problems that can be handled with standard techniques learned from Mathematical Modeling and other courses. Students derive a reasonable model and provide some theoretical analysis and numerical simulations in a formal report.

Prerequisites: calculus and analysis courses such as York undergraduate Arts Mathematics 3210 3.0 or equivalent and a differential equations course such as Mathematics 2270 3.0 or equivalent; Mathematics 6931 3.0 and Mathematics 6651 3.0 or their equivalents

Mathematics & Statistics 6940 3.0: Coding Theory. An Introduction to the theory and applications of error correcting codes. Hamming codes, Golay codes, cyclic codes, BCH codes. Application of these codes to storage and retrieval of information on computers. compact disks, etc. The relationship between coding theory and two person game theory.

Mathematics & Statistics PhD Dissertation Research. No course credit.

ETHNOMUSICOLOGY & MUSICOLOGY

224 Winters College (416) 736-2100, extension 77122 http://www.yorku.ca/grdmusic/

GRADUATE FACULTY MEMBERS

Associate Professor and Director of the Graduate Program M. Coghlan

Professors Emeriti

R. S. BECKWITH

A. CLARKSON

D. Lidov

R. WITMER

Professors

C. CARPENTER

D. Мотт

C. Petrowska Quilico

J. RAHN

T. Sankaran

Associate Professors

J. Berland

R. BOWMAN

D. DE VAL

R. Simms

C. Sokol

W. WESTCOTT

Assistant Professors

L. CANTON

M. CHAMBERS

B. Elmes

M. Marcuzzi

S. MARTIN

C. Robbin

 $S.\ V$ iswanathan

L. Wrazen

Adjunct Faculty

M. Arnold

B. DIAMOND

J. Evans

S. Fast

K. Pegley

J. SHEPHERD

L.C. SMITH

H. Spring

W. F. THOMPSON

R. van der Bliek

The Graduate Program in Ethnomusicology & Musicology offers MA and PhD degrees. The program's faculty members include ethnomusicologists, music historians, music theorists, performers and composers, all of whom teach in their specialized areas of research and share a concern for the critical study of methodologies and procedures in music scholarship and composition.

The program offers courses and research opportunities in ethnomusicology, musicology and composition, giving particular but not exclusive emphasis to North American music, including jazz and urban popular music, religious music, concert and folk music in rural and urban localities. Recognition is given to the multiple cultures that coexist in twentieth ant twenty-first century society, and to the many contexts and issues which shape musical expression. Members of the program are concerned with the scholarly study of composition and improvisation, with aural cognition, mediation and reception as well as with cultural studies and criticism.

- MA fields of study: composition, ethnomusicology, jazz, musicology and popular music
- PhD fields of study: ethnomusicology, jazz, musicology and popular music

The program also participates in a three-year program leading to a double degree (MA and MBA) in Ethnomusicology & Musicology and Business Administration/Arts Administration. Please see the MBA/MFA/MA section of this *Calendar* for more information.

MASTER OF ARTS/MAGISTERIATE DEGREE

ADMISSION REQUIREMENTS

To be considered for admission, an applicant must be a graduate of a recognized university, normally with at least a B (second class) standing, assessed over the last two years of academic study. Strength in musicianship, as well as knowledge of European music history, is expected of students entering the program.

In addition, applicants should have an undergraduate degree in music or a relevant major in the humanities or social sciences. If the undergraduate degree is in a subject other than music, applicants should have at least a minor concentration in music or the equivalent in training and experience (to be determined by the program's graduate admissions committee). Applicants without the expected academic qualifications may be asked to make up deficiencies.

All applicants should submit:

- 1) a statement of intent (no less than 500 words);
- 2) two examples of scholarly writing; and,
- 3) an updated résumé (curriculum vitae).

In addition to the above documents, applicants for the composition field must submit a composition portfolio. All complete files are assessed by the Music graduate program admissions committee.

The program accepts only those qualified applicants who are able to benefit from the faculty and facilities available.

MA Degree by Thesis, Ethnomusicology/Musicology Candidates for the MA degree by thesis must satisfactorily complete the following:

1. Courses

Music 5010 6.0: Problems and Methods of Musical Research plus FOUR additional half courses which differ substantially in subject area and/or methodological approach. These electives may include a course in a cognate discipline related to the student's principal research interests, or a directed reading course.

2. Language

An examination testing the student's reading knowledge of French, German, or other relevant second language.

3. Thesis

A thesis (generally 100 to 150 pages) on a topic approved by the program's Graduate Executive Committee. The thesis project may require field work, or it may depend upon the use of archival or published materials. After formal submission of the thesis, an oral examination is held in accordance with the thesis regulations of the Faculty of Graduate Studies.

MA Degree by Thesis, Composition

Candidates for the MA degree by thesis must satisfactorily complete the following:

1. Courses

Music 5005A 3.0: Seminar in Composition I (half course over two terms—year 1) and Music 5005B 3.0: Seminar in Composition II (half course over two terms—year 2), which combine private lessons and shared symposia; plus FOUR additional half courses offered by the program, including at least one of Music 5110 3.0: Early Twentieth-century Music: Form, Structure and Significance, Music 6210 3.0: Documentary and Interpretive Studies in Contemporary Music, Music 6250 3.0: Musical Analysis, or Music 6310 3.0: Musical Acoustics, Psychoacoustics and Formal Perception.

2. Language

No language examination is required.

3. Thesis: Composition and Paper

A composition and research paper on a topic approved by the program's Graduate Executive Committee. The usual form of the composition thesis will be an extended musical score (or acoustic equivalent) in combination with a research paper. The research paper (generally 50 to 80 pages) will place the composition in the context of contemporary music with respect to its technical methods and style orientation. The principle guiding the composition thesis and its examination is that there must be distinct and extensive independent work which is defensible from the standpoints of its technical mastery, feasibility for performance, relation of means to aesthetic intention, and its composer's awareness of sources and influences. After formal submission of the thesis, an oral examination is held in accordance with the thesis regulations of the Faculty of Graduate Studies.

MA Degree by Coursework, Ethnomusicology/ Musicology

Candidates for the MA degree by coursework must satisfactorily complete the following:

1. Courses

Music 5010 6.0 plus **SIX** additional half courses which differ substantially in subject area and/or methodological approach. One of these half courses may be a directed reading course.

2. Language

An examination testing the student's reading knowledge of French, German or other relevant second language.

3. Research Paper

A research paper (generally 50 to 80 pages) on a topic approved by the program's graduate executive committee, written under the direction of a member of the graduate faculty in music. The paper will be graded by the faculty member directing the research and by a second reader, appointed by the Graduate Program Director.

DOCTORATE/DOCTOR OF PHILOSOPHY DEGREE

ADMISSION REQUIREMENTS

Applicants for admission should hold a master's degree in music or a relevant discipline from a recognized university with a minimum B+ average.

Strength in musicianship should be minimally equivalent to that of an undergraduate major in music. Applicants with culture-specific expertise but without the expected academic qualifications may be given special consideration and/or may be asked to make up deficiencies.

All applicants should submit:

- 1) a statement of intent (no less than 500 words);
- 2) two examples of scholarly writing; and,
- 3) an updated résumé (curriculum vitae)

The program accepts only those qualified applicants who are able to benefit from the faculty and facilities available.

DEGREE REQUIREMENTS

All students must satisfactorily complete the following:

1. Courses

Music 6010 6.0: Theoretical Perspectives in Ethnomusicology/ Musicology plus FOUR additional half courses beyond the master's program. Students may apply to take courses outside the program and may fulfill up to two requirements as directed reading courses.

2. Language

An examination testing the student's reading knowledge of two languages other than English as appropriate to the research program.

3. Comprehensive Examination

Two comprehensive examinations testing broad areas of specialization, including a critical grasp of theoretical issues. The first examination consists of a one-hour public oral presentation followed by an oral defense conducted by the student's supervisory committee. The second is a written comprehensive examination testing the student's area of expertise.

4. Dissertation

A dissertation on a topic approved by the program's Graduate Executive Committee, presented and defended in accordance with the dissertation regulations of the Faculty of Graduate Studies.

COURSES

Courses are offered in rotation over several years. Not all courses are offered every year. Supplementary information including course offering timetables, instructors, times and places is available in the Program Office.

Both MA and PhD students may take either 5000- or 6000-level courses with the exception of Music 6010 6.0: Theoretical Perspectives in Ethnomusicology/Musicology which is usually restricted to PhD students.

Music 5005A 3.0: Seminar in Composition I. Individual coaching in composition and seminar classes in related problems of analysis and technique.

Music 5005B 3.0: Seminar in Composition II. A continuation and intensification of Music 5005A 3.0. Individual coaching in composition and seminar classes in related problems of analysis and technique.

Music 5006A 3.0: Private Lessons in Composition I. This course provides an opportunity for specialized work in composing with particular techniques or for particular media.

Music 5006B 3.0: Private Lessons in Composition II. This course provides an opportunity for specialized work in composing with particular techniques or for particular media.

Music 5007 3.0: Jazz Composition. This course develops specific compositional techniques and structural procedures modeled a wide range of music genres within the jazz idiom. Compositions for modeling will be chosen from a wide variety of jazz composers. Sources are selected from a variety of historical periods.

Music 5008 3.0: Jazz Theory: Speculative Concepts and Practical Methods. This course surveys literature dealing with both the speculative and operative aspects of jazz theory. Sources include works by theorists, musicologists, and pedagogues such as Aebersold, Mehegan, Delamont, Russo, Schuller, Slonimsky, Schillinger, Riemann, O'Meally, Baker, Giddins, Dobbins, Wright, Berliner, Negus, Coker, Sebesky, Schuller, Levine and Schenker.

Music 5010 6.0: Problems and Methods of Musical Research. An examination of different methods and theoretical frameworks for musical research, through intensive, critical studies of existing literature and a number of small research projects. The course is taught by a team of graduate faculty members.

Prerequisite: Graduate standing in music or consent of instructor.

Music 5019 3.0: Composition with Digital Instruments. This studio course deals with electro/acoustic composition techniques using computers, digital instruments, mixers and numerous other forms of hardware and software.

Music 5100 3.0: Seminar in the History and Sociology of Twentieth Century Music. The seminar examines topics which are of interest to the historian of twentieth century music as well as the sociologist of contemporary musical life in Western industrialized societies. Emphasis is given to the interdependence of participants in the musical cultures of different social groups, and the influences of ideologies, social structures, and media on taste and value.

Music 5110 3.0: Early Twentieth Century Music: Form, Structure, Significance. This course examines music composed in the earlier part of the twentieth century, with an emphasis on the social, historical and cultural contexts for innovation and experimentation. Analysis of a limited but representative range of works by Debussy, Schoenberg, Webern, Stravinsky, Satie, Bartok, Ives or other composers serves as the basis for broader interpretation, using approaches developed by musicology as well as literary and art history.

Music 5120 3.0: South Indian Music. An intensive examination of the Karnatak musical culture of South India with consideration of the history and sociology of music in that region.

Music 5130 3.0: Latin American and Caribbean Music. An intensive examination of the musical cultures of Latin America and the Caribbean with consideration of the history and sociology of music in that region.

Music 5140 3.0: Commercial Music of the Americas. A study of folk and traditional music and musicians as absorbed and transformed by the music and entertainment industries. United States country music is the major focus of the seminar with comparative material drawn from Caribbean, Canadian, and African-American examples.

Music 5150 3.0: Tradition and Revival in British and Canadian Folk Music. This course examines social and musical issues in the folksong movements in England and Canada in the late nineteenth and twentieth centuries. Critical views of ethnography and procedure as well as recent developments in folk music are studied.

Music 5160 3.0: Music of Eastern Europe and the Middle East. An intensive examination of selected musical cultures of Eastern Europe and/or the Middle East with consideration of the history and sociology of musics in the regions explored.

Music 5170 3.0: North American Traditional Music. A study of folk and traditional music of diverse ethnocultural communities in North America with consideration of the history and sociology of the communities explored.

Music 5180 3.0: Jazz Studies. The phenomenon of jazz is investigated from a number of perspectives through a survey of scholarly, popular, and pedagogical jazz literature. Various problems and methods of jazz research including discography, style analysis, and criticism are examined.

Music 5190 3.0: African-American Music. A study of the music of African-Americans from the sixteenth to the twentieth century. Musicological, historical and sociological issues are examined.

Music 5410 3.0: Performance Option. This course involves performance study, generally in a cross-cultural context, with a view to exploring such issues in cross-cultural learning as the relationship between the performance of music and the intellectual discourse about it. Central to the course is an academic component about issues which emerge in a set of "field notes" about the lessons. Prerequisite: Permission of the Graduate Executive Committee.

Music 5610 3.0: Special Topics.

Music 5900 3.0: Imaging the Arts: Interdisciplinary Collaborations. This course explores practical and theoretical aspects of cross-disciplinary collaborations in the arts. With a view to reflecting on issues of representation, analysis of pre-existing collaborations supplement critical reflections on newly created works. Participants in the course augment their already acquired skills with new techniques/skills related to other art forms. Studio creative experiences, supplemented by work with analog and digital technologies, culminate in a personal or group project supported by a paper. Team-taught, the focus of the course shifts from year to year. Same as Dance 5900 3.0, Film & Video 5900 3.0, Theatre 5900 3.0 and Visual Arts 5900 3.0.

Music 6005 3.0: Topics in Composition. This course provides an opportunity for specialized work in composing with particular techniques or for particular media.

Music 6010 6.0: Theoretical Perspectives in Ethnomusicology/ Musicology. This course explores various theoretical perspectives in both the social sciences and humanities as they relate to the study of music in and as culture. Particularly as they have arisen in musicology and ethnomusicology, a wide range of theoretical formulations is explored. These range from the older, traditional historical and interpretive approaches to more recent developments in ethnomusicology, such as deconstruction and discourse analysis, feminism, performance theory or semiotics. The course is taught by a team of graduate faculty members.

Prerequisite: PhD-level standing in Music or permission of the instructor.

Music 6210 3.0: Documentary and Interpretive Studies in Contemporary Music. Approaches to documenting composers through study of a composer's manuscripts and other writing, sound recordings, and oral history materials. The literature is examined with a view to developing a variety of models for interpreting a composer's music.

Music 6220 3.0: Canadian Music: Repertoires, Practices and Interpretation. The major scholarly studies of Canadian musical repertoires and practices are examined in relation to the literature on other repertoires and practices. Each student carries out a detailed case study.

Music 6250 3.0: Musical Analysis. A survey of some problems and methods in musical analysis, oriented first to the repertoires and aesthetic perspectives which gave rise to them and, second, to their more recent extensions.

Music 6260 3.0: Gender and Performance. An examination of performance issues from an interdisciplinary perspective with a focus on ways in which gender affects modes of expressive culture, particularly music, as well as on ways in which expressive culture impacts on issues of gender definition within selected ethnocultural contexts.

Music 6270 3.0: Semiotics of the Fine Arts. A research and historically oriented survey which relates current studies in the semiotics of the fine arts to their philosophical and linguistic sources in classical, medieval, and modern thought. The first part of the course establishes common ground for students from different departments who will normally concentrate their own work in their home discipline.

Music 6280 3.0: Research Seminar in Dance Ethnology. This course surveys a wide range of theoretical approaches to the study of dance from an ethnological perspective. Included will be the study of dance as a system of communication, dance as part of social structure, dance as ethnicity and dance as sacred art. Same as Dance 5400 3.0.

Music 6310 3.0: Musical Acoustics, Psychoacoustics, and Formal Perception. An intensive survey of experimental and theoretical findings from other disciplines (*e.g.*, physics, physiology,

psychology) which are of relevance to musicological research and to the musical experience itself.

Music 6320 3.0: Popular Music Studies. The phenomenon of popular music is investigated from a number of perspectives through a survey of scholarly and popular vernacular literature. Issues in popular music research, including paradigms for analysis and interpretation, are examined.

Same as Communication & Culture 6106 3.0.

Music 6330 3.0: Tonality. A study of the principal theories of harmonic tonality in relation to one another and in relation to specific musical practices. Theorists whose work is discussed include Fétis, Riemann, Schoenberg and Kurth.

Music 6510 3.0: Directed Reading. Music 6520 3.0: Directed Reading. Music 6530 3.0: Directed Reading.

Independent study and research under the guidance of a faculty member in the Graduate Program in Ethnomusicology & Musicology. Aspirants must first submit a course proposal with working bibliography, discography and/or filmography (as appropriate) and outline of papers or other assignments to be completed. The proposal will normally demonstrate that skills and/or knowledge to be acquired in the course are germane to an approved PhD dissertation, master's thesis or major research paper.

Prerequisite: Permission of the Graduate Executive Committee.

Note: Normally Directed Reading courses are not open to Year 1 MA students.

Music MA Research Paper.

No course credit.

Music MA Thesis Research. No course credit.

Music PhD Dissertation Research.

No course credit.

Nursing

Health, Nursing and Environmental Studies Building (416) 736-5271

http://www.yorku.ca/NURS/graduate/

GRADUATE FACULTY MEMBERS

Associate Professor and Director of the Graduate Program
Beryl Pilkington

Professor

ADELINE FALK-RAFAEL

Associate Professors

LESLEY BEAGRIE
DIANE DUFF
JANET JEFFREY
NANCY JOHNSTON
GAIL LINDSAY
LILLIE LUM
KATHLEEN MACDONALD
GAIL MITCHELL
MARTHA ROGERS
ROSE STEELE
CHERYL VAN DAALEN-SMITH

Assistant Professors

ROSALINA CHIOVITTI SUE COFFEY ISOLDE DAISKI ELSABETH JENSEN CHRISTINE MAHEU ALIX MCGREGOR MARY REGAN MINA SINGH DEBORAH TREGUNNO DAWN YANKOU The Master of Science in Nursing program provides students with a solid foundation in human science-based nursing philosophy and theory for leadership in advanced practice and education, as well as a foundation for doctoral studies in nursing. The program can be completed either on a part-time or full-time basis. It is offered through a combination of distance and face-to-face learning methods. Students are encouraged to focus their learning in one of the following areas of faculty expertise: teaching-learning in nursing; community and global health; nursing theory and advanced practice; and visionary leadership.

MASTER OF SCIENCE IN NURSING PROGRAM

ADMISSIONS REQUIREMENTS

Candidates will be admitted under the general regulations of the Faculty of Graduate Studies. The congruence of the applicant's scholarly interests with the MScN program and faculty research interests will be an important consideration for admission.

The admission requirements are as follows:

- Bachelor of Science in Nursing degree from an accredited university program or the equivalent;
- "B" average (70%, 2nd class) in the last two years of study in the undergraduate program;
- registration with the College of Nurses of Ontario or eligibility for registration*; and,
- member of, and carrying liability protection with, the Registered Nurses Association of Ontario.

Meeting these minimal requirements will not ensure admission. *Students licensed to practice nursing in a foreign jurisdiction will be considered on an individual basis.

Applicants are asked to consult the application material provided by the Graduate Admissions Office for deadlines. For further information, contact Graduate Admissions Office, York University, 4700 Keele Street, Toronto, Ontario, M3J 1P3, Canada; (416) 736-5000.

DEGREE REQUIREMENTS

Candidates for the Master of Science in Nursing degree must fulfill the following requirements: three and a half full course equivalents at the graduate level and, in addition, a major research project and a non-credit colloquium course, as follows:

- 1. Core courses
- i) Nursing 5100 6.0: Theoretical and Philosophical Foundations of Nursing Science
- ii) Nursing 5200 3.0: Qualitative Research Methods in Nursing
- iii) Nursing 5300 3.0: Quantitative Research Methods in Nursing
- iv) Nursing 5400 3.0: Advanced Nursing Practicum

2. Elective courses

Two half-courses at the graduate level inside or outside of nursing.

3. Major Research Project

Nursing 6200 0.0: Major Research Project.

4. Colloquium

The non-credit colloquium course, Nursing 6300 0.0 Expressions of Nursing Scholarship, is compulsory for all MScN candidates and is taken concurrently with Nursing 6200 0.0: Major Research Project.

COURSES

CORE COURSES

Nursing 5100 6.0: Theoretical and Philosophical Foundations of Nursing Science. This hybrid face-to-face and online course focuses on the major paradigms guiding nursing science. Students explore, analyze, and critique selected nursing theories and their own philosophical beliefs and values about the core of nursing, through dialogue, reflection and aesthetic inquiry.

Nursing 5200 3.0: Qualitative Research Methods in Nursing. This online course focuses on the conceptual, ethical, methodological, and interpretive dimensions of qualitative nursing research. Emphasis is on the ontological-methodological link in the research process. Qualitative nursing research methods are analyzed and critiqued and students develop a research proposal.

Nursing 5300 3.0: Quantitative Research Methods in Nursing.

Pre- or corequisite: Nursing 5100 6.0.

This online course focuses on acquisition and application of fundamental concepts, methods, and procedures of quantitative nursing research required to develop a research proposal including but not limited to: developing researchable questions and designing research selecting appropriate methods and analysis strategies. *Pre- or corequisite: Nursing 5100 6.0.*

Nursing 5400 3.0: Advanced Nursing Practicum. This course is an opportunity for students to engage in an advanced nursing science-based practicum in the student's selected focus (clinical practice, leadership, or teaching-learning). Practicum sites and evidence of scholarship connected with practicum are individually determined based on the student's learning focus.

Nursing 6200 0.0: Major Research Project. The major research project provides students with an opportunity to carry out scholarly inquiry in collaboration with a faculty advisor in an area of practice, teaching, or leadership that contributes to nursing knowledge. Students present their research to faculty and peers. Participation in the *Expressions of Nursing Scholarship* colloquium is required.

Nursing 6300 0.0: Expressions of Nursing Scholarship. All MScN candidates are required to take part in this compulsory non-credit colloquium course which is offered in a hybrid online and classroom format. The course provides participants with an opportunity to discuss their progress in the major research project.

ELECTIVE COURSES

Not all courses are available in any one year. For course offerings in a particular session please consult the Graduate Program Office. A list of courses may be found on the Faculty and program websites.

Nursing 5000 3.0: Directed Reading. An independent directed reading course on a topic approved by the supervisory committee and the Graduate Program Director.

Nursing 5110 3.0: Nursing Education Science and Praxis. This hybrid online and classroom course prepares students for advanced research-based teaching-learning nursing praxis. Development of evaluation processes emergent from a science of nursing education is

undertaken. This course prepares students for an academic career or senior clinical education roles.

Nursing 5115 3.0: Advancing Practice Through Nursing

Education. This course explores the scholarship of teaching in nursing education focusing on the development of core competencies for nurse educators. Emphasis is placed on learning theories, pedagogical approaches and nursing educational research preparing participants for various nursing practice roles.

Prerequisite: Nursing 5100 6.0.

Nursing 5120 3.0: Women's Health and Women's Health Movements: Critical Perspectives. Through a collaborative online learning environment, students critically analyze issues affecting women's health/healthcare, including pathologization, medicalization, women healers, women's mental health, body image, environmental and occupational health, sexuality, violence, diversity, and societal marginalization, gender roles, and women's health research.

Integrated with the undergraduate course Atkinson Nursing 4620 3.0

Nursing 5130 3.0: Health and Healing in the Global Context.

This online course focuses on global issues and trends related to present and future scenarios of human and planetary health. Caring, a central concept in nursing, is explored within the global context. Nurses' roles, responsibilities and actions are examined in relation to the promotion of global health.

Integrated with the undergraduate course Atkinson Nursing 4100 3.0.

Nursing 5140 3.0: Re-membering the Body and its Expressive Presence in Nursing. This week-long intensive studio-classroom based course focuses on the allusive and elusive qualities of the expressive arts that inform an individual and collective exploration of nursing's intimate relationship with the body, co-creating meaning in lived experiences of alienation, suffering, consolation, comfort and joy.

Nursing 5150 3.0: The Nurse as Innovator and Change Agent.

This hybrid online and classroom course explores multiple theoretical perspectives on change and innovation in health care organizations and within the context of nursing. Emphasis is placed on critique, and working with various change and innovation modalities to enhance care, promote professionalism, and cultivate supportive organizational environments.

Integrated with the undergraduate course Atkinson Nursing 4000 3.0.

Nursing 5160 3.0: Caring-Healing Competencies for Advanced Practice Nursing. This week-long intensive classroom course critiques and explores the theoretical and practical application of multiple caring-healing competencies for advanced practice nursing. Caring-healing processes explored include energy fields, healing touch, therapeutic touch, imagery and meditation.

Nursing 5170 3.0: Processes of Knowledge Development in Nursing Science. This hybrid classroom course provides participants with an opportunity to identify phenomena of concern to nursing. Students examine and utilize methods for developing conceptual knowledge and integrate knowledge of concepts with the theoretical basis of nursing.

Nursing 5180 3.0: Leadership for Quality and Safety in Health Services Organizations. This course analyzes leadership for quality

improvement and develops knowledge and skills necessary to strategically improve quality and patient safety.

Nursing 5190 3.0: Enhancing Nursing Praxis through Health **Policy.** This course examines nursing's role in shaping, developing, implementing and evaluating policy from historical, theoretical, ethical, and developmental perspectives. Contemporary factors influencing policy processes are explored. Emphasis is on preparing nurses to provide leadership through engaging in all stages of health-

Nursing 5210 3.0: Theoretical Foundations of Nursing Praxis with Marginalized Persons: A Human Science Perspective.

enhancing policy development and advocacy.

This course examines approaches to nursing praxis with clients in marginalized situations, such as poverty and homelessness. It focuses on how nurses live caring from the human science perspective within this context, as they support persons as leaders in development of community and healthcare services.

Nursing 5560 3.0: Understanding and Experiencing Suffering: Praxis as Attunement and Engagement. This hybrid online and classroom course explores suffering as part of the human condition and the meaning for nurses and other health professionals of experiencing and witnessing suffering. Drawing upon philosophical constructs, theories, autobiographical accounts, and professional narratives, this course explores meaning making and healing relational practices.

Integrated with undergraduate course Atkinson Nursing 4560 3.0.

PRIMARY HEALTH CARE NURSE PRACTITIONER FIELD*

*Pending OCGS approval

This new field, offered by the Graduate Program in Nursing, is part of the Council of Ontario Universities Programs in Nursing, a provincial consortium of nine university partners. The new primary health care nurse practitioner field builds on York's success in the delivery of graduate nursing education within the School of Nursing as well the depth of faculty members' expertise in the area of primary health care. The field prepares advanced practice nurses at a graduate level with comprehensive expertise in primary health care and human science nursing. The field's role is built on the World Health Organization's vision for achieving health for all globally. Principles of primary health care in nursing practice include accessibility to health care; use of appropriate technology; emphasis on health promotion; community participation and empowerment; and intersectoral and interdisciplinary collaboration (International Conference on Primary Health Care, 1978). This field involves the provision of nursing services across the spectrum of health care, from first level contact with the health care system in public health, primary care settings, street and outreach programs, and treatment and rehabilitative services. Students complete the first four core courses in York's Master of Science in Nursing program and then complete course work specific for the field.

ADMISSIONS REQUIREMENTS

Candidates are admitted under the general regulations of the Faculty of Graduate Studies. The admission requirements for the primary health care nurse practitioner field are:

- * registration with the College of Nurses of Ontario;
- * Bachelor of Science in Nursing degree (or equivalent such as a Bachelor of Nursing degree) from an accredited university program * "B" average (2nd class);
- * membership in, and carry liability protection with, the Registered Nurses Association of Ontario; and,

* evidence of the equivalent of a minimum of two years of full-time nursing practice within the past five years.

DEGREE REQUIREMENTS

Students enrolled in this field must successfully complete the following three courses (12 core credits) from the Graduate Program in Nursing:

Nursing 5100 6.0: Theoretical and Philosophical Foundations of **Nursing Science**;

Nursing 5200 3.0: Qualitative Research Methods in Nursing Science:

Nursing 5300 3.0: Quantitative Research Methods in Nursing Science)

In addition, students must successfully complete one of the following options:

Nursing 5880 0.0: Practice-based Research Proposal

The practice-based research proposal provides students with the opportunity for a critical and analytic reflection on a topic/issue/ problem related to the student's practicum experience. The practicebased research proposal is expected to be approximately 15-20 pages in length. The proposal includes a critical review of the literature, development of a theoretical perspective, and sections on design and methodology.

OR

2. Major Research Proposal option (under exceptional circumstances)

Students enrolled in the primary health care nurse practitioner field who choose to complete the major research paper option take the following courses in lieu of Nursing 5880 0.0:

Nursing 6200 0.0: Major Research Project; and,

Nursing 6300 0.0: Expressions of Nursing Scholarship.

The above requirements must be completed **prior** to beginning the seven primary health care nurse practitioner courses as follows. Coinciding with the conclusion of the field courses and simultaneous with their final integrative practicum (Nursing 5870 6.0), students take Nursing 5880 0.0: Practice-based Research Proposal. This noncredit course provides students with the opportunity for a critical and analytic reflection on a topic/issue/problem related to the student's practicum experience. Students are supervised in the preparation of a research proposal by graduate faculty members in the program.

Students must also successfully complete seven graduate core nurse practitioner courses offered through the Council of Ontario Universities Programs in Nursing consortium:

Nursing 5810 3.0: Pathophysiology for Nurse Practitioners;

Nursing 5820 3.0: PHCNP Roles and Responsibilities;

Nursing 5830 3.0: Advanced Health Assessment and Diagnosis I;

Nursing 5840 3.0: Advanced Health Assessment and Diagnosis II;

Nursing 5850 3.0: Therapeutics in Primary Health Care I;

Nursing 5860 3.0: Therapeutics in Primary Health Care II; and,

Nursing 5870 6.0: Integrative Practicum in Primary Health Care.

Full-time students complete the program in six consecutive semesters and part-time students in three to four years, depending on courseload.

Courses

PRIMARY HEALTH CARE NURSE PRACTITIONER FIELD COURSES

Nursing 5560 3.0: Understanding and Experiencing Suffering: Praxis as Attunement and Engagement. This hybrid online and classroom course explores suffering as part of the human condition and the meaning for nurses and other health professionals of experiencing and witnessing suffering. Drawing upon philosophical constructs, theories, autobiographical accounts, and professional narratives, this course explores meaning making and healing relational practices.

Integrated with undergraduate course Atkinson Nursing 4560 3.0.

Nursing 5810 3.0: Pathophysiology for Nurse Practitioners Seminar. This course examines the concepts of pathophysiology which guide the practice of advanced nursing practice. Through an overview of human physiology and pathophysiology, it explores pathophysiological changes in individuals in a primary health care setting by taking into account their age, acuity, chronicity, and evolution of the conditions.

Nursing 5820 3.0: Primary Health Care Nurse Practitioner Roles and Responsibilities. This course requires students to compare and contrast advanced practice nursing and related frameworks to develop, integrate, sustain, and evaluate the role of the nurse practitioner within primary health care. Students critically analyze and develop strategies to implement advanced practice nursing competencies with a community focus.

Nursing 5830 3.0 Advanced Health Assessment and Diagnosis I.

This course requires students to analyze and critique concepts and frameworks essential to advanced health assessment and diagnosis using clinical reasoning skills. Students apply clinical, theoretical and research knowledge in comprehensive and focused health assessment for the individual client's diagnostic plan of care. Pre- or corequisite: Nursing 5810 3.0.

Nursing 5840 3.0 Advanced Health Assessment and Diagnosis

II. This course requires students to integrate knowledge and apply conceptual frameworks integral to advanced health assessment and diagnosis in advanced nursing practice. Students demonstrate initiative, responsibility, and accountability in complex decision making for individuals, groups, and/or families within the nurse practitioner scope of practice based on current research findings. Prerequisite: Nursing 5830 3.0.

Nursing 5850 3.0 Therapeutics in Primary Health Care I. This course requires students to critically appraise and interpret concepts and frameworks integral to pharmacotherapy, advanced counseling, and complementary therapies for common conditions across the lifespan. Students develop, initiate, manage, and evaluate therapeutic plans of care that incorporate client values and acceptability, goals of therapy, analysis of different approaches, pharmacotherapeutic

Co- or prerequisite: Nursing 5830 3.0 and 5810 3.0.

Nursing 5860 3.0 Therapeutics in Primary Health Care II.

This course requires students to integrate conceptual frameworks and evidence underlying the study of pharmacotherapy, advanced counseling, and complementary therapies for complex client situations. Students demonstrate substantive initiative, responsibility, and accountability in complex decision making.

Prerequisite: Nursing 5850 3.0. Corequisite: Nursing 5840 3.0.

Nursing 5870 6.0 Integrative Practicum in Primary Health Care.

The integrative practicum course is the final course in the Ontario Primary Health Care Nurse Practitioner Field, to be taken after all other professional course work is successfully completed. This course builds on the learner's knowledge and experience gained

in previous courses and focus on methods to allow the learner to integrate theory and practice.

The course is divided into two integrated and concurrent parts: seminars and clinical practicum. Learners are evaluated in both parts of the course. Seminars are designed to allow learners to discuss and apply theories about the management of clients' clinical manifestations; to promote dialogue and critical thinking in the application of theory to practice; to support problem-based learning and the study of real life case examples; and to provide clinical experiences pertinent to the integration of knowledge. Prerequisites: Nursing 5810 3.0, 5820 3.0, 5830 3.0, 5840 3.0, 5850 3.0 and 5860 3.0.

COURSE DESCRIPTIONS FOR THE PRP OPTION

Nursing 5880 0.0 Practice-based Research Proposal. The practicebased research proposal provides the opportunity for a critical and analytic reflection on a topic/issue/problem related to the student's practicum experience. The practice-based research proposal is expected to be approximately 10-15 pages. The proposal includes a critical review of the literature, development of a theoretical perspective, and a section on proposed design and methodology. Prerequisites: Nursing 5100 6.0, 5200 3.0, 5300 3.0.

Corequisite: Nursing 5870 6.0 or 5890 3.0.

MAJOR RESEARCH PROJECT OPTION

Nursing 6200 0.0 Major Research Project. The major research project provides students with an opportunity to carry out scholarly inquiry (in collaboration with a faculty advisor) in an area of practice, teaching, or leadership that contributes to nursing knowledge. Students participate in an oral examination.

May be taken only in exceptional circumstances.

Nursing 6300 0.0 Expressions of Nursing Scholarship. All

candidates completing the major research paper option are required to take part in this compulsory non-credit colloquium course which is offered in a hybrid online and classroom format. The course provides participants with an opportunity to discuss their progress in the major research project.

Participation in the Expressions of Nursing Scholarship colloquium is required.

BRIDGING OPTION COURSE

This option is for students who have completed the postbaccalaureate Primary Health Care Nurse Practitioner certificate through one of the ten Council of Ontario Universities Programs in Nursing consortium partners. It is not offered every year.

Nursing 5890 3.0: Evidence Based Decision Making in Health Care: Integrating Knowledge into Advanced Practice. This

course, only open to students who have completed the postbaccalaureate PHCNP certificate through one of the 10 COUPN consortium partners, provides students with the knowledge and skills required to identify and use best evidence in advanced practice roles. The course focuses on developing a relevant evidence based practice question, and searching appropriate evidence resources. Frameworks for the critical appraisal of quantitative and qualitative studies are critiqued. Learning is facilitated through seminars, and workshops to address a question emerging from their own PHCNP practice. Issues related to influencing practice, and health outcomes through evidence, at the level of the individual practitioner and the health care organization are addressed.

Prerequisites: Completion of the Primary Health Care Nurse Practitioner Post-BScN certificate through one of the 10 Council of Ontario Universities Programs in Nursing members.

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S426 Ross Building

(416) 736-5113 http://www.yorku.ca/philo/grad.html

GRADUATE FACULTY MEMBERS

Associate Professor and Director of the Graduate Program ROBERT MYERS

Distinguished Research Professors Emeriti

LORRAINE CODE IAN C. JARVIE JOHN O'NEILL (Sociology)

Distinguished Research Professor

STUART SHANKER

Professors Emeriti

HOWARD ADELMAN WES CRAGG CLAUDIO DURAN David Johnson SAM MALLIN BARRIE WILSON (Religious Studies)

Professors

WES CRAGG MICHAEL GILBERT Leslie Green JAGDISH HATTIANGADI GEORGES MOYAL DORIS OLIN STANLEY TWEYMAN

Associate Professors

JUDITH BAKER EVAN W. CAMERON (Film) SUSAN DIMOCK JOSEPH GONDA CHRISTOPHER GREEN (Psychology) HENRY JACKMAN Lesley Jacobs (Social Science) DAVID JOPLING ESTEVE MORERA GERARD NADDAF JUDY PELHAM

Assistant Professors

KRISTIN ANDREWS LOUIS-PHILIPPE HODGSON PATRICIA KAZAN DAN MCARTHUR CLAUDINE VERHEGGEN JAMES VERNON **DUFF WARING**

The Graduate Program in Philosophy has a distinctive philosophical orientation. Whether a problem is approached primarily as if by philosophers of science or phenomenologists, analytical philosophers or dialecticians, the program integrates several approaches and avoids adopting one methodology to the exclusion of any other. One of the outstanding features of this program is its inclusion of philosophers who draw on a wide range of philosophical resources, both historical and contemporary, and who are engaged in ongoing discourse with one another. The atmosphere is intellectually exciting and collegial. In keeping with York University's commitment to interdisciplinarity, the program follows a pattern of encouraging multiple intellectual cultures to cooperate in the project of comparing and integrating different theoretical approaches. Though a large program, research is focused in the following five fields:

- cognitive science, philosophy of language and mind
- continental philosophy
- epistemology, philosophy of science, and philosophy of the social sciences
- history of philosophy: twentieth-century modern and ancient
- * moral philosophy, social and political philosophy, and philosophy

MASTER OF ARTS PROGRAM

ADMISSIONS REQUIREMENTS

Graduates with an honours degree in philosophy, or its equivalent with at least a B+ average in the last two years of study may be admitted as candidates for the MA degree. Students whose preparation is inadequate may be required to register as Special Students in an undergraduate department of philosophy, and successfully complete a specified number of courses.

It is recommended that students applying to the program have studied some logic and have some background in the history of philosophy.

DEGREE REQUIREMENTS

Master's candidates must choose one of the following options:

MA by Coursework and Comprehensive **Examinations**

Students must fulfil the following requirements:

- (a) Philosophy 5800 3.0: Core Theoretical Philosophy I, Philosophy 5801 3.0: Core Theoretical Philosophy II, Philosophy 5802 3.0: Core Practical Philosophy I and Philosophy 5803 3.0: Core Practical Philosophy II; and,
- (b) The equivalent of two additional full courses, at least one of which is not integrated with an undergraduate course, with no more than one half-course a reading course, and with at least one half-course that focuses in depth on a single historically significant problem or philosopher.

MA by Coursework and Thesis

In exceptional cases, students who enter the MA program with a clearly formulated plan of study and supervision may choose, with the agreement of the Director and the proposed supervisor, to do their MA by thesis. Such students must fulfil the following requirements:

- (a) The equivalent of two full courses, at least one of which is not integrated with an undergraduate course, with no more than one halfcourse a reading course, and with at least one half-course that focuses in depth on a single historically significant problem or philosopher; and,
- (b) **Philosophy Thesis** which is to be based on original research and to be successfully defended at an oral examination. The length of the thesis would normally not exceed 25,000 words.

TIME LIMITS

Full-time master's candidates are expected to complete the degree requirements within twelve months and must complete in twenty-four months or revert to part-time status.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REQUIREMENTS

Graduates with a master's degree in philosophy with at least B+ average may be admitted as candidates for the PhD degree.

DEGREE REQUIREMENTS

PhD candidates must complete the following:

1. Courses

Complete six half-courses (or the equivalent), with no more than one full course equivalent a reading course. Students with inadequate background in core philosophy may be required to take, in addition to these courses, Philosophy 5800 3.0: Core Theoretical Philosophy I and Philosophy 5801 3.0: Core Theoretical Philosophy II and/or Philosophy 5802 3.0: Core Practical Philosophy I and Philosophy 5803 3.0: Core Practical Philosophy II.

2. History

Include, among their courses, at least two half-courses that each focus in depth on a single historically significant problem or philosopher, and that cover different periods in the history of philosophy. (Students who have taken such courses during their MA may place out of all or part of this requirement.)

3. Logic

Either pass a departmental logic exam, or pass an appropriate logic course in the department, or demonstrate that they have passed a similar course at another institution. (At the discretion of the Director and on the recommendation of the supervisor, this requirement can be waived and replaced with a demonstration of proficiency in a foreign language relevant to the student's research.)

4. Dissertation Proposal

Submit a suitable dissertation proposal acceptable to the supervisory committee. (This requirement must be met by the end of PhD III in order to remain in good standing in the program.)

5. Proposal Defense and Literature Examination

Successfully defend the dissertation proposal and pass an oral examination on literature relevant to the dissertation topic. (The examiners will consist of the student's supervisory committee.)

6. Dissertation

Write an acceptable dissertation embodying original research and defend it at an oral examination.

LANGUAGE REQUIREMENT

It is recommended that candidates whose field of study necessitates a reading knowledge of a language other than English acquire sufficient knowledge of that language. Candidates may be asked to demonstrate their proficiency to the examining committee.

GRADUATE DIPLOMA IN VALUE THEORY & APPLIED ETHICS

This program of study allows students to deepen their knowledge and skill of value theory and its application to real ethical problems. To enter this program, students must first be admitted to a regular graduate program. The diploma is awarded concurrently with the master's or Doctoral degree for which the student is registered. For more information, including all diploma requirements, please contact the Graduate Program Assistant.

COURSES

Courses are offered in all the main areas of philosophy and in the works of individual philosophers.

Students are normally required to finish all work for a course in which they are enrolled within a calendar year of registration.

Courses at the 5000-level are normally integrated with parallel courses at the 4000 (undergraduate) level and therefore open to advanced undergraduate honours students. (Integrated courses are listed with the undergraduate course offering delineated.) However, graduate students are required to undertake more advanced readings and assignments. All 6000-level courses are open only to graduate students.

Doctoral candidates shall not receive credit towards the PhD degree for more than one full integrated course.

❖ *Note:* Students should consult the Graduate Philosophy Supplemental Calendar for an accurate list and description of courses which are being offered in a given year. These are available in the Philosophy Graduate Office. Courses are also listed on the Faculty and program websites.

Philosophy 5020 3.0 and 5020 6.0: Special Topics. In any given year, one or more courses may be offered on topics which combine the interest of a faculty member and students, and which are not included in the usual course offerings. These courses may be integrated with undergraduate courses.

Philosophy 5030 3.0: Philosophy of Film. This seminar centres around the questions: What is the nature of the philosophical interest in movies; what philosophical problems do movies pose; what philosophical problems do or can movies address? None of the works to be studied is a work of analytic philosophy, hence an attempt is made for the course to be analytic and critical in its approach. This raises important questions of method regarding the philosophical study of the arts.

Same as Social & Political Thought 6611 3.0
Integrated with the undergraduate course Arts Philosophy 4250 3.0

Philosophy 5040 3.0: Philosophical Paradoxes. A study of rationality in belief and action approached through the paradoxes which each presents, with an interest in the sort of reasoning which generates paradoxes, and what is required to resolve them. Topics include the prediction paradox, Newcomb's problem, and the prisoner's dilemma.

Integrated with the undergraduate course Glendon **Philosophy 4625** 3.0.

Philosophy 5050 3.0: Pragmatism. This course examines Pragmatism's distinctive critique of traditional philosophy, in particular how its naturalistic streak and emphasis on the relation between thought and action produced a number of radical revisions in

Integrated with the undergraduate course Arts Philosophy 4400 3.0.

its concepts of truth, meaning and reality.

Philosophy 5100 3.0: Metaphysics. This course is devoted to an examination of the thesis that factual belief is to be distinguished from faith and disbelief, and non-belief from scepticism, by the fact that there are reasons for the former but only motives for the later; and that scepticism is required in all doctrinal faith (theological and metaphysical) to neutralize actual knowledge.

In some years this course is offered as Philosophy 6100 3.0. Integrated with the undergraduate course Arts Philosophy 4090 3.0.

Philosophy 5100 3.0: Metaphysics. This course draws upon issues in the current state of metaphysics. It deals with the main problems of metaphysics as they are currently being addressed in the literature.

Philosophy 5120 3.0: The Study of Philosophy in Ancient Greece. An examination of issues and problems in ancient philosophy, usually in the works of either Plato or Aristotle, and usually in the areas of logic, epistemology, and metaphysics.

Integrated with the undergraduate course Arts Philosophy 4030M 3.0.

Philosophy 5150 3.0: The Philosophy of Descartes. This course deals with what may be termed Descartes' proto-critical philosophy. It focuses on his *Meditations* (but numerous references are made to his other writings) which it interprets as a search for the conditions of the possibility of knowledge.

Integrated with the undergraduate course Glendon Philosophy 4645 3.0 and Glendon Natural Science 4643 3.0.

Philosophy 5200 3.0: Theoretical Ethics. An intensive examination of particular problems in moral philosophy, or intensive studies of the writings of individual moral philosophers. Topics will vary from year

In some years this course is offered as Philosophy 6200 3.0. Integrated with the undergraduate course Arts Philosophy 4070 3.0.

Philosophy 5210 3.0: Business Ethics. A study of the moral issues involved in business decisions from both theoretical and practical viewpoints. Topics covered include conflicts between self-interest and public interest, obligations to consumers and employees, fair employment practices, the ethics of advertising, international trade and ethical codes for businesses.

Integrated with the undergraduate course Arts Philosophy 4160 3.0.

Philosophy 5220 3.0: Philosophy of Science. Exploration and discussion of current controversies in the philosophy of science, taking in the recent works of Feyerabend, Kuhn, Popper and Agassi, but focusing on recent work on problems in science. In some years this course is offered as Philosophy 6220 3.0. Integrated with the undergraduate course Arts Philosophy 4110 3.0.

Philosophy 5230 3.0: Origins and Development of Biological **Theories**. An analysis of some central ideas in the philosophy of science. The origins and expansion of biological theories with emphasis on Darwinism, the gene concept, the 'new synthesis' and the reinterpretation of these theories in molecular biological terms. Same as Biology 5333 3.0.

Integrated with the undergraduate course Science Biology 4300 3.0.

Philosophy 5240 3.0: Topics in Argumentation Theory. A detailed examination of the concept of "emotion" from the philosophical point of view, and the subsequent relevance of those theories to emotion as it occurs in marketplace argumentation.

Integrated with the undergraduate course Arts Philosophy 4220 3.0.

Philosophy 5250 3.0: Contemporary Issues in Applied Ethics.

This course closely examines issues in applied ethics including international, medical, business and environmental ethics. Discussion focuses on a particular theme in applied ethics which may encompass one or more of these areas.

Integrated with the undergraduate course Atkinson Philosophy 4150

Philosophy 5260 3.0: Contemporary Political Philosophy.

This course addresses some of the central themes of contemporary political philosophy. Since the publication of John Rawl's. A Theory of Justice in 1971 the field of political philosophy has grown more quickly than any other branch of philosophy. This course covers central topics and authors of this provocative area of philosophy Integrated with the undergraduate course Glendon Philosophy 4626

Philosophy 5270 3.0: Reasons and Desires. This course deals with the fundamental concepts of reason and desire. Many philosophers argue that reason in itself can never guide action. So far as rationality, as opposed to morality, is concerned, 'anything goes.' Reason may sort out which beliefs are reasonable, given the available evidence, but it cannot tell us what to do. Challenges to this view are

Integrated with the undergraduate course Glendon Philosophy 4212

Philosophy 5300 3.0: Rhetoric. Communications and argumentation theories begin in antiquity with rhetoricians. Rhetoric as one of the traditional seven liberal arts is preceded by the philosophical reflections of Plato and Aristotle. This course will study Plato's Gorgias and Aristotle's Rhetoric.

Integrated with the undergraduate course Glendon Philosophy 4010 3.0 and Glendon Humanities 4012 3.0.

Philosophy 5320 3.0: Philosophy of Logic and Language.

A critical study of theories of language involved in the logical investigation of mathematics, from Frege and Russell onward. In some years this course is offered as Philosophy 6320 3.0. Integrated with the undergraduate course Arts Philosophy 4100 3.0.

Philosophy 5325 3.0: Investigating the Mind: Buddhism and Cognitive Science. A comparative philosophical investigation of the theories and methods used for investigating the nature of the mind in Buddhist psychology and Western cognitive science (psychology and neuroscience).

Integrated with the undergraduate course Arts Philosophy 4081 3.0.

Philosophy 5330 3.0: Theories of Mind and Action. From ancient times, one of the most persistent and fundamental questions philosophers have asked is: What exactly has to be the case before one legitimately can say that a person knows something? This leads to another, complementary question: What must the mind be like to fit in with, and support each of the various theories of knowledge which philosophers have proposed?

In some years this course is offered as Philosophy 6330 3.0. Integrated with the undergraduate course Arts Philosophy 4080 3.0.

Philosophy 5350 3.0: Topics in Philosophy of Language. An examination of recent developments in philosophy of language. Topics include language and thought, truth and meaning, meaning and use, the social character of language, reference, interpretation and translation, speech acts, and propositional attitudes.

Integrated with the undergraduate course Arts Philosophy 4350 3.0.

Philosophy 5380 3.0/6.0: The Philosophy of G.W.F. Hegel. A detailed study of *The Phenomenology of Spirit* (1870) considered as a whole (in its relation to all of Hegel's surviving earlier texts, and with some reference to its relation to *The Science of Logic* of 1812-16). In some years this course is offered as *Philosophy 6380 3.0/6.0*. Integrated with the undergraduate course Atkinson Philosophy 4010C 3.0/6.0 and Arts Philosophy 4050 3.0/6.0.

Philosophy 5440 3.0: Philosophy of History. This course considers problems that arise in the discipline of history including, the nature of fact and evidence, the function of description and textual structure, the conception of truth, the role of values and various models of explanation.

In some years this course is offered as **Philosophy 6440 3.0**. Integrated with the undergraduate course Arts **Philosophy 4050 3.0**.

Philosophy 5800 3.0: Core Theoretical Philosophy I. The course offers an advanced survey of some central themes in contemporary theoretical philosophy. It is designed to ensure that students have sufficient background to pursue graduate-level research in these areas.

Integrated with undergraduate course Arts Philosophy 4800 3.0.

Philosophy 5801 3.0: Core Theoretical Philosophy II. This course provides a forum for further discussion of the central themes in contemporary theoretical philosophy. It is designed to prepare students to write the comprehensive examination in theoretical philosophy.

Philosophy 5802 3.0: Core Practical Philosophy I. This course offers an advanced survey of some central themes in contemporary practical philosophy. It is designed to ensure that students have sufficient background to pursue graduate-level research in these areas.

Integrated with the undergraduate course Arts Philosophy 4802 3.0.

Philosophy 5803 3.0: Core Practical Philosophy II. This course provides a forum for further discussion of the central themes in contemporary practical philosophy. It is designed to prepare student to write the comprehensive examination in practical philosophy.

Philosophy MA Thesis Research.

No course credit.

Philosophy The Major Research Paper. Candidates, under the direction of a philosophy faculty member, must develop a major research paper on an approved topic. A second reader will be appointed by the Graduate Program Director, in consultation with the student, to evaluate the major research paper. The student is required to defend the paper orally before both readers.

Philosophy 6010 6.0 or 6010 3.0: Directed Readings. In special circumstances, students may take, for credit and in place of regular seminar courses, a reading course directed by a member of the faculty, which should consist of individual tutorial sessions at least once a month. Students must present sufficient written work to form a basis for discussions and for assessment of progress. Directed reading courses are intended to enable students to pursue a research interest not covered by any of the seminar courses offered in that year; to enable them to explore an unfamiliar topic with a view to making it the topic of the thesis or dissertation; or to fill a gap in their knowledge which might impede their special research. MA students

may not substitute more than **one half**, or PhD students more than **one full** directed readings for regular seminar courses.

Directed Reading courses are given *ex gratia* by members of the Faculty *and the approval of the Program Director must be obtained in advance*. Approval will not normally be given unless the Director is satisfied that the student has the appropriate background to pursue the course at a suitably advanced level.

Philosophy 6020 3.0 and 6020 6.0: Special Topics. In any given year, one or more courses may be offered on topics which combine the interest of a faculty member and student, and which is not included in the usual course offerings.

Philosophy 6040 3.0: Epistemology. This course draws upon issues in the current state of epistemology. It deals with the main problems of epistemology as they are currently being addressed in the literature.

Philosophy 6050 3.0: Pragmatism. This course examines pragmatism in both its classical and contemporary forms, with particular focus on its critique of traditional conceptions of the relation between thought, action and reality.

Philosophy 6100 3.0: Metaphysics. See description of Philosophy 5100 3.0.

Philosophy 6110 3.0: New Directions in the Theory of Knowledge: Feminist and Postcolonial Critiques of Epistemology. The course examines recent challenges to 'the epistemological project' and to standard conceptions of rationality. The content varies, every second or third year, to focus on reevaluations of the rationality/relativism debate; on issues of knowledge and power and the politics of knowledge; on 'naturalized' epistemology; on gender as a category of epistemological analysis; on postcolonial critiques of epistemology.

Same as Social & Political Thought 6621 3.0 and Women's Studies 6105 3.0.

Philosophy 6120 3.0: The **Philosophy of David Hume**. Hume's account of liberty and justice is the main topic, but the doctrines of some of his contemporaries (*e.g.*, Adam Smith and Rousseau) and later philosophers are discussed.

Same as Social & Political Thought 6100B 3.0.

Philosophy 6130 3.0: Kant's Critical Philosophy. This course investigates the critical philosophy of Immanuel Kant, with an emphasis on the *Critique of Pure Reason*.

Philosophy 6140 3.0 and 6.0: Contemporary Philosophy: Wittgenstein. A close examination of Wittgenstein's early and later philosophy with emphasis on the *Philosophical Investigations* and *On Certainty*.

Philosophy 6150 6.0: Locke, Berkeley and Hume. A critical examination of various issues in the epistemology and metaphysics of Locke, Berkeley and Hume. Emphasis is placed on a close examination of their writings to obtain a good understanding of their philosophies.

Philosophy 6160 3.0: Problems in Political Philosophy. The course examines two problems fundamental to modern political theory: the rights of individuals, and the authority of the state.

Same as Political Science 6050 3.0 and Social & Political Thought 6016 3.0.

Philosophy 6165 3.0: Issues in Social Philosophy. This seminar course explores issues in social philosophy relating to the structure of society and the relationship between the individual and the group. Topics for discussion include conceptions of community/identity, ethical behaviour in communities, group membership/belonging, self-affirmation, intra/inter-group dynamics, communitarianism, nationalism and cosmopolitanism.

Philosophy 6200 3.0: Theoretical Ethics. An intensive examination of particular problems in moral philosophy, or intensive studies of the writings of individual moral philosophers. Topics will vary from year to year.

In some years this course is offered as Philosophy 5200 3.0.

Philosophy 6200B 3.0: Environmental Ethics: Policy and Management Perspectives. Environmental concerns now have a significant place on the public agenda, including: global environmental change; sustainable development; appropriate uses of natural resources; product packaging; waste management; zero discharge strategies; obligations to future generations; distributive justice. These and other issues are examined in the context of contemporary discussions of environmental ethics and their implications for public policy and public and private sector management.

Same as Business Administration Ethics 6100 3.0, Environmental Studies 6110 and Social & Political Thought 6381 3.0.

Philosophy 6210 3.0: Foundations in Practical Ethics. This course studies practical or applied ethics as a subject of teaching and research and as a resource in building and evaluating standards of conduct in the academy, government, civil society, the professions and private enterprise.

Philosophy 6215 3.0: Theory and Practice in Bioethics. This course examines philosophical work that attempts to develop innovative approaches by which ethical theory can assist in the resolution of bioethical issues at the practical level.

Philosophy 6220 3.0: Philosophy of Science. Exploration and discussion of current controversies in the philosophy of science, taking in the recent works of Feyerabend, Kuhn, Popper and Agassi, but focusing on recent work on problems in science.

In some years this course is offered as Philosophy 5220 3.0.

Philosophy 6225 3.0: Ethics and Information Technology. This course explores the various ethical challenges posed by computers and information technology. For example, the class examines issues of intellectual property and the ethics of peer-to-peer file sharing. The class also covers issues relating to open source *vs.* proprietary software.

Philosophy 6230 3.0: Science and Society: The Sociology of Science. A study of the social and political prerequisites for science and scientific research and development.

Philosophy 6250 3.0: Recent Issues in Trans/Gender Theory. The idea that there are only women and men, only females and males, has been challenged by theorists in the transgender community. This course examines the issues raised by these and other scholars in order to test and explore the common definitions of sex and gender upon which society relies.

Same as Women's Studies 6909 3.0.

Philosophy 6270 3.0: Nature and Society in Ancient Greece. The influence of politics and ethics on cosmology in Ancient Greece

is undeniable. However, the inverse is equally true. This course examines this reciprocal relation from its mythical origins to Plato. *Same as Social & Political Thought 6124 3.0*.

Philosophy 6310 3.0: Argumentation Theory. Argumentation Theory is the discipline that investigates, analyzes, and studies everyday argumentation. This prolific mode of human interaction and communication is both highly complex and vitally important. Argumentation Theory has as its aim the improvement of our understanding and ability to conduct marketplace argumentation in a useful, critical and heuristic manner.

Philosophy 6320 3.0: Philosophy of Logic and Language. A critical study of theories of language involved in the logical investigation of mathematics, from Frege and Russell onward. In some years this course is offered as Philosophy 5320 3.0.

Philosophy 6330 3.0: Theories of Mind and Action. See description of Philosophy 5330 3.0.

Philosophy 6340 3.0: Darwinian Influences on Psychology. This course examines the influence of evolutionary literature on the development of experimental psychology, particularly in the late nineteenth and early twentieth centuries. Figures examined include C. Darwin, F. Galton, J.M. Baldwin, W. James, J. Dewey, J.R. Angell, J.M. Cattell, J.B. Watson and B.F. Skinner. Same as Psychology 6060D 3.0.

Philosophy 6360 3.0: Philosophy of the Social Sciences. Are the social sciences as legitimate as the natural sciences? This course first examines the canonical literature on scientific laws, theories and explanations, and then focuses on applications to the social sciences, specifically economics, history, and cultural anthropology.

Philosophy 6370 3.0: Topics in Nineteenth Century Philosophy. In any one year this course will be devoted to a concentrated study of one or more major nineteenth century philosophers.

Philosophy 6380 3.0/6.0: The Philosophy of G.W.F. Hegel. A detailed study of the *Phenomenology of Spirit* (1807) considered as a whole (in its relation to all of Hegel's surviving earlier texts, and with some reference to its relation to *The Science of Logic* of 1812-16). *In some years this course is offered as Philosophy 5380 3.0/6.0*. *Same as Social & Political Thought 6605 6.0*.

Philosophy 6420 6.0: Phenomenology and Marxism. This course traces the relevance of Husserl's phenomenology for Lukacs' interpretation of Marx in history and class consciousness and the relevance of that reading for Heidegger's critique of Husserl as a basis for critically evaluating the complex relation of Heidegger's philosophical thought to his Nazi affiliation. Same as Social & Political Thought 6604 6.0.

Philosophy 6430 6.0: The Critical Theory of the Frankfurt School and Benjamin. This seminar studies the origins, development and present status of the Frankfurt school of critical theory. It presents students with an overview of the principal themes in the work of Max Horkheimer, T.W. Adorno, Herbert Marcuse and Walter Benjamin. Emphasis is placed on the intrinsic theoretical content of the major works of critical theorists although attention will be also paid to the historical conditions to which these thinkers responded. Same as Political Science 6070 6.0 and Social & Political Thought 6600 6.0.

Philosophy 6440 3.0: Philosophy of History. See description of **Philosophy 5440 3.0**. Same as Social & Political Thought 6127 3.0.

Philosophy 6450 6.0: The Ethical and the Political in Levinas and Derrida. This course examines the radical reorientation effected by Emmanuel Levinas and, following him, Jacques Derrida, in our understanding of the ethical relation as one that transcends instrumentality, utility, normativity, teleology, ontology and even compassion. It also looks at the possibilities for politics inherent in and explored to date through their writings as well as the relation between both thinkers.

Same as Political Science 6075 6.0 and Social & Political Thought 6701 6.0.

Philosophy 6500 3.0: Jurisprudence I. This course examines the answers given to normative and conceptual questions by philosophers from Plato through Aristotle, Hobbes, Rousseau, and Kant to the nineteenth century jurist, John Austin.

Philosophy 6510 3.0: Jurisprudence II. This course examines some contemporary authors: H.L.A. Hart and his critics; American and Scandinavian realism.

Philosophy 6520 3.0: Legal Consciousness in Theory and **Practice.** This course examines the concept of legal consciousness and its significance for understanding race, class, gender and disability as sites of social injustice in law and politics. Same as Social & Political Thought 6643 3.0, Law 6603 3.0, and Political Science 6025 3.0.

Philosophy 6600 6.0: Philosophy and Psychoanalysis. This course is divided into two topics. The first raises the question of psychoanalytic theory and method. The second examines the application of psychoanalysis to social, historical and cultural issues. Same as Social & Political Thought 6608 6.0.

Philosophy 6610 3.0: The Theory of Texts. The seminar will deal with the problem of language, discourse, narration, textuality and history and thus with the relations between reader and writer, theory and fiction as bricolage.

Same as Social & Political Thought 6614 3.0.

Philosophy 6630 3.0 or 6630 6.0: Contemporary Topics in Social **Theory**. This course take ups issues that are topical and require some knowledge of social, political, philosophical and psychoanalytic theory.

Same as Communication & Culture 6113A 3.0, Social & Political Thought 6043 3.0 or 6043 6.0 and Sociology 6200 3.0 or 6200 6.0.

Philosophy 6640 3.0 and 6.0: Summer Seminar in Social and Cultural Theory. This seminar examines key aspects of contemporary social and cultural theory, focusing on the writings of an important theorist in the field.

Same as Communication & Culture 6130 3.0 and 6.0, Sociology 6202 3.0 and 6.0 and Social & Political Thought 6642A 3.0 and 6.0.

Philosophy 6970 6.0: The Body in Current Continental **Philosophy**. The purpose of this course is to understand what is the phenomenological body and learn methodologies for doing body phenomenology. Merleau-Ponty is central, Nietzsche and Heidegger on the body essential background and Irigaray, Deleuze, Husserl or Foucault may be considered.

Same as Social & Political Thought 6134 6.0.

Philosophy PhD Dissertation Research. No course credit.

Physics & Astronomy

125 Petrie Science Building

(416) 736-5249

http://www.physics.yorku.ca/graduate

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ZHENG HONG ZHU

Adjunct Faculty

VLADIMIR BARANOV ROBIN KINGSBURGH ALAN MADEJ

Research Associates

M. BIETENHOLZ
C. CATTERALL
G. HARTNER

In the Department of Physics & Astronomy, research is conducted in the general areas of astronomy and astrophysics, atomic, molecular and optical physics; biological physics; chemical and condensed matter physics; earth, atmosphere, space and engineering; and high energy and particle physics. This research forms a major part of the Graduate Program in Physics & Astronomy, which is structured to permit students to select either a specialized research oriented activity within the areas of Physics and Astronomy listed above, or to choose a more interdisciplinary program in collaboration with industry or the research centres at York University, CRESS, the Centre for Research in Earth and Space Science (chemical physics and atmospheric science), and CAC, the Centre for Research in Atmospheric Chemistry (chemical, physical and biological aspects of the environment). The Graduate Program in Physics & Astronomy is located in the Petrie Science Building. Major specialized research equipment, computing facilities and comprehensive technical support services are located in the building. The science library and further computing facilities are located in an adjacent building.

APPLICATION PROCEDURE

Applications are accepted at any time but first consideration will be made for files completed by the deadlines published online at http://www.yorku.ca/web/futurestudents; applications are available online. Prospective students may also request a hard copy application form from: Director of the Graduate Program in Physics & Astronomy, York University, 4700 Keele Street, Toronto, Ontario, M3J 1P3, Canada, http://www.physics.yorku.ca, phas@yorku.ca. Completed application forms, letters of recommendation from referees, and up-to-date transcripts are reviewed by the Graduate Program in Physics & Astronomy and admissions are made to the program on a competitive basis. Teaching assistantships and fellowships are available to successful candidates with stipends depending on qualifications, experience and duties assigned.

MASTER OF SCIENCE PROGRAM

ADMISSION REQUIREMENTS

Graduates with an honours degree, or equivalent, in astronomy, physics, pure or applied mathematics, engineering or engineering physics from a recognized university with at least B+ standing (or at least an upper second class honours degree from a United Kingdom university), may be admitted as candidates for the MSc degree. Other requirements expected of students applying for graduate studies at York University are summarized in the "Faculty Regulations" section of this *Calendar*.

QUALIFYING YEAR

Graduates in pure or applied science without the appropriate background in honours level physics and with at least B+ standing from a recognized university may register as a Special Student at the undergraduate level during a makeup year to raise their level to the minimum admission level required of candidates for the MSc degree. *Note: Successful completion of studies as a Special Student at the undergraduate level does not guarantee admission to the graduate program.

DEGREE REQUIREMENTS

MSc Degree by Thesis

Candidates for the MSc degree by thesis in either the Physics or Astronomy Stream must fulfil the following requirements:

1. Courses

- (a) All entering students plan a research program with their supervisor at the start of their degree studies. Progress in research is monitored by the Supervisory Committee through meetings with the student and by a progress report consisting of a written paper and an oral presentation each year. In the event of failure to achieve satisfactory progress the student will normally be required to withdraw from the program. Satisfactory progress in research results in credit for **Physics & Astronomy 6001 3.0: MSc Research Evaluation**. At the discretion of the supervisory committee, students in their first year of study may have their research evaluation in their third term of study.
- (b) In addition to the Research Evaluation candidates must successfully complete a minimum of one and a half graduate courses (9 credits) or equivalent. Courses must be selected in consultation with the candidate's supervisor. Courses must include:

Physics Stream: Two half-courses chosen from among:
Physics & Astronomy 5000 3.0: Quantum Mechanics I,
Physics & Astronomy 5010 3.0: Advanced Classical
Mechanics,

Physics & Astronomy 5020 3.0: Classical Field Theory, and Physics & Astronomy 5030 3.0: Statistical Mechanics.

Astronomy Stream: Physics & Astronomy 5090 3.0: Stars and Nebulae or its equivalent, Physics & Astronomy 5490 3.0: Astronomical Research, and one half-course chosen from among:

Physics & Astronomy 5000 3.0 Quantum Mechanics I, Physics & Astronomy 5010 3.0: Advanced Classical Mechanics,

Physics & Astronomy 5020 3.0: Classical Field Theory, and Physics & Astronomy 5030 3.0: Statistical Mechanics.

Physics & Astronomy: 5390 3.0 Astronomical Techniques should be considered by any candidate who lacks background in observational and/or theoretical methods of astronomy.

To complete course requirements, candidates may select courses from the Graduate Programs in Physics & Astronomy and other sciencerelated graduate programs.

2. Thesis and Oral Examination

Candidates must conduct research under the general direction of a Supervisor and Supervising Committee and describe it in an appropriate thesis. The research and thesis should demonstrate the candidate's research ability in the area of investigation, and should normally be of such a standard as to warrant publication in the scientific literature. After the formal submission of the thesis, an oral examination, centred on the thesis research, is held. Prior to the oral examination each candidate delivers a formal public lecture describing his/her research work.

MSc Degree by Project or Coursework

Candidates for the MSc degree in either the Physics or Astronomy Stream may, as an alternative to the research-oriented program described above, satisfy the requirements of one of the following formats:

1. Coursework and Research Project

Candidates must successfully complete three full graduate courses (18 credits), or equivalent, and conduct a research exercise (**Physics**

& Astronomy 6000B 0.0), reporting the results in appropriate form.

OR

2. Coursework Only

Candidates must successfully complete four full graduate courses (24 credits).

Research project students are normally expected to complete their degree requirements within six terms; coursework only students must successfully complete a minimum of two full graduate courses (12 credits) per year. The progress of each non-thesis MSc student will be reviewed annually by the executive committee of the graduate program. In the event of failure to achieve satisfactory progress, the student will lose full-time status in the program.

Whatever the format, courses must include:

Physics Stream: Two half-courses chosen from among:
Physics & Astronomy 5000 3.0: Quantum Mechanics I,
Physics & Astronomy 5010 3.0: Advanced Classical
Mechanics.

Physics & Astronomy 5020 3.0: Classical Field Theory, and Physics & Astronomy 5030 3.0: Statistical Mechanics.

Astronomy Stream: Physics & Astronomy 5090 3.0: Stars and Nebulae or its equivalent, Physics & Astronomy 5490 3.0: Astronomical Research, either Physics & Astronomy 5190 3.0: Galactic Astronomy or Physics & Astronomy 5290 3.0: Extragalactic Astronomy, and one half-course chosen from among:

Physics & Astronomy 5000 3.0: Quantum Mechanics I, Physics & Astronomy 5010 3.0: Advanced Classical Mechanics.

Physics & Astronomy 5020 3.0: Classical Field Theory, and Physics & Astronomy 5030 3.0: Statistical Mechanics.

Physics & Astronomy 5390 3.0: Astronomical Techniques should be considered by any candidate who lacks background in observational and/or theoretical methods of astronomy.

To complete course requirements, candidates must select half of the remaining courses from the Graduate Program in Physics & Astronomy, and the remaining courses may be selected from the Graduate Programs in Physics & Astronomy or other science-related graduate programs.

MSc DEGREE (MODERN OPTICS OPTION)

Candidates for the MSc degree specializing in Modern Optics must successfully complete three full graduate courses from a prescribed set of core and optional courses, to be selected with the approval of the Program Director, and conduct a research exercise with both a design and laboratory component, reporting the results in both written and oral form.

LANGUAGE AND COGNATE REQUIREMENTS

There are no language or cognate requirements for MSc candidates in the Graduate Program in Physics & Astronomy.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REQUIREMENTS

Graduates with a bachelor's degree in engineering or with an honours BSc degree in physics, astronomy, or mathematics may be considered for admission to a program leading to the PhD degree. However, such graduates must first register as candidates for the MSc degree and are required, before completing the doctoral program, to

demonstrate capability in several core areas of the Graduate Program in Physics & Astronomy. These areas depend on the research area of the student. If their progress is satisfactory, they may be transferred after one year into the PhD program and advance in status to candidates (PhD I) on the recommendation of their research supervisor and the Program Director.

Graduates with a master's degree in physics, astronomy, pure or applied mathematics, engineering, or engineering physics from a recognized university, may be admitted as candidates (PhD I) in a program leading to the PhD degree.

DEGREE REQUIREMENTS

Candidates (PhD I and II) for the PhD degree must fulfil the following requirements:

1. Courses

- (a) All entering students plan a research program with their supervisor at the start of their degree studies. Progress in research is monitored by the Supervisory Committee through meetings with the student and by a progress report consisting of a written paper and an oral presentation each year. In the event of failure to achieve satisfactory progress the student will normally be required to withdraw from the program. Satisfactory progress in research results in credit for Physics & Astronomy 7001 3.0: PhD Research **Evaluation**. At the discretion of the supervisory committee students in their first year of study may have their research evaluation in their third term of study.
- (b) In addition to the Research Evaluation candidates must successfully complete a minimum of three full graduate courses (18 credits), or equivalent. Normally credit for one and a half of these courses is granted to candidates who hold an MSc from York University or another recognized university. Courses must be selected in consultation with the student's supervisor and based upon the area of research specialization.

Courses must include:

Physics Stream: Three half-courses chosen from among:

Physics & Astronomy 5000 3.0: Quantum Mechanics I, Physics & Astronomy 5010 3.0: Advanced Classical Mechanics.

Physics & Astronomy 5020 3.0: Classical Field Theory, and Physics & Astronomy 5030 3.0 Statistical Mechanics.

Astronomy Stream: Physics & Astronomy 5090 3.0: Stars and Nebulae or its equivalent, Physics & Astronomy 5490 3.0: Astronomical Research, either Physics & Astronomy 5190 3.0: Galactic Astronomy or Physics & Astronomy 5290 3.0: Extragalactic Astronomy, and two half-courses chosen from among:

Physics & Astronomy 5000 3.0: Quantum Mechanics I, Physics & Astronomy 5010 3.0: Advanced Classical Mechanics,

Physics & Astronomy 5020 3.0: Classical Field Theory, and Physics & Astronomy 5030 3.0: Statistical Mechanics.

Physics & Astronomy 5390 3.0: Astronomical Techniques should be considered by any candidate who lacks background in observational and/or theoretical methods of astronomy.

Exemptions from the core requirements may be granted in cases for which it can be shown that such have been completed as part of the candidate's MSc program. In exceptional cases in which

the candidate has undertaken coursework at the MSc level beyond that required by the institution awarding the degree, credit for up to three full courses may be given. To complete course requirements, students may select courses from the Physics & Astronomy, Chemistry, Earth & Space Science, or Mathematics & Statistics graduate programs.

2. Dissertation and Oral Examination

Candidates (PhD I and II) must successfully complete a significant piece of research, under the general direction of a Supervisor and a Supervisory Committee, and describe it in an appropriate dissertation. The research must be of such a standard that it would be acceptable for publication in the scientific literature. After the formal submission of the dissertation, an oral examination, centred on the dissertation-research is held. Prior to the oral examination each candidate delivers a formal lecture on his/her research work.

LANGUAGE AND COGNATE REQUIREMENTS

There are no language or cognate requirements for PhD candidates in the Graduate Program in Physics & Astronomy.

COURSES

Not all courses are offered each year. Courses may be found on the Faculty and program websites.

Physics & Astronomy 5000 3.0: Quantum Mechanics I. A review of the fundamentals and formalisms of quantum theory, followed by a detailed treatment of topics such as radiation theory, relativistic quantum mechanics, and scattering theory.

Physics & Astronomy 5010 3.0: Advanced Classical Mechanics. A formal treatment of classical mechanics, with emphasis on variational principles, Lagrangian mechanics, Hamiltonian mechanics, and applications.

Physics & Astronomy 5020 3.0: Classical Field Theory. A formal treatment of electromagnetic fields, including symmetry, invariance and conservation laws, Lorentz transformation, energy-momentum tensor, Lienard-Wiechert potentials, radiation and scattering, relation to quantum theories.

Physics & Astronomy 5030 3.0: Statistical Mechanics.

Fundamentals and applications of equilibrium statistical physics, including classical and quantum statistics, ensemble theory, density matrix, cluster expansions, Darwin-Fowler method, magnetization, phase transitions, Bose and Fermi gases.

Physics & Astronomy 5040 3.0: Nuclear Physics. Current knowledge of the properties of atomic nuclei and fundamental particles is examined, beginning with techniques and experiments and proceeding to a survey of theoretical methods Integrated with the undergraduate course Science & Engineering Physics and Astronomy 4040 3.0.

Physics & Astronomy 5050 3.0: Atomic and Molecular Physics.

An introduction to the study of energy levels in atoms and molecules including atomic structure calculations for one electron and complex atoms, the effect of external fields, radiative transitions and laser spectroscopic studies of atomic and molecular states. Energy levels in molecules, molecular symmetry and groups and normal modes, vibronic transitions.

Integrated with the undergraduate course Science & Engineering Physics and Astronomy 4011 3.0.

Physics & Astronomy 5061 3.0: "Experimental Techniques in Laser Physics. This course involves a selection of labs in laser physics, with emphasis on techniques necessary for trapping neutral atoms with lasers.

Integrated with the undergraduate course Science & Engineering Physics and Astronomy 4061 3.0

Physics & Astronomy 5062 3.0: Atom Trapping Laboratory.

This course involves trapping atoms with lasers and investigating the properties of laser-cooled atoms. The course includes a set of lectures that cover theoretical concepts including basic properties of two-level atoms, radiation pressure, the laser cooling force, magnetic trapping, and the dipole force.

Prerequisite: Physics & Astronomy 5061 3.0.

Integrated with the undergraduate course *Science & Engineering Physics and Astronomy* 4062 3.0

Physics & Astronomy 5070A 3.0: Advanced Numerical Methods.

This course provides a rigorous treatment of numerical analysis. Possible topics include nonlinear equations, linear systems and differential equations.

Same as Mathematics & Statistics 6651 3.0.

Physics & Astronomy 5070B 3.0: Numerical Solutions to Partial Differential Equations. This course provides a rigorous treatment of numerical methods for the solutions of ordinary and partial differential equations.

Physics & Astronomy 5070A 3.0 is not a prerequisite for Physics & Astronomy 5070B 3.0.

Same as Mathematics & Statistics 6652 3.0.

Physics & Astronomy 5080 3.0: Plasma Physics. This course treats the physics of weakly and strongly ionized gases, including charged particle motion, trapping, ionization and de-ionization processes, transport phenomena, plasma waves, continuum and kinetic models, plasma boundaries, and diagnostics. Applications are made to laboratory and natural plasmas.

Physics & Astronomy 5090 3.0: Stars and Nebulae. The astrophysics of radiating matter in the universe. The course covers radiation processes, radiative transfer, stellar atmospheres, stellar interiors, and interstellar matter. The course offers an overview of astrophysical radiation mechanisms; interactions of radiation with matter; radiative transfer; observations, theory, and modelling of stellar atmospheres; theory and modelling of stellar interiors and their evolution; interstellar gas and dust.

Integrated with the undergraduate course Science & Engineering Physics and Astronomy 4070.30.

Physics & Astronomy 5100 3.0: Solid State Physics. This course covers symmetry concepts in solids, crystal field theory, a review of the theory of atomic spectra, and a discussion of the spectra of ions in solids and spin-orbit coupling. It also reviews the elastic properties of solids from the standpoint of vibrational lattice spectra.

Integrated with the undergraduate course Science & Engineering Physics and Astronomy 4050 3.0.

Physics & Astronomy 5110 3.0: Quantum Electronics. A review is made of the quantum mechanical description of the emission and absorption of radiation and of the energy levels of atoms and molecules. The physical basis of laser operation is presented including topics such as stimulated emission and oscillation conditions, population inversion, gain saturation, optical resonators, modes and Q-switching, and spatial and temporal coherence.

Physics & Astronomy 5120 3.0: Gas and Fluid Dynamics. This course treats incompressible, compressible and viscous fluid flows, including shock waves, subsonic, supersonic and hypersonic flow phenomena, turbulence and boundary layers. Aerodynamic and meteorological applications are discussed.

Integrated with the undergraduate course Science & Engineering Physics and Astronomy 4120.30.

Physics & Astronomy 5130 3.0: Diagnostic Molecular

Spectroscopy. This course covers the essentials of diatomic molecular spectroscopy. It emphasizes the concepts of spectral intensities in emission and absorption, the Franck-Condon principle and molecular transition probabilities and how they control the intensity profiles of molecular spectra. It reviews the principles of diagnostic interpretation of molecular space spectra in terms of species concentrations and energy exchange mechanisms taking place in remote regions of the atmosphere, space and astrophysical locations. Methods of realistic syntheses of spectral intensity profiles are reviewed.

Same as Chemistry 5040 3.0 and Earth & Space Science 5040 3.0.

Physics & Astronomy 5140 3.0: Particle Physics. An introductory treatment of sub-nuclear physics, including a review of relativistic kinematics, the classification of "elementary" particles and their interactions, and the study of the conservation laws and the associated invariance principles; quantization of the electromagnetic field; the quark model and strong interactions, weak interactions and their unification with electromagnetic interactions—introductory non-Abelian gauge field theory.

Integrated with the undergraduate course Science & Engineering Physics and Astronomy 4040 3.0.

Physics & Astronomy 5160 3.0: Electronic Instrumentation.

Topics to be selected from: precision AC and DC measurement techniques, linear systems, sampling techniques, MCS, PHA, SVA techniques, noise theory, threshold detection techniques, analysis and application of active devices, optoelectronic devices, photodetectors, CCD arrays. A laboratory project may be involved.

Physics & Astronomy 5170 3.0: Advanced Optics. This course studies coherence properties of electromagnetic radiation, interferometry and interference spectroscopy, Fourier optics, nonlinear phenomena and holography.

Students may not receive credit for both Earth & Space Science 5160 3.0 and Physics & Astronomy 5170 3.0.

Physics & Astronomy 5180 6.0: Quantum Field Theory.

The object of this course is to derive the Feynman rules for all elementary scattering processes. Both the canonical and path integral formulations will be introduced. Scalar field theories, quantum electrodynamics and Yang-Mills gauge theories will be studied with some applications.

Prerequisite: Physics & Astronomy 5000 3.0.

Physics & Astronomy 5190 3.0: Galactic Astronomy. An overview of the Milky Way galaxy and its constituents, with particular emphasis on the kinematics and dynamics of stellar systems and their origin and evolution. Topics include components of the Milky Way; organization of matter; derivation of global properties; kinematics and dynamics of star clusters; kinematics and dynamics of the Milky Way system; spiral structure; dark matter; star formation; origin and evolution of star clusters; formation and evolution of the Milky Way.

Physics & Astronomy 5220 3.0: Tensor Calculus. Affine geometry, tensors, pseudotensors, transformation laws, covariance

and contravariance, differential operators in affine geometry, parallel displacement, connection coefficients, covariant derivatives, curvature. Metric geometry: covariant and contravariant tensors, differential operators in metric geometry, gauge invariance and Riemann geometry, geodesics, Ricci curvature, tensor, Bianchi identities.

Physics & Astronomy 5230 3.0: General Relativity and Cosmology. An overview of the theory of general relativity and the theoretical foundations of modern cosmology. Topics include Lorentz Transformation; special relativistic mechanics of particles and continuous systems; stress energy tensors of mechanics and electrodynamics; special relativity in arbitrary coordinates; principle of equivalence; Eotvos experiment; gravitational redshift; Einstein field equations; Newtonian approximation; Schwarzschild geometry; classical tests of general relativity; other theories of gravity; parametrized post-Newtonian formalism; geophysical tests of theories of gravity; the cosmological principle; Robertson-Walker metric; comoving coordinates; Friedmann equations; cosmological models.

Physics & Astronomy 5290 3.0: Extragalactic Astronomy.

An overview of current observational and theoretical knowledge concerning the structure, evolution and formation of galaxies and aggregates. Topics include classification of galaxies; stellar content; gaseous content; dynamics; determination of distances; density wave theory of spiral structure; percolation; photometric, spectroscopic, chemical and dynamical evolution; environmental influences; nuclear activity; classification of galaxy aggregates; nature of galaxies in clusters; local organization of galaxies; peculiar motions; superclusters, voids, and large-scale structure; review of basic cosmology; observational constraints on galaxy formation; dark matter; origin and evolution of density fluctuations; biasing and merging.

Physics & Astronomy 5390 3.0: Astronomical Techniques. An introduction to modern astronomical instrumentation, observational methods, data analysis, and numerical methods. While including some lectures, the course aims to provide students with hands-on experience with both observational and theoretical techniques of modern astronomy. Topics include astronomical instrumentation; preparation for observing; data acquisition; data reduction, including image processing; quantitative data analysis; analysis of errors; statistical inference; theoretical modelling techniques, including nonlinear least squares, Monte Carlo simulations, and N-body dynamics.

Integrated with the undergraduate course Science & Engineering Physics and Astronomy 4270 4.0.

Physics & Astronomy 5490 3.0: Astronomical Research. A supervised non-thesis research endeavour, either theoretical or experimental, in astronomy. The project follows consultation with a faculty member who agrees to supervise.

Physics & Astronomy MSc Thesis Research. *No course credit.*

Physics & Astronomy MSc Research Exercise. No course credit.

Physics & Astronomy 6001A 3.0, 6001B 3.0: MSc Research Evaluation. Progress in research is assessed annually as described above (see MSc Course Requirements).

Physics & Astronomy 6010 3.0: Quantum Mechanics II. An introduction to scattering theory with an emphasis on potential scattering.

Physics & Astronomy 6020 3.0: Quantum Mechanics III. A detailed treatment of the coupling of two or more angular momenta, spherical tensor operators, and representations of the rotation group; applications to atomic configurations, transition probabilities, and the reduction of matrix elements to radial form.

Physics & Astronomy 6030 3.0: Advanced Topics in Statistical Mechanics. This course is a continuation of the material of Physics & Astronomy 5030 3.0 to cover such topics as non-equilibrium statistical mechanics, transport theory, and noise and fluctuation theory.

Physics & Astronomy 6060 3.0: Advanced Topics in Theoretical Physics. This course is a detailed and advanced discussion of theoretical topics in physics.

Physics & Astronomy 6070 3.0: Radiation Theory. This course deals with the quantum theory of electromagnetic radiation and its interaction with matter. One-photon and multiphoton processes are studied, both perturbatively and nonperturbatively. Topics include the quantum theory of light, atom-photon interaction processes, the optical Bloch equations, the Jaynes-Commings model and the master equation, with applications to fields such as high precision spectroscopy, cooperative atomic effects, cavity QED, and spectroscopy of atoms in intense fields.

Physics & Astronomy 6080 3.0: Advanced Topics in Plasma Physics. A more detailed and advanced discussion of the material in Physics & Astronomy 5080 3.0.

Physics & Astronomy 6090 3.0: Advanced Topics in Astronomy. Discussion of one or more topics in astronomy in more detail and at a more advanced level than provided by regular course offerings. Specific topics will vary.

Physics & Astronomy 6100 3.0: Advanced Topics in Solid State Physics. A more detailed and advanced discussion of the material of Physics & Astronomy 5100 3.0.

Physics & Astronomy 6110 3.0: Advanced Topics in Quantum Electronics. A more detailed and advanced discussion of the material of Physics & Astronomy 5110 3.0.

Physics & Astronomy 6120 3.0: Advanced Topics in Fluid Mechanics: Turbulence and Diffusion. A more detailed discussion of applications of the material of Physics & Astronomy 5120 3.0. Particular emphasis is placed on systems of geophysical interest. Same as Earth & Space Science 5203 3.0: Turbulence and Diffusion.

Physics & Astronomy 6140 3.0: Advanced Topics in Particle Physics. The course is a continuation of the material in Physics & Astronomy 5140 3.0. Non-Abelian gauge theories will be studied in some detail, namely the Weinberg-Salam model of weak interactions, quantum chromodynamics for the strong interaction and the SU(5) grand unified theory.

Prerequisite: Physics & Astronomy 5140 3.0.

Physics & Astronomy 6170 3.0: Selected Topics in Applied Optical Physics. Topics may change from year to year. Typical

subject material may be selected from: design of advanced optical components, instruments and systems, detectors and instruments, the principles of laser radar (lidar), the interaction of laser radiation with materials, optical communication systems, advanced instrumentation for astronomy and space science.

Physics & Astronomy 6190 3.0: Radio Interferometry. An introduction to the principles of radio interferometry, with emphasis on long baseline interferometry, and applications to astronomy, geophysics, and astronautics. Topics include radio astronomy fundamentals; radiometers and noise processes; Van Cittert-Zernicke theorem; the radio interferometer; atomic frequency standards; long baseline interferometry; signal processing and correlators; signal-to-

noise ratios; band width synthesis and multifrequency observations; the effects of ionosphere, atmosphere, and antenna geometry; astronomical imaging by long baseline interferometry; applications to astronomy, geophysics, and deep space navigation.

Physics & Astronomy PhD Dissertation Research. *No course credit.*

Physics & Astronomy 7001A 3.0, 7001B 3.0, 7001C 3.0, 7001D 3.0, 7001E 3.0: PhD Research Evaluation. Progress in research is assessed annually as described above (*see PhD Course Requirements*).

POLITICAL SCIENCE

S633 Ross Building (416) 736-5264 http://www.arts.yorku.ca/politics/graduate/index.html

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Canada Research Chairs and Associate Professors

Engin Isin Leah Vosko

Distinguished Research Professor Emeritus

REGINALD WHITAKER

Distinguished Research Professor

STEPHEN GILL

University Professor Emeritus

Frederick J. Fletcher

Packer Visiting Professor in Social Justice

SAM GINDIN

Professors Emeriti

ROBERT ALBRITTON DAVID V.J. BELL NAOMI BLACK ROBERT COX Edgar J. Dosman B. MICHAEL FROLIC Liisa North ROSS RUDOLPH JOHN SAUL HARVEY SIMMONS H.T. WILSON ELLEN MEIKSINS WOOD

Visiting Professor

DANIEL COHN BURKARD EBERLEIN MICHAEL DARTNELL RICHARD HAIGH HANNES LACHER ROGER RICKWOOD RICHARD ROMAN SERGEY SMOLNIKOV

Professors

AMITAV ACHARYA PATRICIA ARMSTRONG ISABELLA BAKKER ANNE BAYEFSKY DAVID DEWITT DANIEL DRACHE IAN GREENE ASHER HOROWITZ JUDITH ADLER HELLMAN STEPHEN HELLMAN

KURT HUEBNER ROGER KEIL STAN KIRSCHBAUM James Laxer DAVID LEYTON-BROWN CARLA LIPSIG-MUMMÉ EDELGARD MAHANT Haideh Moghissi DAVID McNally KENNETH McRoberts SAEED RAHNEMA DAVID SHUGARMAN OREST SUBTELNY

Associate Professors

GREGORY ALBO RAYMOND BAZOWSKI SHANNON BELL BARBARA CAMERON NERGIS CANEFE GEORGE COMNINEL ANN DENHOLM CROSBY ROBERT J. DRUMMOND EDMUND P. FOWLER SCOTT FORSYTH Susan Henders LESLEY JACOBS THOMAS KLASSEN ROBERT LATHAM ROBERT MACDERMID PATRICIA McDermott ESTEVE MORERA Ananya Mukherjee-Reed

DAVID MUTIMER

GERARD NADDAF

STEPHEN NEWMAN JANICE NEWTON Jonathan Nitzan VIVIANA PATRONI SERGEI PLEKHANOV ANN PORTER FAHIM QUADIR DARRYL REED RICHARD SAUNDERS PATRICIA STAMP MARTIN THOMAS EDWARD WINSLOW

Assistant Professors

Anna Agathangelou SABAH ALNASSERI SIMONE BOHN Gregory Chin GERALD KERNERMAN JACQUELINE KRIKORIAN RODNEY LOEPPKY KAREN MURRAY IAN ROBERGE NICOLA SHORT Gabrielle Slowey Bruce Smardon

Adjunct

Aijaz Ahmad CARL BAAR PATRICK BOND MATT DAVIES HARRIET FRIEDMAN RIANNE MAHON SUSANNE SODERBERG LORNE SOSSIN

The Graduate Program in Political Science is designed to provide students with a broad training in political science and an opportunity for study in cognate fields. Courses will be offered in five fields: political theory; Canadian politics; international relations; comparative politics; and women and politics.

RESEARCH FACILITIES

Graduate students in Political Science may work closely with members of the Faculty in a number of ongoing research projects, including globalization and international relations, Asian security, management of regional conflict, Inter-American relations, Canadian political economy and public policy, Canadian mass media political coverage, Canadian foreign policy, application of the Charter of Rights and Freedoms, democratic administration and civil society and others. The York University libraries have a comprehensive set of journals and government documents. The Institute for Social Research is available to assist research through its three divisions: the Survey Research Centre, the Data Bank, and the Methods and Analysis Section.

York University has established a distributed computing environment based upon networks connecting a variety of specialized servers. Students have access to dial-up connections for remote access to the internet and their electronic mail accounts; to accounts on Unix servers with advanced statistical applications and other high-end software; and to basic network accounts providing wordprocessing and other standard applications. There is a small Political Science computer laboratory with networked PC and Macintosh computers for the use of graduate students and faculty members, as well as other points of access to the networks on campus.

Between the political theory field and the Graduate Program in Social & Political Thought, excellent opportunities exist for the study of political thought. There are also strong links with the School of Women's Studies and Faculty of Environmental Studies. Members of the program are prominent in the Centre for Research on Latin America & the Caribbean, the Centre for International & Security Studies, the Centre for Research on Work & Society, the Centre for Refugee Studies, the Joint Centre for Asia-Pacific Studies, the Centre for Applied Sustainability, the Robarts Centre for Canadian Studies, the LaMarsh Centre for Research on Violence & Conflict Resolution, the Centre for Feminist Research, the Centre for Practical Ethics and the Centre for German & European Studies.

APPLICATION PROCEDURE

Because the number of places is limited, students should apply as early as possible, according to the deadline specified in the application kit provided by the Graduate Admissions Office. In certain circumstances late applications may be considered if space is available.

For application forms and for further information students should write: Graduate Admissions Office, P.O. Box GA2300, York University, 4700 Keele Street, Toronto, Ontario M3J 1P3, Canada. MA and PhD applicants are required to submit samples of their written work with their applications. (The graduate program office cannot supply application materials.)

GRADUATE DIPLOMA IN DEMOCRATIC **ADMINISTRATION**

Students may specialize formally in the area of Democratic Administration. The diploma is awarded concurrently with the master's or Doctoral degree for which the student is registered. Students must complete the core course for the diploma, Political Science 6155 3.0: Democratic Administration. For more

information, including all diploma requirements, please see the section "Graduate Diploma in Democratic Administration" in this Calendar.

MASTER OF ARTS PROGRAM

ADMISSION REQUIREMENTS

An honours degree in political science or its equivalent from a recognized university with at least a B+ average in the last two years equivalent of undergraduate study.

DEGREE REQUIREMENTS

The MA degree normally requires one full year to complete.

MA Degree by Designated Research Essay

Candidates for the MA degree by designated research essay must fulfil the following requirements:

1. Courses

Four full courses, or equivalent, chosen from those offered at the 5000- or 6000-level by the Graduate Program in Political Science; at least three full course equivalents must be at the 6000-level.

2. Designated Research Essay

Candidates must, as part of the course requirements in one of their 6000-level research seminars, write a designated research essay of approximately 30 pages in length. Candidates should notify the program of their choice of essay no later than the third week of the Winter Term. The designated research essay is subject to revision at the discretion of the supervisor/course director and needs to be passed by a second reader from among the members of the Graduate Program in Political Science. A copy will be left on file with the program along with the readers' comments.

MA Degree by Major Research Paper

Candidates for the MA degree by major research paper must fulfil the following requirements:

1. Courses

Three full courses, or equivalent, chosen from those offered at the 5000- or 6000-level by the Graduate Program in Political Science.

2. Research Paper

Candidates must undertake research (Political Science 6999 6.0) under direction of a Political Science graduate faculty member on an approved topic and write an extensive research paper on this research. Candidates will be examined orally on their research paper and work in courses by a committee consisting of the research paper supervisor and at least one other faculty member. A copy will be left on file with the program along with the readers' comments.

MA Degree by Thesis

Candidates for the MA degree by thesis must fulfil the following requirements:

1. Courses

Two full courses, or equivalent, chosen from those offered at the 5000- or 6000-level by the Graduate Program in Political Science.

2. Thesis and Oral Examination

Candidates must conduct a research study and report the results in appropriate thesis form. The research and thesis should demonstrate the candidate's independence, originality, and understanding of the area of investigation at an advanced level. After the formal

submission of the thesis, an oral examination, normally centred on the thesis and matters related to it, is held.

POLITICAL SCIENCE COLLOQUIUM

Candidates for the MA degree will be required to attend and participate in a political science colloquium which will be held weekly throughout the first term. The colloquium, and graded on a "Pass/Fail" basis, is intended to permit members of the program to explore the discipline and to provide an opportunity for students and faculty to acquire a knowledge of fields other than those of their prime interest.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REQUIREMENTS

A master's degree in political science, with at least a B+ average, from a recognized university.

DEGREE REQUIREMENTS

Candidates for the PhD degree must choose two fields of study, one of which is designated as major and the other as minor. The major field of study must be chosen from Canadian Politics, Comparative Politics, International Relations, Political Theory and Women in Politics. Normally the minor field of study is also chosen from these fields. However, upon approval of the Executive Committee a student may substitute a specialized minor. Specialized minors may lie within political science or in such disciplines as history, philosophy or sociology. In addition candidates must successfully complete at least one half course at the graduate level in a third field.

Candidates (PhD I & II) must indicate their choices of major and minor fields of study, in writing, to the program director at the end of their first year in the PhD program.

Candidates (PhD I & II) for the PhD degree must fulfil the following requirements:

1. Courses

All PhD candidates must take four full graduate courses, or equivalent, normally spread over two years, at least three of which must be chosen from those offered by the Graduate Program in Political Science. Normally a student will be required to take: (a) the core course in the major field; (b) the core course in the minor field or, for a specialized minor, a full course which is deemed equivalent to a core course; (c) at least one half course in a field other than the major and minor (unless satisfied at the MA level); (d) an additional course in the major field. Normally, the core courses will be taken during the PhD II year.

2. Qualifying Examination

All PhD candidates must take written examinations in their major and minor fields. Normally these examinations are written in May following completion of the core course for the field. The written examinations may be followed by oral examination where the Examination Committee deems it to be appropriate.

3. Dissertation Proposal Workshop

Candidates for the PhD are required to attend the PhD dissertation proposal workshop no later than their seventh term in the Ph.D program (normally the Fall term of their third year). The proposal workshop consists of 3 three-hour sessions offered on a monthly basis during the Fall term of the academic year (with dates set for late September, October and November). Students may receive a passing grade by attending all three sessions, including preparation,

circulation and presentation of a draft of the proposal by the third session. The first two sessions are led by the Graduate Program Director and review the format and expectations for the proposal, the proposal 'meeting' and the ethics review. The third session is organized by field co-ordinators and provides students with an opportunity to present preliminary drafts of their proposals in a conference setting, and to receive feedback from faculty members and peers. In any given year, if numbers warrant, some fields may choose to combine their final workshop session into a single session, to allow for wider feedback. Candidates who anticipate that they will be unavailable to attend the workshop in the Fall term of their third year/seventh term are responsible for making arrangements to participate in the workshop at an earlier offering (i.e., in years one or two of their programs).

4. Dissertation and Oral Examination

Upon successful completion of the course requirements, and the qualifying examinations, candidates must conduct a research study and report the results in appropriate dissertation form. The research and dissertation should demonstrate the candidate's independence, originality, and understanding of the field of investigation at an advanced level. After the formal submission of the dissertation, an oral examination, normally centred on the dissertation and matters related to it, is held.

LANGUAGE AND COGNATE REQUIREMENT

All candidates for the PhD degree must have completed successfully at least one year of a foreign language in a university or the equivalent, or one year in a cognate skill (such as statistics), or its equivalent. French is a required language for all graduate students wishing to major in Canadian Politics. The language and cognate requirements may be fulfilled by formal coursework or by special examination after admission to the program.

COURSES

Students are advised to contact the Director of the Graduate Program in Political Science for further information on courses to be offered in any given year. Some courses are normally given only in alternate years. Also, some courses may not be offered if the designated course director is on leave. At the same time, supplementary courses on special topics may be added. Courses at the 5000-level are normally integrated with parallel courses at the 4000-level and are therefore open to advanced undergraduate honours students. However, graduate students are required to undertake more advanced readings and assignments. All 6000-level courses are open to graduate students only.

MA students are normally expected to take no more than one and a half 5000-level integrated courses full year or equivalent for credit towards the degree. PhD students may not take more than one 5000-level integrated course full year or equivalent for credit.

Courses may be found on the Faculty and program websites.

CANADIAN POLITICS

Political Science 5110 3.0: Judicial Administration in Canada.

An overview of judicial administration in Canada, beginning with a study of judicial independence, the constitutional parameters of judicial administration, and court administrative structures, and then proceeding to a review of recent issues relevant to judicial review and the debate over the propriety of judicial policymaking.

Same as Public Administration 5110 3.0.

Integrated with the undergraduate course Arts Political Science 4105 3.0.

Political Science 5117 3.0: The Political Economy of NAFTA.

This course provides students with an overview of the economic, political and social challenges facing Canada, Mexico and the United States, the three nation states that comprise the North American Free Trade Area. The political economy of trade and regional economic integration within NAFTA is examined from its historical origins to current trade developments and frictions.

Integrated with the undergraduate course Arts Political Science 4117 3.0.

Political Science 5165 3.0: Canadian Social Policy in

Comparative Perspective. The course examines the historical development and current transformation of the Canadian regime of social policy. The evolution of Canada's social programs is studied, with an emphasis on the period after the Second World War. Current challenges to the postwar social policy regime in Canada and the major proposals for change are examined. The Canadian experience will be placed in the context of the development of social policy regimes in other developed capitalist countries.

Integrated with the undergraduate course Arts **Political Science 4165** 3.0.

Political Science 5170 3.0: The Politics of Security and

Intelligence. An examination of the nature of security and intelligence and its effect on policymaking. Among topics studied are disinformation, counterintelligence strategies, internal security mechanisms, accountability, and the relations between security and intelligence, democracy and peace.

Integrated with the undergraduate course Arts Political Science 4170 3.0

Political Science 5175 6.0: Canadian Federalism in Comparative Perspective. An examination of federalism in Canada including:

historical evolution; impact on public policy; constitutional and political frameworks; and future directions. The course also compares Canada with other federations, especially those featuring multinational and linguistic divisions.

Integrated with the undergraduate course Arts Political Science 4175 6.0.

Political Science 5601 3.0: Systems of Justice. An overview of procedures in the Canadian justice system, with comparisons to other common law justice systems and some civil law systems. The course begins with a study of civil and criminal procedure, and then proceeds to a review of recent issues relevant to justice system procedures.

Same as Public Administration 5601 3.0.

Integrated with the undergraduate course Arts Political Science 4401 3.0.

Political Science 5605 3.0: Ethical Politics. This course examines the philosophical and practical implications of expectations for ethical behaviour among public officials. Several current approaches to political ethics are considered in relation to four subfields of political ethics: democratic accountability, dishonesty, impartiality (including conflict of interest), and the ethics of public policy. Same as Public Administration 5605 3.0.

Integrated with the undergraduate course Arts Political Science 4106 3.0.

Political Science 5650 3.0: Provincial and Municipal Government in Ontario. This course examines the theory and practice of the Ontario provincial system of government, including an overview of the federal-provincial and provincial-municipal arrangements and an examination of the organization of the executive branch and selected

ministries and agencies within the Ontario government.

Same as Public Administration 5650 3.0.

Integrated with the undergraduate course Arts Political Science 4151 3.0

Political Science 6110 6.0: Canadian Government and Politics. A seminar on a wide range of selected topics, designed not as a survey but as an opportunity for advanced students to synthesize and deepen their understanding of Canadian politics. The focus will be on the literature, published and unpublished, rather than original research projects.

Core Course

Political Science 6120 3.0: Canadian Public Law. This course reviews the extensive literature on the impact of judicial decision-making on Canadian public policy and public administration, particularly in the areas of human rights and the division of powers. After a review of the current scholarly literature in Canadian constitutional and administrative law (including human rights issues), the course analyses the role of judicial decisions in shaping the public policy environment and the norms of public administration. Same as Public Administration 6200 3.0.

Political Science 6130 6.0: State and Society in Canada. Building upon both liberal and neo-Marxist theories of the state, the course will explore the role of the state within Canadian society and economy. Critical review of dominant approaches to the study of Canadian state and detailed examination of selected areas and forms of state activity.

Political Science 6145 3.0: Theories of Development in the Fourth World. This course explores indigenous development experiences

in Canada and throughout the world, in comparative perspective. It draws on theories of development and underdevelopment and examines the sociology, politics and economics of development as well as environmental and cultural implications.

Political Science 6150 3.0: Political Parties and Representation in Canada. This course is an examination of how democratic representations get taken up by political parties, the electoral system, the party finance regime and the broader set of rules that govern representation and democratic practice in Canada and elsewhere.

Political Science 6165 3.0: Political Communication and

Environmental Issues. This course examines the role of mass media in environmental discourse. In this context, it deals with issues of public debate, public policy, and social advocacy in a 'mass-mediated' society. The approaches can be applied to any area of public policy.

Same as Communication & Culture 6304 3.0 and Environmental Studies 6143 3.0.

Political Science 6190 3.0: Canadian Political Thought. This course examines some of the main currents in contemporary Canadian political thought. Attention is given to individual thinkers, currents of thought and ideology, and the philosophical and ideological debates about constitutional change, democracy, conservatism, liberalism, national self-determination and community.

COMPARATIVE POLITICS

Political Science 5205 3.0: The New German Politics and

European Integration. This course analyses domestic and foreign politics and social change in Germany after unification, in the context of the end of the cold war. It particularly examines the international ramifications of German separation and unification, and their effects

on European integration.

Integrated with the undergraduate course Arts Political Science 4205

Political Science 5225 3.0: Canada and the Americas. The course assesses the dynamics and implications of Canada's recent emergence as an active member of the inter-American system. Intensive readings and debate will deal with such major issue areas as NAFTA, security and governance, human rights, Cuba and Haiti, migration, and the so-called "emerging architecture" of the Americas. Previous course work on the economic and political evolution of Latin America and inter-American relations is as important as background knowledge of Canadian foreign policy decision-making. Integrated with the undergraduate course Arts Political Science 4225

Political Science 5280 3.0: Russia in World Affairs. This seminar is devoted to a study of the roles Russia has played in international relations over the past century, of historical, geopolitical, military, economic and cultural factors shaping Russian foreign policy, and the country's search for a post-Cold War identity.

Integrated with the undergraduate course Arts Political Science 4280 *3.0*.

Political Science 5443 3.0: Selected Topics in European Politics

I. This course develops selected topics or themes found in European Politics courses. The specific content of the course may change from vear to vear.

Integrated with the undergraduate course Arts Political Science 4001A 3.0.

Political Science 5444 3.0: Selected Topics in European Politics

II. This course develops selected topics or themes found in European Politics courses. The specific content of the course may change from year to year.

Integrated with the undergraduate course Arts Political Science 4001B 3.0.

Political Science 5460 3.0: Working Class Politics in Capitalist

Democracies. This seminar examines how working classes have been changed by such factors as international migration, women's increased participation in the labour force, global competitiveness and structural unemployment, and asks how effectively trade unions, political parties and social movements have responded to these changes.

Integrated with the undergraduate course Arts Political Science 4470

Political Science 5546 3.0: Protest Movements and Democracy in the United States. This seminar studies the relation between social movements, power and democratic politics in the United States. Social movements are the political instruments of the powerless: those for whom routine political participation in liberal democracies is barred or ineffective. Examples of such movements in the United States to be studied include the rise of industrial workers in the 1930s, the civil rights movement of the 1960s, the feminist movement of the 1970s, and the conservative Christian movements of

Integrated with the undergraduate course Arts Political Science 4000Z 3.0

Political Science 5555 3.0: Latin American Development. This course examines relationships between development policy choices, ideologies of "progress" and forms of political domination, with the latter analysed with reference to social structures. The treatment

of general Latin American patterns is complemented by studies of specific countries.

Integrated with the undergraduate course Arts Political Science 4555

Political Science 5575 3.0: The Politics of Southern Africa. This course examines South Africa's racial capitalist system and resistance to it—focusing on the present transition to a more equitable political and economic system; it also explores the current situation in other southern Africa countries (Angola, Mozambique, Namibia, Zimbabwe).

Integrated with the undergraduate course Arts Political Science 4575 *3.0*.

Political Science 5590 3.0: Political Development in South Asia.

This course explores the various dimensions of South Asian political development, with emphasis on political-economy and development issues. It examines the similarities and differences between different South Asian nations and explores their contemporary dynamic in a historical context.

Integrated with the undergraduate course Arts Political Science 4590

Political Science 5810 3.0: Social Justice and Political Activists.

This seminar approaches social justice from the perspective of linking intellectual understanding to practical intervention in social change. The course surveys various philosophical terrains on which social iustice has been addressed, discusses past approaches to constructing a better world (utopias, liberalism, socialism), and addresses social justice in the particular context of modern capitalism. Integrated with the undergraduate course Arts Political Science 4410

Political Science 6155 3.0: Democratic Administration. An

examination of the problems involved in building systematic empirical theory in political science, with emphasis on the philosophy of social science, the development of analytic frameworks in political science, and the construction and empirical validation of theories in political research.

Same as Law 6680 3.0 and Public Administration 6155 3.0. Core Course for students enrolled in the Graduate Diploma in Democratic Administration

Political Science 6320 6.0: Research Design, Data Collection and Data Analysis. This course is designed to provide graduate students with an understanding of research design, data collection and data analysis in the social sciences. There is a strong emphasis on the relationship between theory and the practical conduct of empirical research. Students are expected to complete a number of data analyses using data relevant to their research interests. Topics covered include scaling, factor analysis, questionnaire design, multiple regression, causal modelling, log-linear analysis, and sampling.

Same as Sociology 6110 6.0.

Political Science 6410 6.0: The Study of Comparative Politics.

An advanced survey of the literature of the field. The course covers comparative politics as a discipline; the range of analytical approaches, methodologies and data employed. Empirical studies of social stratification and political participation, ideology and regimes, government institutions, and processes of political crisis and change in advanced capitalist, communist and third world countries will also be examined.

Core Course

Political Science 6435 3.0: Capitalism and Welfare States.

This course examines the relationship between the development of capitalism and welfare states. Key concern is the possibilities and limits of differing approaches to the welfare state in an era of globalization. The course integrates comparative and Canadian perspectives.

Political Science 6450 3.0: Political Economy and Political Sociology in Comparative Perspective. The seminar focuses on key foundational and contemporary texts that address the analysis of state and society, class and party, politics and economics. The readings are drawn from the classics (e.g., Marx, Weber, Gramsci), as well as from more contemporary works, and both will be brought to bear on the changing economic and class structures of the western capitalist democracies, as well as the political implications of these changes. Same as Social & Political Thought 6200C 3.0.

Political Science 6470 3.0: Globalization and the State. The objective of this seminar is to develop a clearer understanding of the relationship between the state and the internationalization of capital in the current era. This involves rethinking the theory of the state to explore the actual linkages between states and international capital, including the cooperation among states and MNCs through international economic treaties; and, to investigate the reorganization of state agencies and departments to enhance their capacities to facilitate international capital mobility.

Political Science 6505 3.0: Religious Fundamentalisms and Global Politics. This course studies the rise of religious fundamentalisms and their impact on global politics with particular focus on Christian, Jewish and Islamic fundamentalisms, their class bases, strategies and tactics.

Same as Social & Political Thought 6200D 3.0.

Political Science 6515 3.0: The Making of the Modern Middle East: Politics, States and Societies. This course covers the history of state building, political trends, region-specific issues of significance in the context of international relations or international political economy, history of nationalism and other dominant ideologies in the post-Ottoman and post-colonial periods, and the nature of new political movements, parties and formations in modern Middle Eastern states.

Political Science 6525 3.0: Diasporas: Transnational Communities and Limits of Citizenship. This course provides a comparative inquiry about the nature of transnational communal, religious, and political identities at the age of late capitalism. It puts emphasis on critical approaches to diasporas, their variant constructions of homeland and home, and their marked effects on the politics of the post-Westphalian state and international relations. Same as Social & Political Thought 6674 3.0.

Political Science 6545 3.0: The Making of Asian Studies: Critical Perspectives. This course offers a historical examination of the multiple, overlapping processes through which Asian identities and regions were constituted. It will also examine new directions in Asian studies in an era of intensified global flows, transnationalism, and the presence of Asian diaspora in Canada and elsewhere. Same as Geography 5700 3.0 and Social Anthropology 5500 3.0. Core course for students enrolled in the Graduate Diploma in Asian Studies.

Political Science 6555 3.0: Transitions from Authoritarianism to Democracy: The Emergence of Civil Society in the Post-Communist Era. This course looks at the theoretical literature and examines specific institutions and processes of the postcommunist

transitions in Russia and the Soviet successor states, East Europe, and China. The discussion of civil society covers such topics as citizenship, nationalism, feminism, corporatism and economic change.

Political Science 6560 3.0: Advanced Studies in the Politics of the Third World: The Politics of Economic Development. This course examines the contemporary politics and development problems of the third world, focusing on the ways in which policy choices derive from patterns of dependency and prevailing social class relations. The treatment of general patterns is complemented with studies of specific countries.

Same as Social & Political Thought 6025 3.0.

Political Science 6561 3.0: Comparative Social and Political Movements: Latin America, Western Europe, North America. This course provides the theoretical basis for a survey of popular resistance movements and "new social movements" in Latin America and the Caribbean. The central objective in this course is to explore the circumstances under which collective responses to oppression occur, and the variables that determine their outcomes. Same as Social & Political Thought 6316 3.0.

Political Science 6565 3.0: Political Transition in Mexico and Cuba. The course examines historical revolutionary processes and the economic, social and global political forces that have and will condition the political transition in Mexico and Cuba from one-party rule to a potentially more open, multiparty, competitive system. Same as Social & Political Thought 6200E 3.0.

Political Science 6566 3.0: Advanced Topics in Latin American and Caribbean Politics. This course examines the impact of international economic integration on Latin America and the Caribbean. It focuses on the social impact of globalization and the responses that these changes call forth: state policies, the rise of new political parties, unions and grassroots organizations and, in particular, international migration and transnationalism. Same as Social & Political Thought 6305 3.0.

Political Science 6570 3.0: Advanced Topics in the Politics of the Third World: State and Class, Identity and Resistance, in the Underdeveloped South. This course seeks both to theorize and to examine empirically the interactions between the state, society (class, race, religion, gender, nation, ethnic) and the global economy in a range of "Third World" settings, highlighting questions of development, equity and democracy.

Political Science 6575 3.0: Human Rights and Democratic Transition in Asia. This course provides a theoretical and comparative study of human rights and democracy in Asia. It examines universal and culturally-specific conceptions of human rights, the relationship between development and democracy, and the role of human rights and democratic transition on foreign policy and regional security.

Political Science 6580 3.0: Africa: The Politics of Continental Crisis. This course examines political change in post-independence Sub-Saharan Africa, emphasizing the interplay between politics and socioeconomic changes, both worldwide and local, and highlighting key aspects of the continent's present crisis (recolonization and resistance; structural adjustment and democratization).

Political Science 6585 3.0: Civil Society and Democratisation in the South. This course explores the 'new wave' of democratisation emanating from outside the state in the global 'South.' Conceptual

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approaches to civil society, popular participation, class and identity are considered in the context of struggles for democracy in contemporary 'underdeveloped' societies.

Political Science 6600 3.0: Politics and Society in North America.

This course has three related purposes: first, to analyze the social structure of developed capitalist societies; secondly to discuss the nature of social conflict in these societies, with particular reference to class divisions as a source of social conflict; and thirdly, to consider the role of the state in the containment of conflict.

Same as Social & Political Thought 6055 3.0.

Political Science 6810 3.0: From the Battle in Seattle to the Québec Summit and Beyond: Rethinking Post-Fordism: Emerging Principles, Practices and Methods. This course employs the concepts of Fordism and post-Fordism to examine the emerging configuration of the new international order, including problems posed by globalization, internationalization of production and finance, trading blocs, state strategies, and the drive for competitiveness and security.

Same as Social & Political Thought 6011 3.0.

Political Science 6820 3.0: World Trade and International **Civil Society**. This course examines the emergence of international civil society actors. The presence of civil society actors is a new development in many respects and the course will pay particular attention to their importance in the reform of the World Trade

Organization.

Same as Social & Political Thought 6202 3.0.

INTERNATIONAL RELATIONS

Political Science 5201 3.0: Globalization and the Environment.

This course considers debates surrounding globalisation and environment. Issue areas include global warming, large dams, water privatization and commodification, toxic waste trade, CFC emissions and 'brown' environmental politics. Case studies are drawn from across the world, and especially Southern Africa.

Same as Environmental Studies 6101A 3.0.

Integrated with the undergraduate course Arts Political Science 4201 *3.0.*

Political Science 5220 3.0: Canadian International Security

Policy. An analysis of contemporary issues and problems in Canadian international security policy. Topics include: security in the post-Cold War era; Canada as a 'soft' power; human security; the military and security; and peacekeeping.

Integrated with the undergraduate course Arts Political Science 4220 *3.0*.

Political Science 5245 3.0: Gender and International Relations.

This course explores both the theoretical and empirical issues raised by the introduction of a consideration of "gender" in international relations. Issues covered include gender and the environment, militarism, international political economy and so on. Integrated with the undergraduate course Arts Political Science 4245 *3.0*.

Political Science 5250 3.0: Canadian Foreign Policy. This seminar is devoted to an examination of the foreign policy of the Canadian government. The course focuses on the determinants of government decision-making, comparing case studies of some key decisions to the foreign policy theoretical literature. Of special interest are the dynamics of 'transition' decision-making, and the overlap of status quo and transition forces in the post-Cold War era.

Integrated with the undergraduate course Arts Political Science 4250 *3.0*.

Political Science 5270 3.0: United States Foreign Policy. Intensive readings examine the post cold war evolution of United States foreign policy with particular attention to a number of current priority issues. The overall purpose of the seminar is to compare and assess alternative analytic approaches regarding the formulation and implementation of United States foreign policy after the demise of the Soviet Union.

Integrated with the undergraduate course Arts Political Science 4270

Political Science 5295 3.0: Political Economy of Global Finance.

The course examines the functioning and broader political-economy ramifications of international finance. Emphasis is put on how financial markets operate, their historical evolution, and their larger role in the working of the global political economy. Integrated with the undergraduate course Arts Political Science 4295

Political Science 6200 6.0: Advanced Study in International **Relations**. This course is intended as the final preparation for the qualifying examination in International Relations for PhD students with a major or minor in that field. The course will cover the core material in four subfields: global political economy; multilateralism; conflict and security; and foreign policy analysis. Core Course

Political Science 6205 3.0: Hegemony, Imperialism and

Globalization. This course analyses theories and concepts of power, supremacy, hegemony and imperialism in different world orders since antiquity. Analytical emphasis is placed on explaining the post-1945 period associated with American hegemony, Soviet Power and subsequent patterns of intensified globalization.

Political Science 6216 3.0: Advanced Topics in Security Studies. This course focuses on the conceptual and theoretical aspects of security studies and their policy implications for the further

development of the study of security as a field of academic enquiry. Political Science 6220 3.0: Contemporary Security Studies: Regional Security and Conflict Management. This course addresses a number of fundamental issues in the study of peace

and war, with particular focus on theory and problems of security and conflict management. The main empirical studies will be on protracted international conflict in distinct regions outside the NATO-WTO area.

Political Science 6225 3.0: Critical Security Studies. This course examines a series of current examples of research which can be broadly categorized within 'critical security studies,' in parallel with examples of the critical social theory which inspired the work. The course asks questions about the possibilities for, and limitations on, research in critical security studies.

Political Science 6230 3.0: Conflict, Militarism and Global Markets. The seminar deals with the role of military spending in modern capitalism. Emphasis is put on contrasting mainstream views with Marxist and Neo-Marxist writings, institutional approaches and the 'military industrial complex.' Current developments are assessed in light of theoretical debates.

Political Science 6240 6.0: International Relations Theory. The seminar examines a selection of the major works in international relations theory. Particular attention is paid to the philosophical and conceptual antecedents to 20th century realism and its contemporary critics. The theorists considered vary from year to year but will often include Thucydides, Machiavelli, Hobbes, Rousseau, Kant, Marx,

Meinecke, Carr, Niebuhr, Morgenthau, Kissinger, Waltz, Braudel, Gilpin and Walzer.

Political Science 6255 3.0: The Americas after the Cold War: Trade, Governance and Sustainable Human Development. This course examines the post-Cold War evolution of the inter-American system, Canada's role as a new participant in this integration process, and current options in the key agenda areas of trade, governance and sustainable human development.

Political Science 6270 6.0: Foundations of Political Economy. The seminar offers an in-depth introduction to political economy, with special emphasis on canonical texts such as Smith, Ricardo, Marx, Veblen, Schumpeter, Keynes, Hayck and Friedman, as well as on key themes, like class/inequality, equilibrium/change, structure/agency, theory/measurement, scarcity/price, technology/power, growth/crisis, gender/race, development/sustainability and the domestic/global dimensions.

Political Science 6271 3.0: Political Economy: Major Texts.

An in-depth introduction to major texts in the history of political economy, analyzing texts by such thinkers as Adam Smith, Karl Marx, and J.M. Keynes with particular attention to issues having to do with methodology, the nature of the economic, and the relation of the economic to other areas of social life.

Same as Social & Political Thought 6271 3.0.

Political Science 6272 3.0: Political Economy: Major Themes.

An in-depth introduction to major themes in political economy, the seminar covers issues such as class/inequality, equilibrium/change, structure/agency, theory/measurement, scarcity/price, technology/power, growth/crisis, gender/race, development/sustainability, and the domestic/global dimensions. Special emphasis is put on linking ideology, theory and methodology.

Political Science 6275 3.0: Ethnonationalist Conflicts and World Politics. The course explores contending understandings of the international dimension of ethnonationalist conflicts through a series of cases ranging from interwar Europe, Cold War Africa, and 1980s Sri Lanka and Hong Kong, to the post-Cold War Middle East and post-Soviet Europe.

Political Science 6280 3.0: Topics in Political Economy: Comparative and International I. Examines historical structures of political economy at the levels of production, state and world order, with a special focus on structural change. A discussion and comparison of theoretical approaches.

Political Science 6281 3.0: Topics in Political Economy: Comparative and International II. This course focuses on designing research projects in comparative and international political economy. It takes the form of a research workshop.

Prerequisite: Political Science 6280 3.0.

Political Science 6282 3.0: International Political Economy and Ecology Summer School. The Graduate Program in Political Science and the Faculty of Environmental Studies jointly hold an annual summer school in the month of June or July where an issue within the field of international political economy and ecology has been explored under the guidance of York faculty members and guest scholars with particular expertise. Students are drawn from our graduate program, from other Canadian universities and from abroad. Each session consists of a lecture course and an associated workshop. Successful completion of the summer school will serve as a credit towards a student's MA or PhD program. Previous summer

schools have focused on the ecology of post-Fordism, global finance, economic restructuring and the world city.

Same as Environmental Studies 6275.

Political Science 6285 3.0: Global Capital. The seminar offers a framework for analyzing global capitalist development based on the central institution of capital. Special attention is given to the nature of capital, the dynamics of accumulation, and the broader implications for international political economy.

Political Science 6630 3.0: The Political Economy of East

Asia. This course examines country-specific, regional and global dimensions of the enormous changes to East Asia's political economy over the last half century from the region's 'great transformation' to the contemporary crisis. This course focuses on Japan, South Korea, Taiwan, Indonesia and China.

POLITICAL THEORY

Political Science 5045 3.0: Ecology, Politics and Theory.

This course includes discussion on deep ecology, Marxian environmentalism, feminist ecology, social ecology, postmodern approaches, Heideggerian ecology and the Frankfurt School approach to the domination of nature.

Integrated with the undergraduate course Arts Political Science 4045 3.0.

Political Science 5055 3.0: The Idea of Democracy. This seminar critically examines key texts in contemporary democratic theory, focusing in particular on debates and controversies pertaining to (a) the compatibilities and incompatibilities between capitalism and democracy on the one hand, and socialism and democracy on the other; (b) the crisis of modern democratic political representation and the role which notions of 'civil society' and 'globalization' play in relation to that crisis; and (c) new models and strategies for the democratization of state and economy and for the development of popular democratic capacities.

Integrated with the undergraduate course Arts **Political Science 4055**

Political Science 5071 3.0: The Politics of Cyberspace: Information and Power in the Surveillance Society. This

course considers the political implications of the new information technologies. Topics include the surveillance society; information as commodity; private data banks; access to information versus intellectual property; state regulation and control; intelligence and "infowar"; global networks and virtual communities; cyberspace and the subversive imagination.

Integrated with the undergraduate course Arts Political Science 4071 3.0.

Political Science 5090 3.0: Classical Marxist Theory. This course focuses primarily on the writings of Marx and Engels with some consideration of Marxism as it first developed as an ideology of a mass party in the context of the Second International.

Integrated with the undergraduate course Arts Political Science 4090 3.0.

Political Science 5091 3.0: Marxism, Feminism,

Poststructuralism. This course explores some of the important theories put forward by Marxists in the twentieth century including those of Lukacs, Marcuse, and Althusser. It also examines challenges to Marxist theory posed by feminism and poststructuralism.

Integrated with the undergraduate course Arts Political Science 4091 3.0.

Political Science 6010 6.0: Symposium in Political Theory. An intensive survey of selected political thinkers from Plato to Marx designed to give students a broad background in the history of political thought. The course will also expose students to different methodological tendencies in the study of the history of political theory.

Core Course

Political Science 6015 3.0: Althusser and Foucault. The Althusser/ Foucault nexus is particularly interesting because in a sense they were students of each other and because the movement of thought between them in many ways spans both the structuralism/poststructuralism and the marxism/postmarxism divides.

Same as Social & Political Thought 6171 3.0.

Political Science 6025 3.0: Legal Consciousness in Theory and **Practice.** This course examines the concept of legal consciousness and its significance for understanding race, class, gender and disability as sites of social injustice in law and politics. Same as Law 6603 3.0, Philosophy 6520 3.0 and Social & Political Thought 6643 3.0.

Political Science 6030 6.0: Theory and Practice of the State in **Historical Perspective.** The analysis of the essential nature of the Western state (including an examination of its origins and of the "Asiatic" mode of production) and its relation to the structure of society from classical antiquity to modern capitalism; together with an assessment of several paradigmatic conceptions of the state from Aristotle to Marx.

Same as Social & Political Thought 6101 6.0.

Political Science 6035 3.0: Political Theory in an Age of Empire. This course seeks to explore the relationship between political theory and the specific dynamics of different forms of empire within an historical context. Readings include Aristotle, Cicero, Sallust, Ibn Khaldun, Grotius, Machiavelli, de Las Casas, Qutb, Locke, supplemented by readings from contemporary thinkers.

Political Science 6040 6.0: Marxism and the Philosophy of Language. This course explores the range of Marxist responses to the 'linguistic turn' within western philosophy and social theory in the twentieth century. The central theme concerns the ability of Marxism's 'production paradigm' of social life to offer an adequate account of the role of language in human relations. Theorists examined include Marx, Bakhtin, Gramsci, Benjamin and Habermas. Same as Social & Political Thought 6161 6.0.

Political Science 6045 3.0: Gramsci and Contemporary Political Theory: The Challenge of Postmodernism. This course explores the influence of Antonio Gramsci on current political thought. It begins with a careful examination of some of Gramsci's main ideas. Among them, the concepts of hegemony and ethicopolitical life, his views on the state, and the general theoretical assumptions of this brand of historicism are given particular attention. In the second half, current debates on the same issues are explored with the aim of both seeing the limitations of Gramsci and postmodernism, and critically assessing the historical and theoretical assumptions of some current social and political theory.

Same as Social & Political Thought 6039 3.0.

Political Science 6050 6.0: Political Philosophy. This course examines contemporary theories of egalitarian justice. The focus is on the views of a select group of philosophers including John Rawls, Ronald Dworkin, G.A. Cohen, Richard Arneson, Nancy Fraser, Derek Parfit, Debra Satz, Thomas Nagel, and Amartya Sen.

Same as Philosophy 6160 3.0 and Social & Political Thought 6016

Political Science 6055 3.0: From Hegel to Marx. This course investigates key texts in nineteenth century German social and political theory in order to better understand the philosophical sources of Marxism. Readings range from selections from Hegel's Philosophy of Spirit through to selections from Marx's early works. Key problems explored include the meaning of dialectics, the subjectobject relation, alienation and the relations between state and civil

Same as Social & Political Thought 6219 3.0.

Political Science 6060 3.0: Appropriating Marx's Capital I. Karl Marx's three volume study Capital is one of the most influential and controversial texts ever written. This course will first provide an overview of Capital and some of its key concepts. The course in turn takes up some of the most influential interpretations of the text: the Uno school, regulation theory, rational choice Marxism, critical theory, structuralist Marxism, critical realism and the Monthly Review school.

Same as Social & Political Thought 6200A 3.0

Political Science 6061 3.0: Appropriating Marx's Capital II. This course continues the themes of Political Science 6060 3.0. The emphasis here is placed on various interpretations of Marx's *Capital*. Students with a sufficient background in Marx do not require Political Science 6060 3.0 as a prerequisite.

Same as Social & Political Thought 6200B 3.0

Political Science 6065 6.0: Class and Culture in Marxist Theory: Lukacs and Benjamin. This course explores key problems in Marxist theories of subjectivity, class consciousness and culture through the prism of two major twentieth-century theorists: Georg Lukacs and Walter Benjamin. The course focuses on the different ways in which each of these theorists tried to theorize the problem of revolutionary subjectivity (or "class consciousness") in light of the forms of experience that characterize capitalist society. Issues such as reification, cultural commodification, the relationship between the spheres of production and consumption, and the role of art in creating the space for revolutionary consciousness are explored. Same as Social & Political Thought 6624 6.0.

Political Science 6070 6.0: The Critical Theory of the Frankfurt School and Benjamin. This seminar studies the origins, development and present status of the Frankfurt school of critical theory. It presents students with an overview of the principal themes in the work of Max Horkheimer, T.W. Adorno, Herbert Marcuse and Walter Benjamin. Emphasis is placed on the intrinsic theoretical content of the major works of critical theorists although attention will be also paid to the historical conditions to which these thinkers responded. Same as Philosophy 6430 6.0 and Social & Political Thought 6600

Political Science 6075 6.0: The Ethical and the Political in Levinas and Derrida. This course examines the radical reorientation effected by Emmanuel Levinas and, following him, Jacques Derrida, in our understanding of the ethical relation as one that transcends instrumentality, utility, normativity, teleology, ontology and even compassion. It also looks at the possibilities for politics inherent in and explored to date through their writings as well as the relation between both thinkers.

Same as Philosophy 6450 6.0 and Social & Political Thought 6701 **6.**0.

Political Science 6080 6.0: Structuralism and Post-Structuralism.

This course focuses primarily on the epistemology and the politics of French structuralism and poststructuralism. We read texts by Althusser, Lacan, Foucault, Derrida, and others (not necessarily French) as well as Marxist and Feminist appropriations of both structuralism and poststructuralism.

Same as Social & Political Thought 6010 6.0.

Political Science 6083 3.0: Technopolitics. Technology and politics have always been intertwined. This course examines the technopolitical convergence and divergence in select works of Marx, Deleuze, Derrida, Nietzsche, Heidegger, Steigler, DeLanda, Latoure, McLuhan, Virilio and Kroker.

Political Science 6084 3.0: The PostHuman Condition: Theory and Politics. Since the 1990s 'cyber' has altered what it means to be human in terms of self and other, essence, agency, consciousness, intimacy, intelligence, reason, life, embodiment, identity, and gender. This course examines the meaning, possibilities, and implications of the posthuman.

Same as Social & Political Thought 6681 3.0 and Communication & Culture 6122 3.0.

Political Science 6085 3.0: The Politics of PostIdentity. This course studies the division of identity and difference, self and other, at the core of our western moral economy. It examines how the politics of identity has simultaneously politicized and depoliticized the public, facilitating both radical democracy and neoconservatism. Same as Social & Political Thought 6033 3.0.

Political Science 6086 3.0: Thinking Power and Violence: From Nietzsche to Agamben. 'Thinking Power and Violence' is about the meaning of power and violence as fundamental categories of human existence. The course is concerned with violence in many forms and manifestations: violence at the foundation of human community, conservative violence, 'divine violence,' redemptive violence, self as violence against self and other, exclusionary violence, the violence of liberal freedom and the commodity, counter-hegemonic violence, the violence of the spectacle, the violence of outsiders and gender violence.

Same as Social & Political Thought 6632 3.0.

Political Science 6090 3.0: The Politics of Cultural Theory.

Approaches to culture and literature in the English-speaking countries have been transformed over the past three decades. These have come from theoretical developments in modern semiotics, new modes of thought about social and political identities and developments in cultural materialism. This course examines their theoretical and political foundations.

Same as English 6952 3.0 and Social & Political Thought 6051 3.0.

Political Science 6095 3.0: Marxism, Culture and Film. This course examines Marxist cultural and aesthetic theory and practice including: Marx, Engels, Lukacs, Lenin, Trotsky, Gramsci, the Frankfurt School, Althusser, Williams, Jameson; artists like Brecht, Eisenstein, Godard and Alea; and debates in Soviet culture, surrealism, socialist realism, feminism, cultural imperialism, modernism and postmodernism.

Same as Communication & Culture 6095 3.0 and Film & Video 5320J 3.0.

Political Science 6330 3.0: Political Linguistics. Study of various theoretical and applied works on language, discourse, and politics. Emphasis is placed on such methodological issues as concept

formation, theorizing as an intellectual activity, and problems of evidence and inference.

Same as Social & Political Thought 6622 3.0.

WOMEN AND POLITICS

Political Science 5150 3.0: The Politics of the Canadian Women's Movement. This course examines the women's movement in Canada, emphasizing the political dimensions of its historical and contemporary development. It focuses primarily on the second wave of feminism after 1970, emphasizing how the movement was shaped by Canada's unique political and social structures.

Same as Women's Studies 6112 3.0.

Integrated with the undergraduate course Arts Political Science 4155 3.0, Women's Studies 4503 3.0, Atkinson Women's Studies 4503 3.0, Glendon Women's Studies 4503 3.0 and Glendon Political Science 4603 3.0.

Political Science 6700 6.0: Advanced Studies in Women and Politics. Advanced study of the relationship between women and politics, focusing on theoretical analyses of women's political role. Topics include the treatment of women in political theory, empirical analyses of women in the literatures of comparative politics and international relations, feminist critiques of political science. *Core course.*

Political Science 6705 3.0: Gender and International Human Rights: Law, Citizenships and Borders. This course introduces students to the structure and the main mechanisms of international human rights law and its impact on women and gender relations. The focus of the course is on the United Nations, its agencies, and its system of international Conventions and Declarations designed to increase gender equality.

Same as Women's Studies 6133 3.0.

Political Science 6715 3.0: Women, Politics and Culture in the Middle East. This course provides students with the theoretical framework and empirical information needed to better understand the experiences of women in Middle Eastern societies. The roles of sexuality, religion, cultural traditions and ideology, politics and economic conditions in the lives of women are examined historically in selected Middle Eastern countries such as Algeria, Iran, Israel, Egypt and Pakistan, which illustrate various paths of gender struggles in the region. Special attention is paid to the complex interconnections between gender-based movements and other political movements such as nationalism, populism and religious fundamentalism and women's response to the forces of oppression in the region.

Same as Sociology 6741 3.0 and Women's Studies 6109 3.0.

Political Science 6725 3.0: Gender and Justice. This course focuses on gender issues and the law. The structure of the legal system and fundamental concepts of common law forms the backdrop for examining the relationship between statutes, case law and public policy. Major Supreme Court of Canada decisions on gender issues make up about half the course readings, along with complementary literature on feminist legal theory. Students learn how to use a law library to undertake basic legal research.

Same as Sociology 6895 3.0 and Women's Studies 6602 3.0.

Political Science 6735 6.0: Gender Relations in the Third World.

The course explores a synthesis of concepts drawn from feminist theory on the one hand, and theories of precapitalist modes of production, colonialism and neocolonialism on the other, to arrive at an understanding of the social relations of gender in the Third World. POLITICAL SCIENCE YORK UNIVERSITY FACULTY OF GRADUATE STUDIES 2007-2009 CALENDAR

Africa provides the focus for this endeavour, while other areas of the Third World are drawn upon for comparative purposes. Same as Social & Political Thought 6314 6.0 and Women's Studies 6502 6.0.

Political Science 6745 3.0: Transnational Feminism(s): Globalization, Empire, and the Body. This course examines transnational feminist theories on the historical connections of body, nation, gender, racializations, sexualizations and globalization. This course also explores how increasingly global structures of inequality are demanding global structures, movements, and new theorizations by feminists worldwide.

Same as Women's Studies 6127 3.0.

Political Science 6750 3.0: Gender and the Construction of Global Markets. Key aspects of the globalization process are taking place on a gendered terrain, which reconstitutes existing gender orders in the North and South. Topics include markets and vulnerability; unpaid labour; information of work; commodification of gendered bodies and nature; trade and multilateralism; and a gender-aware international governance architecture. Same as Women's Studies 6113 3.0.

Political Science 6755 3.0: Feminist Epistemologies and Methods.

This course is about feminist epistemologies (e.g., positivism, interpretivism, realism, historical materialism) and feminist research methods as praxis. This course explores a variety of research practices, including oral history, interviews, case studies, archival research, literary criticism, survey/content analysis, and fieldwork

to trace the various defining features of feminist research; engages the problems emerging out of sexist research (and its connections to gender, race, class, sexuality, and ability); reads and critically evaluates examples of nonsexist and feminist research; and explores how feminist epistemology can translate into critical praxis.

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Political Science 6765 3.0: Feminist Political Economy: Key Concepts and New Directions. This course examines the core theoretical concepts of feminist political economy as well as possible new directions as a result of challenges from diverse groups of women, from globalization, neoliberalism, from changes in the economy and in household structures.

Political Science 6775 3.0: The Political Economy of Work and Welfare. This course examines the changing nature of work and welfare in advanced industrialized societies. Framed around leading debates in feminist political economy, it devotes considerable emphasis to examining the relationship between labour market trends, the shifting politics of home and 'family' and welfare regime change in comparative perspective.

Same as Sociology 6683 3.0 and Women's Studies 6207 3.0.

MISCELLANEOUS

Political Science 6000A 3.0: MA Colloquium.

Political Science 6990 3.0 or 6990 6.0: Reading Course.

Political Science 6999 6.0: MA Major Research Paper.

PSYCHOLOGY

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(416) 736-5290

http://www.psych.yorku.ca/grad/gradpro.htm

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J. QUINTALL

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PSYCHOLOGY

The Graduate Program in Psychology at York offers courses, opportunities for research, and professional training leading to a general MA degree† and more specialized PhD degrees. The PhD program provides a broad foundation in the basic principles and methods of behavioural science and, in addition, considerable field experience. Graduates are expected to be familiar with a wide range of problems confronting both academic and professional psychologists and to be knowledgeable in sufficient depth in specialized areas to contribute to solutions of both theoretical and applied problems.

†Students in the two Clinical Psychology areas complete a more specialized MA program, followed by a PhD program which includes some of the more general courses normally required for completing the MA degree.

Training is offered in six areas of specialization:

- (a) Brain, Behaviour and Cognitive Sciences
- (b) Clinical Psychology
- Clinical-Developmental
- Developmental and Cognitive Processes
- Social and Personality Psychology
- History and Theory of Psychology

AREAS OF SPECIALIZATION

Brain, Behaviour and Cognitive Sciences

The Brain, Behaviour and Cognitive Sciences area trains students in the fields of perception, sensory motor control, animal behaviour, cognition, measurement theory, neuropsychology and biomedical sciences. This training is relevant to both basic and applied science. Experimental approaches include: psychophysics, electrophysiology (single unit and evoked potential), brain imaging, computational modeling, observational fieldwork, and kinematic analysis. Research practica are an integral part of the learning experience and can take place in York University laboratories and a variety of clinical and industrial settings. For more information please contact the Area Coordinator, Dr. Richard Murray.

Clinical Psychology

The Clinical Psychology area is accredited by the Canadian Psychological Association and the American Psychological Association. Its program of study follows the scientist-practitioner model that is the predominant model in North American clinical psychology, and emphasizes both the development of research skills/ independent scholarship and clinical skills. The program is designed for students who wish to combine psychological theory, research and practice in preparation for university teaching and research and/or for clinical practice and research in settings such as clinic, hospital and social service agencies. In order to meet the program's accreditation requirements, each student must take a one-year (1800 hours) internship at an accredited internship setting as part of the PhD requirements. This may require the student taking the internship in a location other than Toronto.

Clinical Psychology offers a variety of psychological assessment and treatment modalities. Particular strengths in research and scholarship are in the fields of psychotherapy, neuropsychology, health psychology and clinical research methodology.

Note: The addresses of the Canadian Psychological Association and the American Psychological Association Committees on Accreditation are:

Dr. Arcangelo Caputo, Registrar, Accreditation Panel Ms Ann Marie Plante, Accreditation Assistant, Accreditation Office Canadian Psychological Association 141 Laurier Avenue West, Suite 702 Ottawa, Ontario, K1P 5H3 (888) 472-0657, extension 328 accrediation@cap.ca; http://www.cpa.ca

Susan F. Zlotlow, PhD, Director Program Consultation and Accreditation American Psychological Association 750 First Street, NE Washington, District of Columbia, 2002-424 United States (202) 336-5979 apaaccred@apa.org; http://apa.org/ed/accreditation

Internship information may be found at Association of Psychology Postdoctoral and Internship Centres (APPIC) www.appic.org Canadian Council of Professional Psychology Programs (CCPPP) www.ccppp.ca

Prior to completion of the area's PhD, students are required to demonstrate:

- Competence with a reasonable sample of cognitive, personality, behavioural, neuropsychological and psychometric techniques of assessment which are oriented to the refinement of intervention strategies.
- Competence with a reasonable sample of cognitive, behavioural, experiential and psychodynamic systems of psychotherapy.
- Competence in research into clinically relevant problems.

In addition to course requirements, this area relies heavily on an apprenticeship system in which each student works closely with her or his supervisor and a variety of psychologists practising in a wide range of internship settings for an interactive enhancement of both the academic and practical aspects of the student's educational experience. Currently, the area has 51 female and 5 male students, whose ages range from 23 to 49 years (average 31). In keeping with a high proportion of female applicants, 90% of the students currently registered in the area are women. For more information about the area, contact the Clinical Director, Dr. Lynne Angus.

Clinical-Developmental

The Clinical-Developmental Area is open to students at the MA and PhD levels who are interested in research and professional work in child, adolescent, and family practice. The area provides training in clinical psychology and its doctoral-level program is jointly accredited by the Canadian Psychological Association and the American Psychological Association.

For the addresses of the Committees of these associations, see the above Clinical area section.

The philosophy of the area is to educate students in the theory and research of developmental psychology as it pertains to the study of developmental disorders, and in the theory and research of developmental psychopathology. Theoretical and practical training in child, adolescent, and family assessment and intervention skills is provided. For more information about the area, contact the Area Coordinator, Dr. James Bebko.

Developmental and Cognitive Processes

The area of Developmental and Cognitive Processes is designed to train students in both the theoretical and content areas of

developmental psychology and the empirical methods used in developmental research. It is intended that students will become competent both in the broad area of developmental psychology and explore one or more areas of specialization in some depth. The core areas of specialization are cognition and language, with other specializations in social cognition, neuropsychology, comparative and evolutionary psychology, and educational applications. The research carried out in the area takes the approach of cognitive science and applies it to issues of normal development from infancy to adulthood. Students gain experience through course work, research, and supervised practica. All students may select relevant courses from the larger psychology program or elsewhere in the university through a limited number of half-course electives. For more information about the area, contact the Area Coordinator, Dr. Janice Johnson.

History and Theory of Psychology

This area is available to students wishing to conduct specialized research on historical topics in psychology and in areas of psychological theory and metatheory. Students entering this option should already have a solid grounding in psychology (usually a BA or BSc in psychology) as well as some experience in the conduct of psychological research. Faculty members with interests in the histories and theories of a wide range of psychological areas are available to act as supervisors and committee members. Because academic appointments aimed specifically at historians and theoreticians of psychology are rare, students are also strongly encouraged to take advantage of the opportunities provided in the graduate program for conducting research in one of the other content areas of psychology (e.g., brain, behaviour and cognitive sciences; social and personality; developmental and cognitive processes, etc.). For more information about this area, contact the Area Coordinator, Dr. Alexandra Rutherford.

Social and Personality Psychology

Faculty and students in the Social and Personality Area conduct basic scientific research on foundational topics, such as attitudes, decisions, emotions, personality traits, relationships, groups, culture, and the self. They also conduct research on a variety of topics related to important social issues and real-world applications, such as co-worker relations and forgiveness, hostility, and road rage, stress and coping, jury decision-making and sexual assault, romantic relationships and sexual health, eating disorders and body image, depression and self-esteem, happiness and meaning, crosscultural psychology, minority status and inter-group conflict, stereotyping and prejudice, and zealous extremism. Students' scientific and applied training is developed further through various applied practica including the laboratories of faculty members and various settings outside the university. For more information about the area, contact the Area Coordinator, Dr. Kerry Kawakami.

RESEARCH FACILITIES

Most of the facilities for the Graduate Program in Psychology are located on the main York campus, in the Behavioural Sciences Building. The laboratory space, equipment, animal vivaria, and shops in this building provide excellent facilities for a wide range of experimental research. The building also houses clinical and child-study centres, as well as the Donald O. Hebb Computer Lab, a full-fledged network (LAN) consisting of forty-four work stations, three laser printers and two print servers. The network has direct access to all parts of the York University Network and, via gateways, to networks outside of York University. One cubicle houses a multimedia workstation with an attached CD-ROM, sound card, flatbed scanner and accompanying software. The computer lab has a full range of statistical software (SPSS, SAS, S-Plus, AMOS, JMP IN, etc.) as well as the standard MS Office suite and a number of

other software packages (E-Prime, EQS, FrontPage, Canvas Deneba, MATLAB/MatVis, NVivo, *etc.*). Graduate students have access to the Donald O. Hebb lab seven days a week, 24 hours a day.

SUPPORTING INSTITUTIONS

There are many institutions and agencies affiliated with the Graduate Program in Psychology in which practica may be completed and thesis data collected.

For the Clinical area, these include: Canadian Memorial Chiropractic College; Centre for Addiction and Mental Health; Correctional Services of Canada; Counseling and Development Centre, York University; Hamilton Program for Schizophrenia; Lakeridge Health Oshawa; London Health Sciences Centre; Markham Stouffville Family Life Centre; Muki Baum Association for the Rehabilitation of Multi-handicapped Inc.; North York General Hospital, Adult Mental Health Program; North York General Hospital, Branson Division; Ontario Correctional Institute; Scarborough General Hospital, Child and Family Clinic; Southlake Regional Health Centre; Toronto East General Hospital, Neuropsychology; Toronto Hospital, General Division; University Health Network, Princess Margaret Hospital; University Health Network, Toronto General Hospital; University of Toronto, Counselling and Learning Skills Service; West Coast Psychological Services; York County Hospital, Adult Mental Health.

For the Clinical-Developmental area, these include: Aisling Discoveries Child & Family Centre; Bloorview-MacMillan Children's Centre; Centre for Addiction and Mental Health; Halton Child & Youth Services; Hamilton-Wentworth Mental Health Centre; Integra Foundation; Lakeridge Health Corporation, Oshawa; Southlake Regional Health Centre, Newmarket; Surrey Place Centre; The Hospital for Sick Children; Thistetown Regional Centre; Toronto District School Board; Toronto District Catholic School Board; Toronto Western Hospital; York Region District School Board

MASTER OF ARTS PROGRAM ADMISSION REQUIREMENTS

The Graduate Program in Psychology welcomes outstanding graduates of recognized universities. The usual requirement for admission is an honours degree in psychology, (or its equivalent, with at least eight full courses in psychology) and a B+ or higher standing in the last two years of study. The honours degree equivalent for students not applying to the Clinical area should include:

- (a) One full course in Introductory Psychology;
- (b) One full course or two half-courses from the following: Child Psychology, Social Psychology, Abnormal Psychology, Personality Theory and Behaviour Disorders, Theories of Personality;
- (c) A full course in Research Design and Statistical Analysis;
- (d) One full course or two half-courses in Experimental Psychology: Cognitive Processes, Learning, Motivation, Perception, Physiological Psychology; and,
- (e) Four other full psychology courses or the equivalent.

The honours degree equivalent for students applying to the Clinical area should include:

- (a) One full course in Introductory Psychology;
- (b) One full course in Research Design and Statistical Analysis; and,
- (c) The equivalent of six other full courses in psychology.

Applicants to the Clinical area are expected to have a general background and knowledge in core content areas of psychology. Of **P**SYCHOLOGY

the six other full courses, one full course or two half-courses in each of the following core content areas, taken at the undergraduate level, are accepted as satisfying this expectation:

- biological bases of behaviour (e.g., physiological psychology, comparative psychology, neuropsychology, sensation, psychopharmacology; health psychology);
- cognitive-affective bases of behaviour (e.g., learning, memory, perception, cognition, thinking, motivation, emotion);
- social bases of behaviour (e.g., social psychology; cultural, ethnic and group processes; sex roles; organizational and systems theory); and,
- individual behaviour (e.g., personality theory, human development, individual differences, abnormal psychology).

Students deficient in any of the above content areas may be admitted to the Clinical Area. However, such students must make up for any deficiencies through appropriate courses taken prior to the completion of their course work for the PhD program.

Students with such qualifications may be admitted as candidates for the MA degree. Applicants must submit official scores from the Graduate Record Examination (General Test and Subject Test in Psychology).

DOCTOR OF PHILOSOPHY PROGRAM ADMISSION REQUIREMENTS

The usual prerequisite for admission to the PhD program in psychology is a master's degree in psychology. However, the Graduate Program in Psychology may consider applications from exceptional students with master's degrees in other fields. Normally, students may not enter the PhD program until they have completed all the master's requirements including the thesis.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY **DEGREE REOUIREMENTS**

Brain, Behaviour and Cognitive Sciences MASTER OF ARTS PROGRAM

- 1. Courses
- (a) Psychology 6020 3.0: Historical and Theoretical Foundations of Contemporary Psychology A or Psychology 6030 3.0: Historical and Theoretical Foundations of Contemporary Psychology B:
- (b) Psychology 6130 6.0: Univariate Analysis or Psychology 6140 6.0: Multivariate Analysis; and,
- Three half courses, or equivalents chosen from those offered at the 6000 level by the Graduate Program in Psychology (not including computer skills courses).

2. Practica

Each area of specialization assigns practica to its students. In the practicum the student's academic learning is applied and consolidated. The practicum is also the context in which the student's professional conduct and development are supported and evaluated. Grades are given to practica, and are assigned with full awareness that both academic learning and professional responsibility are uniquely related in the practicum experience.

Candidates for the MA degree are required to serve on campus at least one practicum, whether an applied practicum (Psychology 6810 6.0), or a research practicum (Psychology 6820 6.0).

3. Thesis and Oral Examination

Under the supervision of a committee (normally consisting of a supervisor and two other faculty members from the program), each candidate must conduct a research study on a topic chosen in consultation with her or his supervisor and report the results in appropriate thesis form. The research and thesis should demonstrate the candidate's independence, originality, and understanding of the area under investigation. After the formal submission of the thesis, an oral examination, normally centred on the thesis and matters related to it, is held.

❖ *Note:* The MA program requires a minimum of one year (three terms of registration). All requirements for the MA degree must be fulfilled within four years (12 terms). Students who have not finished at the end of two years (six terms) must register part-time and become ineligible for further course registration, practica, and financial support until all requirements for the degree are met.

DOCTOR OF PHILOSOPHY PROGRAM

- 1. Courses
- (a) Psychology 6130 6.0: Univariate Analysis; or, Psychology 6140 6.0: Multivariate Analysis.
- (b) Two full-courses, or equivalent, chosen in consultation with the candidate's supervisor, from those Brain, Behaviour and Cognitive Science psychology courses offered at the 6000-level;
- (c) Psychology 6120 6.0: Computer Skills in Behavioural **Sciences** may be required for some candidates as determined by their supervisors.

2. Practica

(For a general description of this requirement, see the above section on the MA practica).

Candidates (PhD I & II) are normally required to serve at least two practica. The two types of practica are the applied practicum (Psychology 6810 6.0) and the research practicum (Psychology 6820

3. PhD Papers

Each PhD candidate is required to write a minor area paper on a topic chosen in consultation with his/her supervisor. The minor area paper is intended to foster breadth of psychological knowledge, and therefore must be in an area not directly related to the candidates dissertation research. With permission, the topic may be chosen from a field outside psychology.

The minor area paper must be completed and approved by the end of the summer term (September 15) of the third year of the PhD residency (PhD III). It is expected that the minor area paper will be completed before work begins on the PhD dissertation.

4. Dissertation and Oral Examination

Each PhD candidate must conduct one or more research studies on a topic chosen in consultation with her or his supervisor and report the results in appropriate dissertation form. A comprehensive proposal (including a review of the relevant literature) is to be submitted in the first 18 months of the PhD and must obtain final approval of the supervisory committee by the end of the second year at the latest. The committee meeting can be scheduled at any time during the year and can be combined with the yearly progress meeting. The research and dissertation should demonstrate the candidate's independence, originality, and understanding of the area of investigation and should constitute a contribution to knowledge. After the formal submission of the dissertation, an oral examination, normally centred on the dissertation and matters related to it, is held to determine whether or not the candidate has fulfilled her or his dissertation requirement.

* Note: The PhD program requires a minimum of two years (six terms of registration). All requirements for a PhD degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time doctoral student. Terms that students register as Leave of Absence, Maternity Leave, Parental Leave or No Course Available are not included in these time limits.

CLINICAL PSYCHOLOGY MASTER OF ARTS PROGRAM

1. Courses

- (a) One full course chosen from one of the following: Either Psychology 6130. 6.0: Univariate Analysis or Psychology 6140 6.0: Multivariate Analysis;
- (b) Psychology 6420 6.0: Foundations of Clinical Psychology;
- (c) Psychology 6430 6.0: Assessment in Psychology, and,
- (d) Psychology 6435 6.0: Introduction to Psychotherapy.

2. Practica

Each area of specialization assigns practica to its students. In the practicum the student's academic learning is applied and consolidated. The practicum is also the context in which the student's professional conduct and development are supported and evaluated. Grades are assigned with full awareness that both academic learning and professional responsibility are uniquely related in the practicum experience. Grades are given for practica.

Students accepted into the Clinical Area are required to complete a research practicum (**Psychology 6820 6.0**) and a clinical practicum (**Psychology 6430P 6.0**), each entailing 330 hours of the student's time.

3. Thesis and Oral Examination

Under the supervision of a committee (normally consisting of a supervisor and two other faculty members from the program), each candidate must conduct a research study on a topic chosen in consultation with her or his supervisor and report the results in appropriate thesis form. The research and thesis should demonstrate the candidate's independence, originality, and understanding of the area under investigation. After the formal submission of the thesis, an oral examination, normally centred on the thesis and matters related to it, is held.

❖ *Note:* The MA program requires a minimum of one year (three terms of registration). All requirements for the MA degree must be fulfilled within four years (12 terms). Students who have not finished at the end of two years (six terms) must register part-time and become ineligible for further course registration, practica, and financial support until all requirements for the degree are met.

DOCTOR OF PHILOSOPHY PROGRAM

1. Courses

- (a) Psychology 6020 3.0: Historical and Theoretical Foundations of Contemporary Psychology A or Psychology 6030 3.0: Historical and Theoretical Foundations of Contemporary Psychology B;
- (b) Psychology 6130 6.0: Univariate Analysis or Psychology 6140 6.0: Multivariate Analysis;
- (c) Psychology 6440 6.0: Psychodiagnostics;
- (d) Psychology 6445P 6.0: Advanced Psychological Intervention;
- (e) Psychology 6490B 3.0: Ethical Issues in Professional Practice; and,
- (f) A minimum of one additional full-course, or equivalent, at the 6000 level.

2. Practica

(For a general description of practica, see the section above on the MA practicum requirement).

Students are required to successfully complete a clinical practicum (**Psychology 6440P 6.0**), entailing 330 hours of the student's time. Students have the option of taking a second clinical practicum (**Psychology 6460P 3.0/6.0**) after the PhD III year, as long as they have completed all course work and either the minor area paper or an approved PhD dissertation proposal.

3. Internship

Students are required to successfully complete a one year full-time (1800-hours) 12-month or two half-time (900 hours) clinical internship (**Psychology 6840 6.0**). Normally this is done toward the end of their program; all required course work, the minor area paper, and an approved dissertation proposal must be completed before the student is eligible for the internship. Indeed, students may do an internship after completion of the dissertation and its oral defence. Finally, students may meet the internship requirement by doing two 900-hour half-time internships over a two-year period (**Psychology 6480A 3.0** and **Psychology 6480B 3.0**).

4. PhD Paper and Competency Requirements

Each PhD candidate is required to write a minor area PhD paper on a topic chosen in consultation with her or his supervisor. The minor area paper will cover an area of minor interest and, with permission, may be chosen from a field outside psychology. Every candidate will be examined on this paper by a committee appointed by the Program Director.

Each PhD candidate in the Clinical Area of specialization is required to show competence in assessment and intervention procedures which are evaluated by means of an examination of samples of each candidate's performance in these two aspects of clinical work.

One of these requirements must be completed and approved by the end of the summer term (September 15) of the second year of residence (PhD II). The candidate's dissertation proposal will not be approved by the program until one of the requirements has been completed and approved. The other requirement must be completed and approved by March 1 for those candidates expecting to be awarded their degree at the Spring Convocation, or by July 1 for those expecting to be awarded their degree at the Fall Convocation.

5. Dissertation and Oral Examination

Each PhD candidate must conduct one or more research studies on a topic chosen in consultation with her or his supervisor and report the results in appropriate dissertation form. The research and dissertation should demonstrate the candidate's independence, originality, and understanding of the area of investigation and should constitute a contribution to knowledge. After the formal submission of the dissertation, an oral examination, normally centred on the dissertation and matters related to it, is held to determine whether or not the candidate has fulfilled her or his dissertation requirement.

❖ Note: The PhD program requires a minimum of two years (six terms of registration). All requirements for a PhD degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time doctoral student. Terms that students register as Leave of Absence, Maternity Leave, Parental Leave or No Course Available are not included in these time limits.

CLINICAL-DEVELOPMENTAL MASTER OF ARTS PROGRAM

1. Courses

- (a) Either Psychology 6020 3.0: Historical and Theoretical Foundations of Contemporary Psychology A or Psychology 6030 3.0: Historical and Theoretical Foundations of Contemporary Psychology B;
- (b) One full-course chosen from one of the following: Either Psychology 6130 6.0: Univariate Analysis or Psychology 6140 6.0: Multivariate Analysis;
- (c) Psychology 6610 3.0: Social and Emotional Bases of Development;
- (d) Psychology 6905 3.0: Biological and Cognitive Bases of Development;
- (e) Psychology 6910 3.0: Psychoeducational Assessment of Children and Adolescents (normally taken in the second year of the MA program); and,.
- (f) Psychology 6920 3.0: Clinical and Diagnostic Assessment of Children and Adolescents (normally taken in the second year of the MA program).

2. Practica

Each area of specialization assigns practica to those candidates within its area. In the practicum the student's academic learning is applied and consolidated. The practicum is also a context in which the student's professional conduct and development are supported and evaluated. Grades are given to practica, and are assigned with awareness that both academic learning and professional responsibility are uniquely related to the practicum experience.

Students in the Clinical-Developmental Area are required to complete a research practicum (**Psychology 6820 6.0**).

3. Thesis and Oral Examination

Under the supervision of a committee (normally consisting of a supervisor and two other faculty members from the program), each candidate must conduct a research study on a topic chosen in consultation with her or his supervisor and report the results in appropriate thesis form. The research and thesis should demonstrate the candidate's independence, originality, and understanding of the area under investigation. After the formal submission of the thesis, an oral examination, normally centred on the thesis and matters related to it, is held

❖ Note: The MA program requires a minimum of one year (three terms of registration). All requirements for the MA degree must be fulfilled within four years (12 terms). Students who have not finished at the end of two years (six terms) must register part-time and become ineligible for further course registration, practica, and financial support until all requirements for the degree are met.

DOCTOR OF PHILOSOPHY PROGRAM

1. Courses

- (a) Psychology 6130 6.0: Univariate Analysis or Psychology 6140 6.0: Multivariate Analysis or an equivalent course;
- (b) Psychology 6930 3.0: Intervention Strategies with Children;
- (c) Psychology 6490B 3.0: Ethical Issues in Professional Practice; and,
- (d) A minimum of 1.5 courses, or equivalent, at the 6000 level including at least two half-courses from Alternative 1 and one additional half-course from Alternatives 1 or 2.

Alternative 1: Courses in Clinical-Developmental Psychology

(i) Psychology 6900 3.0: Issues in Clinical-Developmental Psychology: A Proseminar in Theory, Research, and Practice

- (ii) Psychology 6915 3.0: Diagnostic Interviewing of Children, Adolescents and Families
- (iii) Psychology 6925 3.0: Supervision and Consultation in Behavioural Intervention with Children
- (iv) Psychology 6940 3.0: Clinical Developmental Assessment and Treatment of Adolescent Disorders
- (iv) Psychology 6950 3.0: Learning Disabilities: Theories, Research, Diagnosis and Treatment
- (v) Psychology 6945 3.0: Applied Pediatric Neuropsychology
- (vi) Psychology 6960 3.0: Autism and Developmental Delays
- (vii) Psychology 6750 3.0: Special Topics Seminar, as specified by the Clinical- Developmental Area
- (viii)Psychology 6780 3.0: Clinical and Educational Issues in Human Development

Alternative 2: Courses in Developmental Psychology

- (i) Psychology 6150D 3.0: Constructivist and Functional Methods in Development
- (ii) Psychology 6620A 3.0: Clinical-Developmental Perspectives on Social and Personality Development
- (iii) Psychology 6415 3.0: Multicultural Counselling
- (iv) Psychology 6450 3.0: Clinical Neuropsychology
- (v) Psychology 6470 3.0: Family Therapy
- (vi) Psychology 6480 3.0: Brief Psychotherapy and Short-Term Treatment
- (vii) Psychology 6520B 3.0: Program Evaluation
- (viii)Psychology 6560A 3.0: Group Processes and Group Psychotherapy
- (ix) Psychology 6590B 3.0: Clinical Skills III: Rehabilitation Psychology
- (x) Psychology 6620A 3.0: Clinical-Developmental Perspectives on Social and Personality Development
- (xi) Psychology 6630 3.0: Developmental Intelligence, Psychometrics, and Learning Potential
- (xii) Psychology 6640A 3.0: Theories in Cognitive Development
- (xiii)Psychology 6245 3.0: Complex Systems Approach to Interpersonal Change
- (xiv)Psychology 6640B 3.0: Topics in Cognitive Development
- (xv) Psychology 6660A 3.0: Developmental Psycholinguistics
- (xvi)Psychology 6670 3.0: The Psychology of Reading
- (xvii) Psychology 6680 3.0: Infancy
- (xviii) Psychology 6690 3.0: Comparative Developmental Psychology
- (xix) Psychology 6720 3.0: Development of Affect, Consciousness and Social Cognition
- (xx) Psychology 6750 3.0: Special Topics Seminar, as specified by the Clinical-Developmental Area
- (xxi)Psychology 6760 3.0: The Development of Complex Symbolic Skills

2. Practica

(For a general description of this requirement, see the above section on MA practica).

Two clinical practica (330 hours each) are required, one in assessment (**Psychology 6910P 6.0**) and one in intervention (**Psychology 6930P 6.0**). They are completed in years PhD 1 and PhD 2, respectively.

3. Internship

Either one full-time, 12-month (1800 hours) clinical internship (**Psychology 6840 6.0**) or two half-time (900 hours) clinical internships taken over two years (**Psychology 6840A 3.0** and **Psychology 6840B 3.0**) are required. The clinical internship(s) involve(s) intensive and extensive clinical training with opportunities to and responsibility for carrying out major professional functions.

4. PhD Papers

Each PhD candidate is required to write a minor area paper on a topic chosen in consultation with her or his supervisor. The minor area paper is intended to foster breadth of psychological knowledge, and therefore must be in an area not directly related to the candidate's dissertation research. With permission, the topic may be chosen from a field outside psychology.

The minor area paper must be completed and approved by the end of the summer term (September 15) of the third year of the PhD residency (PhD III). It is expected that the minor area paper will be completed before work begins on the PhD dissertation.

5. Dissertation and Oral Examination

Each PhD candidate must conduct one or more research studies on a topic chosen in consultation with her or his supervisor and report the results in appropriate dissertation form. The research and dissertation should demonstrate the candidate's independence, originality, and understanding of the area of investigation and should constitute a contribution to knowledge. After the formal submission of the dissertation, an oral examination, normally centred on the dissertation and matters related to it, is held to determine whether or not the candidate has fulfilled her or his dissertation requirement.

* Note: The PhD program requires a minimum of two years (six terms of registration). All requirements for a PhD degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time doctoral student. Terms that students register as Leave of Absence, Maternity Leave, Parental Leave or No Course Available are not included in these time limits.

DEVELOPMENTAL AND COGNITIVE PROCESSES MASTER OF ARTS PROGRAM

1. Courses

- (a) One half-course chosen from one of the following: Psychology 6020 3.0: Historical and Theoretical Foundations of Contemporary Psychology A or Psychology 6030 3.0: Historical and Theoretical Foundations of Contemporary Psychology B;
- (b) One full course chosen from the following: Either Psychology 6130 6.0: Univariate Analysis or Psychology 6140 6.0: Multivariate Analysis;
- (c) Two half-courses selected from the Developmental and Cognitive Processes course list that can be found under the Doctor of Philosophy program courses (1b) below; and,
- (d) One half-course or equivalent from those offered at the 6000 level by the Graduate Program in Psychology.

2. Practica

Each area of specialization assigns practica to its students. In the practicum the student's academic learning is applied and consolidated. The practicum is also the context in which the student's professional conduct and development are supported and evaluated. Grades are assigned to practica, and with full awareness that both academic learning and professional responsibility are uniquely related in the practicum experience.

Students in the Developmental and Cognitive Processes area are required to complete a research practicum (**Psychology 6820A 6.0**).

3. Thesis and Oral Examination

Under the supervision of a committee (normally consisting of a supervisor and two other faculty members from the program), each candidate must conduct a research study on a topic chosen

in consultation with her or his supervisor and report the results in appropriate thesis form. The research and thesis should demonstrate the candidate's independence, originality, and understanding of the area under investigation. After the formal submission of the thesis, an oral examination, normally centred on the thesis and matters related to it, is held.

❖ Note: The MA program requires a minimum of one year (three terms of registration). All requirements for the MA degree must be fulfilled within four years (12 terms). Students who have not finished at the end of two years (six terms) must register part-time and become ineligible for further course registration, practica, and financial support until all requirements for the degree are met.

DOCTOR OF PHILOSOPHY PROGRAM

1. Courses

- (a) Either Psychology 6130 6.0: Univariate Analysis or Psychology 6140 6.0: Multivariate Analysis;
- (b) A minimum of four half-courses at the 6000 level including at least three half-courses from the Developmental and Cognitive Processes course list below or from Psychology 6750 3.0 (Special Topics) specified yearly by the Developmental and Cognitive Processes area. Students are also required to attend the Developmental and Cognitive Processes colloquium series.

The Developmental and Cognitive Processes course list:

Psychology 6150D 3.0: Constructivist and Functional Methods in Development

Psychology 6320 3.0: Human Neuropsychology: History and Syndromes

Psychology 6630 3.0: Developmental Intelligence, Psychometrics, and Learning Potential

Psychology 6640A 3.0: Theories in Cognitive Development Psychology 6640B 3.0: Topics in Cognitive Development

Psychology 6650A 3.0: Research Methodology in

Developmental Psychology

Psychology 6650B 3.0: Developmental Laboratory: Instruments and Measurement

Psychology 6660A 3.0: Developmental Psycholinguistics

Psychology 6670 3.0: The Psychology of Reading

Psychology 6680 3.0: Infancy

Psychology 6690 3.0: Comparative Developmental Psychology

Psychology 6720 3.0: Development of Affect, Consciousness and Social Cognition

Psychology 6740 3.0: Computer and Dynamic Models of Developmental Change

Psychology 6760 3.0: The Development of Complex Symbolic Skills

Psychology 6770 3.0: Developmental Neuropsychology

2. Practica

(For a general description of this requirement, see the above section on the MA practica.)

Candidates (PhD I & II) are normally required to serve at least two practica, at least one of which must be in developmental research. The two types of practica are the applied practicum (**Psychology 6810 6.0**) and the research practicum (**Psychology 6820 6.0**).

3. PhD Papers

Each PhD candidate is required to write a minor area paper on a topic chosen in consultation with her or his supervisor. The minor area paper is intended to foster breadth of psychological knowledge, and

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therefore must be in an area not directly related to the candidate's dissertation research. With permission, the topic may be chosen from a field outside psychology.

The minor must be completed and approved by the end of the summer term (September 15) of the third year of the PhD residency (PhD III). It is expected that the minor area paper will be completed before work begins on the PhD dissertation.

4. Dissertation and Oral Examination

Each PhD candidate must conduct one or more research studies on a topic chosen in consultation with her or his supervisor and report the results in appropriate dissertation form. The research and dissertation should demonstrate the candidate's independence, originality, and understanding of the area of investigation and should constitute a contribution to knowledge. After the formal submission of the dissertation, an oral examination, normally centred on the dissertation and matters related to it, is held to determine whether or not the candidate has fulfilled her or his dissertation requirement.

* Note: The PhD program requires a minimum of two years (six terms of registration). All requirements for a PhD degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time doctoral student. Terms that students register as Leave of Absence, Maternity Leave, Parental Leave or No Course Available are not included in these time limits.

HISTORY AND THEORY OF PSYCHOLOGY MASTER OF ARTS PROGRAM

- Courses
- Psychology 6020 3.0: Historical and Theoretical Foundations of Contemporary Psychology A;
- Psychology 6030 3.0: Historical and Theoretical Foundations of Contemporary Psychology B;
- One full course chosen from one of the following: **Psychology** 6130 6.0: Univariate Analysis or Psychology 6140 6.0: Multivariate Analysis; and,
- One full course or equivalent chosen from those offered at the 6000 level by the Graduate Program in Psychology or, with permission of the Area Coordinator and the graduate director, by another program relevant to the study of the history and theory psychology.

2. Practica

Each area of specialization assigns practica to those candidates within its area. In the practicum the student's academic learning is applied and consolidated. The practicum is also a context in which the student's professional conduct and development are tested among future clients and colleagues. Grades are assigned to practica, and with full awareness that both academic learning and professional responsibility are uniquely related in the practicum experience.

Candidates are required to complete at least one applied practicum (Psychology 6810 6.0) or research practicum (Psychology 6820 6.0).

3. Thesis and Oral Examination

Under the supervision of a committee (normally consisting of a supervisor and two other faculty members from the program), each candidate must conduct a research study on a topic chosen in consultation with her or his supervisor and report the results in appropriate thesis form. The research and thesis should demonstrate the candidate's independence, originality, and understanding of the area under investigation. After the formal submission of the thesis, an oral examination, normally centred on the thesis and matters related to it, is held.

❖ *Note:* The MA program requires a minimum of one year (three terms of registration). All requirements for the MA degree must be fulfilled within four years (12 terms). Students who have not finished at the end of two years (six terms) must register part-time and become ineligible for further course registration, practica, and financial support until all requirements for the degree are met.

DOCTOR OF PHILOSOPHY PROGRAM

1. Courses

- (a) Psychology 6020 3.0: Historical and Theoretical Foundations of Contemporary Psychology A.
- (b) Psychology 6030 3.0: Historical and Theoretical Foundations of Contemporary Psychology B. If the above courses in (a) and (b) have been taken to meet the MA requirements, another suitable full course (or full course equivalent) must be taken from the Graduate Program in Psychology or another relevant program in consultation with the supervisor and with permission of the Area Coordinator.
- (c) One half-course in psychological methods from the Psychology 6150 3.0 series, 6180 3.0 or 6650 3.0. Courses on methodology or method from other relevant programs may be taken in consultation with the supervisor and with permission of the Area Coordinator.
- One full course (or full course equivalent) in the advanced study of historical or theoretical subjects, chosen in consultation with the supervisor. Normally this entails registration in two sections of the 6060 series (Advanced History of Psychology). Advanced courses from other relevant programs may be taken in consultation with the supervisor and with permission of the Area Coordinator.
- (e) Two other full 6000-level courses (or full course equivalents) in psychology or other relevant programs, chosen in consultation with the supervisor.

Students may be able to meet part of their course requirements by taking independent study courses tailored to their individual needs.

2. Practica

(For a general description of this requirement, see the above section on the MA practica.)

PhD candidates in the area must complete two research practica (Psychology 6820 series) and a practicum outside the area to foster breadth.

3. PhD Papers

The minor area paper is intended to foster breadth of psychological knowledge and therefore must be written in an area not directly related to the candidate's dissertation research. With permission of the supervisor and Area Coordinator the topic may be chosen from a field outside psychology.

4. Dissertation and Oral Examination

Each PhD student is required to write a dissertation in the area of historical and/or theoretical psychology and must pass an oral examination.

❖ Note: The PhD program requires a minimum of two years (six terms of registration). All requirements for a PhD degree must be fulfilled within 18 terms (six years) of registration as a full-time or part-time doctoral student. Terms that students register as Leave of Absence, Maternity Leave, Parental Leave or No Course Available are not included in these time limits.

SOCIAL AND PERSONALITY PSYCHOLOGY MASTER OF ARTS PROGRAM

1. Courses

- (a) Psychology 6020 3.0: Historical and Theoretical Foundations of Contemporary Psychology A or Psychology 6030 3.0: Historical and Theoretical Foundations of Contemporary Psychology B;
- (b) Psychology 6130 6.0: Univariate Analysis;
- (c) Psychology 6400 3.0: Contemporary Issues in Personality and Social Psychology;
- (d) One of Psychology 6410 3.0: Social Psychology or Psychology 6510 3.0: Personality; and,
- (e) One half-course, or equivalent chosen from those offered at the 6000 level by the Graduate Program in Psychology (not including computer skills courses).

2. Practica

Each area of specialization assigns practica to its students. In the practicum the student's academic learning is applied and consolidated. The practicum is also a context in which the student's professional conduct and development are supported and evaluated. Grades are assigned to practica, and with full awareness that both academic learning and professional responsibility are uniquely related in the practicum experience.

Candidates are required to serve at least one practicum on campus, whether an applied (Psychology 6810 6.0) or a research (Psychology 6820 6.0) practicum.

3. Thesis and Oral Examination

Under the supervision of a committee (normally consisting of a supervisor and two other faculty members from the program), each candidate must conduct a research study on a topic chosen in consultation with her or his supervisor and report the results in appropriate thesis form. The research and thesis should demonstrate the candidate's independence, originality, and understanding of the area under investigation. After the formal submission of the thesis, an oral examination, normally centred on the thesis and matters related to it, is held.

❖ Note: All requirements for the MA degree must be fulfilled within four years (12 terms). Students who have not finished at the end of two years (six terms) must register part-time and become ineligible for financial support and for course registration (including practica) beyond their degree requirements, until all requirements of the degree are met.

DOCTOR OF PHILOSOPHY PROGRAM

- 1. Courses
- (a) Psychology 6140 6.0: Multivariate Analysis.
- (b) Psychology 6410 3.0: Social Psychology or Psychology 6510 3.0: Personality, depending on which of these two courses has already been taken at the MA level.
- (c) Two half-courses in research methods chosen from a list of courses approved by the area.
 - Any methods course in the Graduate Program in Psychology can be taken to satisfy this requirement. A directed reading course supervised by a faculty member other than the dissertation supervisor, and which involves conducting a study, could also be used to satisfy this requirement. Such a reading course could not be taken in the same year as the research practicum.
- (d) A minimum of two half-courses or equivalent, chosen in consultation with his or her supervisor, from those offered at the 6000 level.

The number of reading courses (*Psychology 6710 3.0* or *6710 6.0*) that a student may take for a credit in fulfilment of minimum requirements is limited to one full-course equivalent.

❖ *Note:* Each candidate should complete the statistics and research methods requirement by the end of the PhD I year.

2. Practica

(For a general description of this requirement, see the above section on the MA practica).

Candidates (PhD I & II) are normally required to serve at least two practica. The two types of practica are the applied practicum (**Psychology 6810 6.0**) and the research practicum (**Psychology 6820 6.0**).

3. PhD Papers

Each PhD candidate is required to write a minor area paper on a topic chosen in consultation with her or his supervisor. The minor area paper is intended to foster breadth of psychological knowledge, and therefore must be in an area not directly related to the candidates dissertation research. With permission, the topic may be chosen from a field outside psychology.

The minor area paper must be completed and approved by the end of the summer term (September 15) of the third year of the PhD residency (PhD III). It is expected that the minor area paper will be completed before work begins on the PhD dissertation.

4. Dissertation and Oral Examination

Each PhD candidate must conduct one or more research studies on a topic chosen in consultation with her or his supervisor and report the results in appropriate dissertation form. The research and dissertation should demonstrate the candidate's independence, originality, and understanding of the area of investigation and should constitute a contribution to knowledge. After the formal submission of the dissertation, an oral examination, normally centred on the dissertation and matters related to it, is held to determine whether or not the candidate has fulfilled her or his dissertation requirement.

❖ Note: The PhD program requires a minimum of two years (six terms of registration). All requirements for a PhD degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time doctoral student. Terms that students register as Leave of Absence, Maternity Leave, Parental Leave or No Course Available are not included in these time limits.

LANGUAGE AND COGNATE REQUIREMENTS

At the PhD degree level in psychology there are no language or cognate requirements.

OTHER REGULATIONS

- (a) For those students who wish to convocate at either the Spring or Fall convocation, dissertations must be approved by the supervisory committee no later than April 1 and September 1 respectively.
- (b) In no case may a course which was taken as a requirement at the MA level be offered to satisfy a PhD requirement.
- (c) The Psychology program is organized on a twelve-month basis. Students are normally expected to be engaged on a full time basis in research and study during the summer terms.
- (d) Students are required to conform to the guidelines dealing with psychological practice as outlined in the Ontario Regulated Health

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Professions Act (1991), the Canadian and Ontario Psychological Associations' code of ethics and York University's code regulating the use of human subjects. Students are also required to conform to the statutes of the Ontario Animal for Research Act and the procedures established by the York University Animal Care Committee in the conduct of animal research.

Any graduate student in the Graduate Program in Psychology who wishes to engage in any psychological research activities involving human or animal subjects utilizing the name or the facilities of York University must follow York University's and the Graduate Program in Psychology's ethical guidelines regarding research.

(e) Those intending to practice as applied psychologists should be aware that attainment of the PhD degree does not entitle one to practice. In Ontario it is necessary to pass the examinations of the College of Psychologists in Ontario and to be granted registration by that College.

Courses

Courses may be found on the Faculty and program websites. Not all courses are offered in any one year; those offered in the next year will be announced.

Psychology MA Thesis Research.

No course credit.

Psychology 6020 3.0: Historical and Theoretical Foundations of Contemporary Psychology A. This course introduces psychology students to different approaches in the history of psychology. The course focuses on the biographies of significant individuals who have shaped psychology, the problems and issues that have concerned psychologists over time, and the sociohistorical context that illuminates the dynamics of psychology.

Psychology 6030 3.0: Historical and Theoretical Foundations of **Contemporary Psychology B.** This course introduces psychology students to the theoretical foundations of psychology in the past and present. Metatheoretical and conceptual issues of psychology in the field of theoretical psychological are discussed. Epistemological, ontological, methodological, and ethical problems of psychology, systems of psychology, or areas of psychology are analyzed.

Psychology 6040 6.0: Rigorous Alternatives for Contemporary Psychology. This course examines the wide range of criticism mounted against contemporary mainstream psychology over the past 25 years and explores in depth several philosophically sophisticated alternative psychological approaches to the study of behaviour and experience.

Prerequisite: The course is open to students at any level in the Graduate Program in Psychology.

* Note: This course is integrated with the undergraduate course Psychology 4150 6.0. Any graduate student who has taken this course or equivalent at the undergraduate level may not enroll for graduate credit.

Psychology 6060A 3.0: Description and Explanation in **Psychology**. An advanced seminar devoted to the systematic and historical examination of fundamental psychological concepts. Topics includes the interrelationship of description and explanation, and historical changes in the meaning and prevalence of key psychological terms.

Prerequisite: Psychology 6020 3.0 or 6030 3.0.

Psychology 6060B 3.0: Advanced History and Theory of Psychology: History of Psychological Practice. An advanced seminar devoted to the historical origins and development, with particular emphasis on the social contexts, of major psychological practices such as introspection, experimentation, psychological testing and statistical analysis.

Prerequisite: Psychology 6020 3.0 or 6030 3.0.

Psychology 6060C 3.0: Advanced History and Theory of Psychology: Freud and Psychoanalysis. An advanced seminar devoted to the historical background and development of Freud's psychoanalytic theory, and to the influence of that theory on the subsequent history of psychology.

Prerequisite: Psychology 6020 3.0 or 6030 3.0.

Psychology 6060D 3.0: Advanced History and Theory of Psychology: Darwinian Influences on Psychology. An advanced seminar devoted to the historical background and development of Darwin's evolutionary theory, and to the influence of that theory on the subsequent history of psychology.

Prerequisite: Psychology 6020 3.0 or 6030 3.0.

Psychology 6060E 3.0: Advance History and Theory of **Psychology: History of Professional Practices and Emergence** of Clinical Psychology. This course examines the history and development of professional practices in psychology, specifically psychological assessment and psychotherapy. The emergence of the field of clinical psychology, characterized by specific training models, professional practices, and licensure procedures, is explored and historically contextualized.

Psychology 6061 3.0: Historiography of Psychology. A graduate seminar for students with considerable background in the history of psychology. The course is intended to acquaint such students with recent developments in the historiography of psychology and to relate these developments to contemporary issues in the historiography and sociology of science.

Psychology 6120 6.0: Computer Skills in Behavioural Science. A graduate level course in computer programming and applications of computer methods to research in psychology. The first term is devoted to learning a high level computer language. The second term is devoted to a survey of some state-of-art application of the computer in a variety of research contexts, such as use of computers in controlling experiments; computer models of language, thought and psychological processes; methods of data analysis, including use of program libraries; timesharing computer systems; microcomputers. ❖ Note: Some prior experience with computers and/or programming

Psychology 6130 6.0: Univariate Analysis. A course in the fundamentals of experimental design within the analysis of variance framework. Topics include mathematical models, expected mean squares, n dimensional designs, multiple comparisons, hierarchical designs, partially hierarchical designs, trends analyses. Prerequisite: MA in Psychology or successful completion of the qualifying examination in statistics requirement.

is suggested.

Psychology 6140 6.0: Multivariate Analysis. A course to acquaint students in psychology and other behavioural sciences with the fundamentals of multivariate methods. Most of the methods are dealt with as direct generalizations of the univariate case. Special emphasis is given to the treatment of newer results in the area of factor analysis, covariance structure analysis, and canonical correlation.

Prerequisite: An elementary course in matrix algebra, and an intermediate level course in statistics.

Psychology 6150 3.0: Research Methods in the Study of Behaviour.

Psychology 6150B 3.0: Social Methods. A seminar dealing with the methods and range of application of experimental techniques in social psychology, focusing specifically on selected research areas appropriate to experimental investigation.

Psychology 6150E 3.0: Research Methods in the Study of Personality. This course reviews and evaluates research methods applicable to the study of personality. Among the topics covered are the following: psychometric development and evaluation; personality x situation designs; multiple regression and analysis of variance in the analysis of data from interactive designs; causal modelling; and factor analysis.

Psychology 6170 3.0: Cross Cultural Psychology. This course examines the role of culture in understanding human behaviour. Within this context, the limitations of psychological data largely based on one dominant culture are addressed. Global dimensions on which to distinguish cultures and the usefulness of these dimensions are considered.

Psychology 6171 3.0: Interpersonal Relationships. The focus of this seminar is on psychological theories and research in the domain of dyadic peer relationships. The seminar discusses general theories and empirical research on the major constructs and processes in close relationships. Topics include attachment, evolutionary theories, exchange and equity theories, cognitive processes in close relationships, interpersonal attraction, relationship maintenance and dissolution, social support and friendship.

Psychology 6215 3.0: Topics in Cognitive Neuroscience: Methods of NeuroImaging: PET & fMRI. This course examines the methodological details of fMRI and PET research including (i) the basic physics and biology of generating images; (ii) design of studies with participants across the lifespan; and (iii) analysis of data. There are no co- or *prerequisites*.

Psychology 6216 3.0: Topics in Cognitive Neuroscience: Rational and Emotional Processing. This course familiarizes students with the large literature being generated by Neuroimaging techniques. It will cover the domains of rational and emotional processing in both child and adult populations. There are no co- or prerequisites.

Psychology 6225 3.0: Computational Modelling of Visual Perception. This course examines the problem of developing rigorous computational models for visual processing. Computational strategies may draw upon techniques in statistical inference, signal processing, optimization theory, graph theory and distributed computation.

Same as Computer Science 6390D 3.0.

Psychology 6230 6.0: Learning. A seminar-laboratory course on selected topics in human and animal learning. Each student is required to plan and carry out a relevant experiment.

Psychology 6235 3.0: Topics in Motor Function and Dysfunction. This course will review fundamental concepts in motor control, and survey the role of different cerebral cortical areas in controlling voluntary movements. Data from experimental and patient studies will be used to illustrate the motor function of different brain regions.

Prerequisite: Motor control/motor learning course, neuropsychology course, or permission of instructor. Same as **Kinesiology & Health Science 6150 3.0**.

Psychology 6245 3.0: Complex Systems Approach to Interpersonal Change. This course prepares each student to function as a psychologist in a wide variety of career paths (e.g., consulting). Humans are approached as complex systems both intrapersonally and interpersonally. Students learn how to comprehend and respond to the complexity of human behaviour as scientist-practitioners.

Psychology 6250A 3.0: Advanced Seminar in Perception. This seminar explores one or two topics in perception, in depth. During the first half of the seminar emphasis is on careful reading and discussion of past research dealing with the chosen topic. The second half is devoted to an attempt to integrate materials covered and to investigate the possibilities for further research.

Psychology 6255 3.0: Stereoscopic Vision. This course reviews our current understanding of binocular and steroscopic vision. Major themes include theoretical and computational issues in the field, as well as methodological issues and potential applications. Participants are given hands-on experience in the creation and display of stereoscopic images.

Psychology 6260A 3.0: Spatially Coordinated Behaviour. This course deals with the spatial aspects of perception, cognition and motor control. Behavioural computational and physiological models are used to understand internal representations of space, and the transformations between these representations. Topics include spatial vision and proprioception; eye, head and arm movements; sensory consequences of movement, spatial updating and eye-hand coordination; spatial working memory, and the integration of visual perceptions across eye movements.

Prerequisites: undergraduate courses in perception, motor control, or systems neuroscience.

Same as Biology 5135 3.0 and Kinesiology & Health Science 6160 3.0.

Psychology 6265 3.0: Perception and Action. This course looks at sensory and motor processes related to the representation of and interaction with the spatial layout of the world. How is relevant sensory information coded and converted into action? No prior biological or mathematical knowledge is assumed.

Same as Biology 5136 3.0 and Kinesiology & Health Science 6161

Psychology 6270 6.0: Physiological Psychology. A seminar dealing with fundamental issues in biological bases of behaviour.

Psychology 6274 3.0: Laboratory Methods of Perceptual Psychology. This course covers design and analysis of perceptual and cognitive experiments, including both practical methods and theoretical background material necessary to design experiments intelligently. Topics include: MATLAB programming, display calibration, stimulus design, psychometric functions, data analysis, detection theory, ideal observers.

Psychology 6275 3.0: Environmental Influence on the Developmental of Brain and Behaviour. This course provides students with a solid foundation in neuroembryology (the study of brain development), and examines the biological and behavioural consequences of prenatal exposure to alcohol, smoking, drugs, malnutrition, and other environmental hazards. No prerequisites,

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but at least one undergraduate course in physiological psychology strongly recommended.

Psychology 6276 3.0: Vision Health and Visual Disability. This course examines vision health and visual disability throughout the lifespan. Topics include developmental visual disabilities, blindness and visual disability from an international perspective, and vision and aging.

Same as Kinesiology & Health Science 6145 3.0.

Psychology 6277 3.0: Shaping Action: The Role of Sensory Information in Motor Learning. This course provides an in-depth look at how the motor control systems of the brain shape themselves through learning using sensory feedback.

Same as Kinesiology & Health Science 6152 3.0.

Psychology 6285 3.0: Comparative Cognition. This seminar course focuses on the various approaches to the study of cognitive processes in non-human animal species. The course includes the study of memory, problem-solving, concept formation, the representation of time and number and language acquisition in nonhuman animals.

Psychology 6315 3.0: Principles of Human Perception and Performance in Human-Computer Interactions. This course considers the role of human perception in human-computer interaction particularly computer generated graphics/sound and immersive virtual reality. Fundamental findings from sensory physiology and perceptual psychophysics are presented in the context of interface and display design.

Same as Computer Science 6326 3.0.

Psychology 6320 3.0: Human Neuropsychology: History and Syndromes. This course provides a foundation in the basic topics and theoretical underpinnings of human neuropsychology through a historical overview of the clinical-pathological method. Extensive readings include classic papers spanning the earliest descriptions of various brain disorders to current reviews of major neuropsychology syndromes.

Psychology 6335 3.0: Functional Neuroanatomy. This course provides students with knowledge of the structures and pathways in the human central nervous system, and an understanding of their functions.

Psychology 6340 3.0: Psychology of Gender. This course examines the relationship between gender and psychological factors in several different areas. Some of the topics include socialization of gender, marital and family roles, and stress and coping from a gender-role perspective.

Same as Women's Studies 6110 3.0.

Prerequisites: Courses in introduction to psychology and social psychology or permission of the instructor.

Psychology 6370 6.0: Psychology of Death and Dying. To introduce students to theory and research in the psychology of dying, death, and bereavement. Topics discussed include the development of attitudes toward death; psychosocial context of dying today; the mental life of the dying person; the concept of palliative care or hospice care and the role of the psychologist; grief and bereavement; suicide.

Psychology 6390A 3.0: Evolutionary Psychology I. A consideration of theories, issues and data relating to the evolutionary bases and phylogenetic/ontogenetic interactions underlying cognitive and social development.

Psychology 6390B 3.0: Evolutionary Psychology II. An intensive investigation of selected topics within the general, conceptual frameworks presented in Psychology 6390A 3.0.

Prerequisite: Psychology 6390A 3.0

Psychology 6400 3.0: Contemporary Issues in Personality and Social Psychology. This course is directed primarily at new students in the program. It provides an overview of basic topics in personality and social psychology by focusing on current research being conducted by faculty members in the department.

Psychology 6405 3.0: Social Cognition. The primary aim of this course is to provide students with a theoretical and empirical foundation in the area of social cognition (i.e., how individuals make sense of themselves and other individuals). Major topics are divided into two major themes: elements of social cognition, including attributions, stereotypes, the self, schemas, counterfactuals and culture; and processes in social cognition including heuristics, automatic vs. controlled, motivation and emotions.

Psychology 6410 3.0: Social Psychology. A comprehensive survey of problems in Social Psychology. The course is intended to provide an extensive background in the area, enabling subsequent specialization to be based on a broad frame of reference. Topics covered include most of those referred to in chapter headings of the revised Handbook of Social Psychology.

Psychology 6415 3.0: Multicultural Counselling. Current multicultural counselling and psychotherapy are considered from the perspectives of government policy, skill training, research issues and universals in the multicultural context.

Psychology 6420 6.0: Foundations of Clinical Psychology. This course provides an in-depth and integrative examination of the psychodynamic, behavioural, cognitive, interpersonal, humanistic, biological, and interactional foundations of personality and the psychological, psychosocial, interactional, neuropsychological, and biological foundations of psychological disorders.

Psychology 6430 6.0: Assessment in Psychology. This course covers psychometric foundations and applied aspects of psychological assessment. Tests commonly used in clinical practice are examined at a theoretical and practical level with special emphasis on procedures of test score interpretation, profile analysis and report writing.

Corequisite: Psychology 6420 6.0

Psychology 6430P 6.0: Clinical Practicum I. This course introduces the student to the experience of conducting assessments and interventions. The training is mediated through a combination of demonstration, role-playing, and supervision of a limited caseload, with each aspect being integrated with relevant literature.

Prerequisite: Psychology 6430 6.0 Corequisite: Psychology 6435 6.0

Psychology 6435 6.0: Introduction to Psychotherapy. This course provides an in-depth introduction to the theory and practice of psychotherapy. Theories of the therapeutic relationship as well as of different methods of intervention from a variety of theoretical orientations are covered.

Prerequisites: Psychology 6420 6.0 and 6430 6.0

Corequisite: Psychology 6430P 6.0

Psychology 6440 6.0: Psychodiagnostics. This course covers the psychometric information required to conduct competent

psychodiagnoses. Projective, neuropsychological and other tests are examined theoretically and practically, with special emphasis on their integration in DSM IV categorization. Report writing and verbal presentations of results are studied.

Prerequisite: **Psychology 6430 6.0** Corequisite: **Psychology 6440P 6.0**

Psychology 6440P 6.0: Clinical Practicum II. In this course, students are given practical training in psychodiagnosis and in advanced approaches to psychological intervention. The training is mediated through demonstration, role playing, and supervised management of a small number of clinical cases.

Prerequisites: **Psychology 6420 6.0**, **6430 6.0**, **6430P 6.0** and **6435**

Psychology 6445P 6.0: Advanced Psychological Intervention.

This course provides advanced training in theory of intervention. Specific methods of active psychotherapeutic intervention and research evidence on their impact will be covered. This course includes more broad ranging rehabilitation and systems approaches to intervention.

Prerequisites: Psychology 6420 6.0, 6430P 6.0, 6435 6.0

Psychology 6450 3.0: Clinical Neuropsychology. This course addresses a number of topics in the practice of clinical neuropsychology. Data derived from various sources including clinical interviews, neurological histories, as well as data from various neuropsychological measures, is interpreted and integrated within the framework of individual case studies. Specific topics include evaluation of head injury, dementia, amnesias, and approaches to rehabilitation and intervention.

Psychology 6452 3.0. Eating Disorders: Nature, Assessment and Treatment. This course evaluates research in the nature and etiology of eating disorders; examines clinical, diagnostic and assessment issues relevant to eating disorders; and describes and evaluates the utility of different treatment modalities for eating disorders. This course also includes basic training in the comprehensive assessment of as well as in cognitive-behavioural therapy for disordered eating.

Psychology 6455 3.0: Current Issues in Health Psychology. This course presents an overview of current topics in health psychology. The course exposes graduate students to some of the current theoretical and practical issues in the field of health psychology. *Same as Kinesiology & Health Science 6143 3.0.*

Psychology 6460P 6.0: Clinical Practicum III (Optional). This practicum provides extra clinical training that the student and the Director of Clinical Training deem necessary for the student to meet training requirements, such as assuring that the student has sufficient training in both assessment and intervention skills. This practicum may be taken only after the PhD III academic year and provided that the student has completed all coursework, and either the minor area paper or an approved PhD dissertation proposal.

Psychology 6465 3.0: Stress, Coping and Health. This course reviews theory, methods, and findings on stress and coping in relation to physical and mental health. Topics include measurement and conceptualization of stress, coping, and outcome plus the study of their inter-relations.

Psychology 6470 3.0: Family Therapy. This seminar offers a demonstration and evaluation of various therapeutic approaches to treating the disturbed family. Basic principles of conducting psychotherapy with couples and families are presented and illustrated

with case material. Psychodynamic and behavioural perspectives are considered, although the focus is placed on family systems theory, including structural and strategic approaches.

Prerequisite or corequisite: Psychology 6440 6.0:
Psychodiagnostics and Psychology 6445P 6.0: Advanced
Psychological Intervention or permission of the course director.

Psychology 6475 3.0: Grounded Theory Methodology This purpose of this course is provide the historical and philosophical foundations of the grounded theory approach to qualitative research, as well as to instruct students on how to conduct a grounded theory analysis. Although these are its main objectives, the course also serves more broadly as a useful introduction to contemporary philosophy of social science and its implications for research methodology.

Psychology 6480 3.0: Brief Psychotherapy and Short-Term Treatment. This course covers the major different theoretical orientations as they are practised in the field today, including an historical presentation of the evolution of these approaches. Common elements among these various approaches as well as differences in emphasis and practice are highlighted. Videotapes of actual brief therapy sessions will be presented regularly throughout the course in order to provide students with a concrete sense of the practice and theoretical issues involved. Further, one client is followed weekly on videotape from the beginning of therapy to termination, in order to provide an in-depth process perspective of one of these approaches. Prerequisite: Psychology 6440 6.0: Psychological Intervention or permission of the course director:

Psychology 6490B 3.0: Ethical Issues in Professional Practice.

This course focuses on professional issues, with particular reference to Ontario and Canada. The course covers the psychologist's code of ethics, standards of practice and research issues in legislation, discipline codes, ethical issues in supervision, differing models in professional training and the roles of voluntary associations. Students will become familiar with the regulations governing the practice of psychology in Ontario. The course attempts to familiarize the student with major current concerns of the professional practitioner. The section makes use of prominent guests from the professional community to highlight the various topics.

Prerequisite: Permission of instructor.

Psychology 6510 3.0: Personality. A seminar requiring a fairly intensive study of the literature, the presentation of papers, and the discussion of selected topics in personality theory and research. Among the topics included in the past have been the authoritarian personality, anxiety, repression, person perception, cognitive styles, self-concept, projective and objective methods of personality assessment, and the relationship of personality to test performance.

Psychology 6520B 3.0: Program Evaluation. This course considers current approaches and techniques by which mental health programs in applied settings can be evaluated. Criteria and procedures for assessing issues such as program appropriateness, economy, accountability and outcome effectiveness will be the major focus of the course.

Enrolment is by permission of the course director.

Psychology 6560A 3.0: Group Processes and Group

Psychotherapy. The course examines the theories, methodology and effectiveness of various forms of group psychotherapy and related small group techniques which are aimed at behaviour change and teaching the participants group dynamics.

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Psychology 6560B 3.0: Group Processes and Group

Psychotherapy. This course provides an opportunity for clinical graduate students to gain exposure to the skills and techniques relevant to the practice of group psychotherapy. Different models of group therapy are explored along with specific techniques. Consideration will be given to special areas of group psychotherapy such as marital group therapy, focused group analytic approaches, videotape techniques in a group setting, modeling and rehearsal, etc. The course is restricted to clinical graduates interested in acquiring professional skills.

Enrolment is restricted and by permission of course director. Prerequisite: Psychology 6560A 3.0

Psychology 6590B 3.0: Clinical Skills III: Rehabilitation

Psychology. This section concentrates on developing assessment and behaviour change skills in the rehabilitation of the physically, emotionally and intellectually handicapped. Students review the literature in vocational and rehabilitation psychology and undertake the testing and assessment of rehabilitation clients at a rehabilitation centre. Some time is also spent on recreation and life-skill counselling.

Prerequisite or corequisite: **Psychology 6440 6.0** Open to PhD I students or above or with permission of the course

Psychology 6610 3.0: Social and Emotional Bases of

Development. An advanced general course in development covering: perceptual learning and/or perceptual motor skills; learning; cognitive processes and intelligence; social and personality development, language development, and any other area of development of current interest to the developmental area.

Psychology 6620A 3.0: Clinical-Developmental Perspectives on Social and Personality Development. This course assumes the perspective that the topic represents a boundary between the traditional subdivisions of developmental, social, personality, and clinical psychology. The readings span infancy through young adulthood, highlighting the interrelatedness of environment, emotion, cognition, social and personality development.

Psychology 6630 3.0: Developmental Intelligence, Psychometrics and Learning Potential. A seminar focusing on the major theories of intelligence and issues relating to intelligence. The effects of heredity and experience on intelligence are critically examined and evaluated.

Psychology 6640A 3.0: Theories in Cognitive Development. An advanced seminar in general theories of cognitive development: Piaget, Vygotsky, nativist views of infant perception, ethology, developmental aspects of attention and memory (e.g., mathematical learning or information-processing approaches). These topics are covered by all instructors.

Psychology 6640B 3.0: Topics in Cognitive Development. A seminar in which in-depth discussion of selected topics in cognitive development is offered. Specific topics vary with instructor.

Psychology 6650A 3.0: Research Methodology in Developmental **Psychology**. Techniques for investigating human performance are discussed. Emphasis is placed on research strategies that make it possible to understand the mechanisms underlying developmental change.

Psychology 6650B 3.0: Developmental Laboratory: Instruments and Measurement. The emphasis of this lab is on practical work in which research and measurement techniques in developmental

psychology are demonstrated and practical skill training is provided by way of actual work with children and adults.

Psychology 6660A 3.0: Developmental Psycholinguistics. This course briefly reviews the evolution of linguistic theory, its current state, and its relevance to psycholinguistics. It then focuses upon language development, including both the older research on the acquisition of syntax and the newer research emphasizing semantics. Same as Linguistics 6260 3.0.

Psychology 6670 3.0: The Psychology of Reading. This course examines the nature and development of literacy. It includes discussion of prerequisites for literacy, theories of fluent reading, the influence of special circumstances, such as reading in a second language, and the nature of reading disabilities.

Psychology 6680 3.0: Infancy. This course examines the current state of knowledge, both theoretical and empirical, on infant perception (basic and complex abilities, including social perception), and on infant physical and social cognition.

Psychology 6690 3.0: Comparative Developmental Psychology.

This course examines comparative research on development, especially on primates. Included are principles of comparative research, evolutionary perspectives on behavioural development, nonhuman "language," socioaffective development, cognitive evolution, theory of mind, self-awareness and culture.

Psychology 6710 6.0 or 6710 3.0: Readings. A reading course for a student or group of students with a faculty member in any area not covered by the psychology courses offered in a particular year. * Note: Enrolments in this course are limited and are authorized for individual students only on the specific recommendation of the Graduate Program Director.

Psychology 6720 3.0: Development of Affect, Consciousness and Social Cognition. The relevant structural stages, life-tasks and process-models of development of affect, consciousness and social cognition are studied. Ways of fostering children's and adult's growth related to consciousness (e.g., meditation, psychotherapies, existential encounters, Jasper's limit-situations) are examined in their process-psychological significance.

Psychology 6740 3.0: Computer and Dynamic Models of Developmental Change. The course focuses on models of learning and how they can contribute to our understanding of mechanisms underlying cognitive development. Particular emphasis will be placed on computer models of learning and performance (e.g., connectionist models, productions systems, dynamic growth models, etc.).

Psychology 6750 3.0 or 6750 6.0: Special Topics Seminar. A variety of courses of special interest to faculty members and students are offered under this title, with each course being devoted to the given special topic.

Psychology 6760 3.0: The Development of Complex Symbolic **Skills**. The course surveys theories of human symbolic functioning, and then examines the development of those symbolic functions in terms of the child's mastery of a number of specific expressive skills; for example, reading, writing, painting, nonverbal communication and music.

Psychology 6770 3.0: Developmental Neuropsychology. The development of various processing modalities and functional

systems of the brain are studied in their psychological significance. Development with age is discussed and related to cognitive-developmental states. Possible brain determinants of cognitive style, sex and skills are examined.

Psychology 6780 3.0: Clinical and Educational Issues in Human Development. Changes in clinical and educational methods used with people with developmental impairments as a result of empirical and pragmatic advances seem to question some of our basic assumptions about normal developmental and learning processes. This course investigates the reciprocal influences between research with developmentally challenged populations and models of development and instruction derived largely from nonhandicapped populations. Emphasis is on mechanisms of internalization and understanding, and the development of language skills.

Psychology 6810A 3.0/ 6.0: Applied Practicum I. Supervised experience in the application of the principles of psychology to the amelioration of applied problems.

Psychology 6810B 3.0/6.0: Applied Practicum II.*

Psychology 6810C 3.0/6.0: Applied Practicum III.*

Psychology 6810D 3.0/6.0: Applied Practicum IV.*

Psychology 6810E 3.0/6.0: Applied Practicum V.*

Psychology 6810F 3.0/6.0: Applied Practicum VI.*

*The description of these practica is the same as Psychology 6810A 3.0/6.0: Applied Practicum I. A prerequisite to serving any of these practica is successful completion of all the listed preceding practica (or practicum), e.g., serving Psychology 6810C 3.0/6.0: Applied Practicum III requires successful completion of Psychology 6810B 3.0/6.0: Applied Practicum II, and Psychology 6810A 3.0/06: Applied Practicum I.

Psychology 6820A 3.0/ 6.0: Research Practicum I. Supervised experience in the design, execution, analysis and communication of psychological research.

Psychology 6820B 3.0/6.0: Research Practicum II.*

Psychology 6820C 3.0/6.0: Research Practicum III.*

Psychology 6820D 3.0/6.0: Research Practicum IV.*

Psychology 6820E 3.0/6.0: Research Practicum V.*

Psychology 6820F 3.0/6.0: Research Practicum VI.*

*The description of these practica is the same as Psychology 6820A 3.0/6.0: Research Practicum I. A prerequisite to serving any of these practica is successful completion of all the listed preceding practica (or practicum), e.g., serving Psychology 6820C 3.0/6.0: Research Practicum III requires successful completion of Psychology 6820B 3.0/6.0: Research Practicum II, and Psychology 6820A 3.0/6.0: Research Practicum I.

Psychology 6840 6.0: Clinical Internship (full-time) or Psychology 6840A 3.0: Clinical Internship I (half-time) and Psychology 6840B 3.0: Clinical Internship II (half-time). PhD students in the Clinical area or in the Clinical Psychology (Clinical-Developmental) area must complete either one full-time clinical internship (Psychology

6840 6.0) or two half-time clinical internships (**Psychology 6840A 3.0** and **Psychology 6840B 3.0**).

Psychology 6900 3.0: Issues in Clinical-Developmental Psychology: A Proseminar in Theory, Research and Practice. This course is organized as a series of topic modules in which all members of the Clinical-Developmental faculty jointly participate. In each module, a critical examination of fundamental issues, as reflected in the instructor's area of research interests and clinical expertise, is presented.

Psychology 6905 3.0: Biological and Cognitive Bases of Development. This course will focus on the psychoneuropathology and biological origins of various childhood behaviour disorders. For these purposes, information will be drawn from clinical and experimental neuropsychology, ethology and comparative psychology, and developmental neurobiology and genetics.

Psychology 6910 3.0: Psychoeducational Assessment of Children and Adolescents. This course trains students in the administration, scoring and interpretation of some commonly used psychological tests. Students are also introduced to basic skills in conducting developmental interviews and disseminating assessment information. Enrolment is limited and priority will be given to students in the Clinical-Developmental Area.

Prerequisites: **Psychology 6610 3.0** and **Psychology 6905 3.0** or permission of the Clinical-Developmental Area.

Psychology 6910P 6.0: Introduction to the Psychological Assessment of Children Practicum. This course provides students with 330 hours of practicum training in psychological assessment. Placement in an applied setting is arranged. Regular class meetings with the course instructor provide monitoring of student progress. *Prerequisites: Psychology 6610 3.0 and Psychology 6905 3.0*

Psychology 6915 3.0: Diagnostic Interviewing of Children, Adolescents and Families. This course focuses on a crucial assessment procedure, the diagnostic interview. Types of interviews, skills required, use of interview data for hypothesis generation and testing, diagnosis, integration of interview data with other clinical information, and treatment planning are reviewed.

Psychology 6920 3.0: Clinical and Diagnostic Assessment of Children and Adolescents. This course considers the use of interviews, observations and psychological testing in the developmental assessment of children and the assessment of their families and larger social contexts over a wide age range and with a variety of presenting problems. The cognitive, language and social-emotional areas of development receive attention.

Prerequisites: **Psychology 6910 3.0** or permission of the Clinical-Developmental Area or permission of the Director.

Psychology 6925 3.0: Supervision and Consultation in Behavioural Intervention with Children. This course deals with models of supervision and consultation, and the various leadership roles and functions expected of psychologists in clinical settings. It is intended for senior doctoral students in the Clinical-Developmental area who have completed their intervention practicum and are working in or have access to a clinical setting with children.

Psychology 6930 3.0: Intervention Strategies With Children. An overview of the important approaches and issues involved in the treatment of psychological problems of children. The course covers individual, group and interactional-systemic approaches to intervention. Enrolment is limited and priority will be given to

students in the Clinical-Developmental Area.

Prerequisites: Psychology 6610 3.0, Psychology 6905 3.0, and **Psychology 6910 3.0** or permission of the Clinical-Developmental

Area.

Corequisite: Psychology 6930P 6.0

Psychology 6930P 6.0: Intervention Strategies with Children Practicum. This course provides students with 330 hours of practicum training in intervention strategies with children, families and youth. Placement in an approved clinical setting is arranged. Regular class meetings with the course instructor provide monitoring of student progress.

Prerequisites: Psychology 6610 3.0 and Psychology 6905 3.0 Corequisite: Psychology 6930 3.0

Psychology 6935 3.0: Children and Trauma. In this course, the relationship between trauma and its effects on the emotional, social, cognitive, behavioural and physical functioning of children is examined. Topics include a discussion of situations that cause trauma in children; developmental and cultural differences in children's reactions to trauma; risk factors and trauma; and the assessment and treatment of trauma-related conditions. Issues, such as post-traumatic stress disorder, suicide and dissociation in children are also included.

Psychology 6940 3.0: Clinical-Developmental Assessment and Treatment of Adolescent Disorders. A critical examination of the etiology, presentation and treatment of the disturbances common to adolescents, within a developmental framework.

Psychology 6945 3.0: Applied Pediatric Neuropsychology. This course consists of a survey of various types of disorders of childhood with a biological component. The focus is on the effects of these disorders on brain function during development. Implications for long-term cognitive, emotional, and social outcome are considered.

Psychology 6950 3.0: Learning Disabilities: Theories, Research, Diagnosis and Treatment. This course focuses on the theories of the neurogenic, psychogenic and educational bases of a learning disability. Classification systems, diagnostic methods, therapeutic techniques, their underlying conceptual base and research regarding their effectiveness are examined.

Psychology 6960 3.0: Autism and Developmental Delays. This course explores in depth the syndrome of autism and the various expressions of developmental delays. The diagnosis, characteristics and interrelations of these disabilities are examined.

Psychology PhD Dissertation Research. No course credit.

Public & International Affairs

(416) 736 2100 poste/ext 88565 http://www.glendon.yorku.ca/mpia 220 Glendon Hall

GRADUATE FACULTY MEMBERS/ MEMBRES DE LA FACULTÉ DES ÉTUDES SUPÉRIEURES

Principal, Professor and Acting Director of the Program/ Principal, professeur et directeur par intérim de l'École des affaires publiques

KENNETH MCROBERTS

Canada Research Chair and Associate Professor/Chair de recherche du Canada et professeur agrégé

COLIN COATES

Professor/Professeur titulaire

ROBERTO PERIN

Associate Professors/ Professeur(e)s agrégé(e)s

ELISABETH ABERGEL MICHAEL BARUTCISKI FRANCOISE BOUDREAU RAFAEL GOMEZ
VINCENT HILDEBRAND
SUZANNE LANGLOIS
MARC LESAGE
JACINTHE MICHAUD
STUART SCHOENFELD

Assistant Professors/ Professeur(e)s adjoint(e)s

Josée Bergeron Can Erutku Louis-Philippe Hodgson Marie Lavoie Willem Maas Ian Roberge The master's in Public & International Affairs is a central activity of the Glendon School of Public Affairs. The purpose of the program is to prepare students to assume leadership roles in public institutions, whether they be governmental or non-governmental organizations, or to develop and apply expertise about public institutions, as with careers in journalism or business-government relations. This is achieved through a combination of course work, an internship and a major research paper.

The curriculum includes standard courses in policy analysis, public management and research methods. Students are introduced to such matters as financial management, organizational theory, project implementation and evaluation, and the techniques of policy-making.

At the same time, the curriculum develops students' capacities along four dimensions:

- 1. Public Affairs. Students develop an understanding of how the processes of policy making and public management are shaped by structures and forces beyond the public sector. They examine how public decision making is led and constrained by economic processes and actors. Students also look at the relationship between state structures and civil society, exploring the emergence of new forms of governance that transcend state and civil society.
- 2. Bilingualism. Key to the program is graduating fully bilingual leaders. There is a strong presence of both Anglophones and Francophones among the student body. Students pursue their studies in English and French. All professors and personnel are also bilingual. Guest lectures, colloquia and seminars are conducted in both official languages. Student exchanges to partner universities further strengthen the bilingualism of students. This focus on bilingualism responds to demand from federal and provincial governments for fully bilingual leaders and public service employees.
- **3. Interdisciplinarity.** The program draws upon several disciplines and areas including Canadian studies, economics, history, international studies, law, philosophy, political science, sociology and women's studies. Only an interdisciplinary approach can capture the wealth of interrelationships at play within this understanding of public affairs.
- 4. International context. The curriculum places Canadian public institutions in their international context. For instance, students explore how public decision-making is structured by international economic and social forces. They analyze how the Canadian state functions within an international system of state structures and international organizations through which public goods and issues increasingly are conceived on a global basis. It is critical that future public leaders comprehend these international processes of change, and can develop the appropriate strategies.

La maîtrise en affaires publiques et internationales occupe une position-clé au sein de l'École des affaires publiques de Glendon. Le programme a pour but de préparer les étudiants à assumer des rôles de leaderships au sein et à l'extérieur du milieu gouvernemental, la fonction publique, les organisations non gouvernementales, le journalisme d'affaires publiques et dans le domaine des relations entre l'entreprise et le gouvernement. Ceci est accompli par le biais de travaux de cours, un stage et un mémoire de recherche.

Le curriculum inclus des cours standard d'analyse des politiques, de gestion publique et de méthodes de recherche. Les étudiants sont introduits aux enjeux tel que la gestion financière, les théories de l'organisation, la mise en œuvre et l'évaluation de projet de même que les techniques d'élaboration des politiques.

Le programme s'appuie sur quatre dimensions fondamentales qui répondent aux exigences propres à la vie publique:

- 1. Les affaires publiques. Les étudiants comprendront comment les processus d'élaboration des politiques et de gestion publique sont influencés par des structures et des forces qui dépassent le secteur public. Ils étudieront l'impact des systèmes et des acteurs économiques sur les prises de décisions dans le secteur public. Les étudiants examineront les rapports entre l'État et la société civile, en explorant l'émergence des nouvelles formes de gouvernance qui transcendent ces entités.
- 2. Le bilinguisme. L'un des objectifs clés de notre programme est de former des leaders parfaitement bilingues. Nous nous attendons à avoir une proportion équivalente d'étudiants anglophones et francophones. Tous les professeurs et les membres du personnel sont bilingues, et les étudiants étudieront en français et en anglais. Les conférences, les colloques et les séminaires se dérouleront dans les deux langues officielles. Les étudiants pourront consolider leur bilinguisme en participant à un échange étudiant avec l'une de nos universités partenaires. Notre programme met l'accent sur le bilinguisme pour répondre à la demande des gouvernements fédéral et provinciaux qui ont besoin de leaders et de fonctionnaires parfaitement bilingues.
- 3. Une approche interdisciplinaire. Notre programme fera appel à plusieurs disciplines et domaines d'études, notamment les études canadiennes, la science économique, l'histoire, les études internationales, le droit, la philosophie, la science politique et les études des femmes. Notre approche interdisciplinaire est essentielle pour saisir les très nombreuses interrelations en jeu et bien comprendre les affaires publiques.
- 4. Un contexte international. Notre programme d'études placera les institutions publiques canadiennes dans leur contexte international. Par exemple, les étudiants examineront comment le processus de prise de décisions dans le secteur public est structuré par des forces économiques et sociales internationales. Ils analyseront le fonctionnement de l'État canadien au sein d'un système mondial de structures étatiques et d'organisations internationales où les biens publics et les questions publiques sont de plus en plus considérés sur une base mondiale. Il est essentiel que les futurs leaders de la vie publique comprennent ces processus de changement internationaux et sachent élaborer des stratégies appropriées.

MASTER'S PROGRAM/PROGRAMME DE **M**AÎTRISE

ADMISSION REQUIREMENTS

Candidates must have completed an honours undergraduate degree program or equivalent (typically a four-year program with full-time enrolment) from an accredited post-secondary institution with a minimum grade point average of B+ in the final two years of study is required. Experience in public sector employment is desirable but not required.

Applicants are required to be proficient in at least one language (English or French) with at least a working knowledge of the other language.

Admission decisions are based on academic performance and linguistic capability, three reference letters, and the applicant's statement of research interests.

CONDITIONS D'ADMISSION

Les candidats devront :

- ·avoir terminé un programme de baccalauréat spécialisé ou l'équivalent (généralement un programme de quatre ans à temps plein) dans un établissement postsecondaire accrédité, et avoir obtenu une moyenne pondérée minimale de « B+ » au cours des deux dernières années d'études. Une expérience de travail dans le secteur public est souhaitée, mais pas obligatoire.
- ·maîtriser au moins une langue, tel que le français ou l'anglais et avoir une connaissance pratique de la deuxième langue.

Les décisions d'admission sont basées sur le rendement universitaire, les capacités linguistiques, trois lettres de références et la lettre d'intention.

PROFICIENCY OF ENGLISH OR FRENCH/ MAÎTRISE DU FRANÇAIS OU DE L'ANGLAIS

- Proof of English language proficiency is demonstrated by:
- the first language being English; OR 1.
- completion of at least two years of full-time study at an accredited university in a country (or institution) where English is the official language of instruction, OR
- a minimum TOEFL score of 600 (paper based) or 250 (computer based) or YELT score of Band 1 or equivalent.
- **Proof of French language proficiency** is demonstrated by:
- the first language being French; OR 1.
- completion of at least two years of full-time study at an accredited university in a country (or institution) where French is the official language of instruction. OR
- a minimum TFI (Test de Français International) score of 455 in each of the Listening and Reading sections.

A. Une preuve de compétences linguistiques en anglais est

démontrée par l'un ou l'autre des critères suivants :

- la langue maternelle est l'anglais; OU
- complétion d'au moins deux années d'études à plein temps dans une université accréditée dans un pays (ou un établissement) où l'anglais est la langue officielle d'enseignement; OU
- un score minimal de 600 (sur papier) ou de 250 (sur ordinateur) au test TOEFL ou vous vous classez dans la catégorie 1 ou l'équivalent au test YELT.
- B. Une preuve de compétences linguistiques en français est démontrée par l'un ou l'autre des critères suivants :
- 1. la langue maternelle est le français; OU
- complétion d'au moins deux années d'études à plein temps dans une université accréditée dans un pays (ou un établissement) où le français est la langue officielle d'enseignement; OU
- un score minimal de 455 dans les sections Écoute et Lecture du Test de Français International (TFI).

WORKING KNOWLEDGE OF ENGLISH OR FRENCH*/ CONNAISSANCE PRATIOUE DU FRANCAIS OU DE L'ANGLAIS**

- A. **Proof of working knowledge of English** is demonstrated by:
- completion of a minimum of one full-year university disciplinary course(s) with a minimum grade of B+, undertaken in the English language in the last three years of study; OR

- 2. completion of a minimum of one full-year advanced English as a second language university course with a minimum grade of B+, in the last three years of study. Students are required to submit a sample of their written work and the course(s) syllabus(bi). A (telephone) interview may also be requested; OR
- 3. a minimum TOEFL score of 550 (paper based) or 213 (computer based) or YELT score of Band /6 or equivalent.

B. Proof of working knowledge of French is demonstrated by:

- 1. completion of a minimum of one full-year university disciplinary course with a minimum grade of B+, undertaken in the French language in the last three years of study; OR
- 2. completion of a minimum of one full-year advanced university French as a second language course with a minimum grade of B+, in the last three years of study. Students are required to submit a sample of their written work and the course(s) syllabus(bi). A (telephone) interview may also be requested; OR
- 3. a minimum TFI score of 305 in each of the Listening and Reading sections.

*Second-language Support

Students who have only a working knowledge of their second language are asked to undertake supplementary language training. This consists of one or more non-credit courses that are organized by the School of Public Affairs in conjunction with the Glendon Programme in Extended Learning. Students take one course (or more) during the summer before they begin studies and/or during the first year of their studies. In the latter case, program courses in that language would not be taken until, at the earliest, the winter term of the first year of study in the program.

A. Une preuve de connaissance pratique en anglais est démontrée par l'un ou l'autre des critères suivants :

- complétion d'au minimum un cours universitaire de discipline d'une année, en anglais et obtenu une note minimale de B+. Le ou les cours doivent avoir été complétés au cours des trois dernières années précédentes; OU
- 2. complétion d'au minimum un cours universitaire avancé de langue seconde d'une année, en anglais et obtenu une note minimale de B+. Le ou les cours doivent avoir été complétés au cours des trois dernières années précédentes. Vous devrez soumettre un exemplaire de vos travaux écrits de même que les syllabus du ou des cours. Une entrevue (téléphonique) peut être requise ; OU
- 3. un score minimal de 550 (sur papier) ou de 213 (sur ordinateur) au test TOEFL ou vous vous classez dans la catégorie 6 ou l'équivalent au test YELT.

B. Une preuve de connaissance pratique en français est démontrée par l'un ou l'autre des critères suivants :

- 1. complétion d'au minimum un cours universitaire de discipline d'une année, en français et obtenu une note minimale de B+. Le ou les cours doivent avoir été complétés au cours des trois dernières années précédentes ; OU
- 2. complétion d'au minimum un cours universitaire avancé de langue seconde d'une année, en français et obtenu une note minimale de B+. Le ou les cours doivent avoir été complétés au cours des trois dernières années précédentes. Vous devrez soumettre un exemplaire de vos travaux écrits de même que les syllabus du ou des cours. Une entrevue (téléphonique) peut être requise ; OU
- 3. un score minimal de 305 dans les sections Écoute et Lecture du Test de Français International (TFI).

** Formation linguistique supplémentaire

Les étudiants ne possédant qu'une connaissance pratique de leur langue seconde doivent compléter une formation linguistique supplémentaire. Cette formation consite d'un ou plusieurs cours

non crédités qui sont organisés par l'École des affaires publiques en collaboration avec le programme d'études continues de Glendon. Les étudiants prennent un cours (ou plusieurs) lors de la session d'été précédent le début de leurs études ou durant la première année du programme. Le second cas échéant, les cours du MAPI qu'ils doivent compléter dans leur langue seconde pourront être débutés, au plutôt, lors de la deuxième session de la première année d'étude du programme.

ADVANCED STANDING/ÉQUIVALENCE DE COURS

Students who have completed advanced level courses (*i.e.*, only graduate level) offered by accredited universities or colleges or other accredited professional development courses which overlap significantly with courses in the Graduate Program in Public & International Affairs, may be able to apply for advanced standing. General procedures for awarding advanced standing are determined by the graduate program director in consultation with the Faculty of Graduate Studies.

Les étudiants qui ont complété des cours de deuxième cycle offert par des universités accrédités ou des cours de développement professionnel accrédités dont le contenu chevauche de manière significative les cours de la maîtrise en affaires publiques et internationales, peuvent faire une demande d'équivalence de cours. La procédure générale d'attribution des équivalences de cours est déterminée par le directeur de l'École des affaires publiques en consultation avec la Faculté des études supérieures.

DEGREE REQUIREMENTS/EXIGENCES RELATIVES À L'OBTENTION DU DIPLÔME

Two years of full-time study with the equivalent of seven half courses (3 credits each half course) each year. A total of 48 credits is be required to complete the master's degree.

Required Courses	27 credits
Elective Courses	15 credits
Colloquium	6 credits
Capstone Seminar	3 credits
Internship	6 credits
TOTAL	48 credits

Students are expected to complete an internship (with a federal or provincial government, non-governmental organization or international organization), normally during the summer between Year I and Year II. Students who do not complete an internship must take six additional credits. All students are required to complete a major research paper, as part of a half-term course ('capstone seminar') to be taken in the winter term of Year II.

Students are required to take at least one-third of course credits in their second language, English or French. In a given year, approximately half the courses are offered in English and half in French.

Deux années d'études à plein temps correspondant à sept demi-cours (3 crédits pour chaque demi-cours) chaque année. Au total 48 crédits seront nécessaires pour obtenir le diplôme de maîtrise.

Cours obligatoires	27 crédits
Cours au choix	15 crédits
Colloque	6 crédits
Séminaire avancé	3 crédits
Stage	6 crédits
TOTAL	48 crédits

Les étudiants doivent faire un stage (au gouvernement fédéral ou provincial, ou dans une organisation non gouvernementale ou internationale) normalement pendant l'été entre la première année et la deuxième année d'études. Si ils ne font pas ce stage, ils doivent suivre des cours supplémentaires pour obtenir six crédits. Tous les étudiants rédigent un mémoire de recherche dans le cadre d'un cours d'un demi-trimestre (le « Séminaire avancé ») qui sera suivi pendant le trimestre d'hiver de la deuxième année.

Les étudiants doivent suivre au moins un tiers de vos cours crédités dans votre deuxième langue : soit en anglais soit en français.

Chaque année, environ la moitié des cours seront enseignés en anglais et l'autre moitié en français.

COURSES/COURS

Public & International Affairs 6000 3.0: Public Management. This course examines the principles and processes of public management. It covers specific topics such as financial management, budget process, personnel management, political and administrative control; and analysis of proposals for public sector reform. Canadian and comparative experiences are studied.

Public & International Affairs 6001 3.0: The Policy Process. Examination of the various stages of policy analysis: definition, design, implementation and evaluation. Exploration of various theories and models of the policy process. Canadian and comparative experiences are examined.

Public & International Affairs 6002 3.0: Economics and Public Policy. Application of fundamental economic principles to the design and analysis of government programs and policies. The dilemma between equity/efficiency faced by governments in their interventions is addressed, as well as how economics devises optimal practical solutions to this problem.

Public & International Affairs 6003 3.0: Research Methods. A range of qualitative and quantitative methods is examined to enable students to use, interpret and analyze qualitative and quantitative data as well as to appraise the analyses of others.

Public & International Affairs 6004 3.0: Canadian Political and Social Structures. An examination of governmental structures, such as the Constitution, intergovernmental relations and legislative procedures, as well as the party system and other political structures. Exploration of social divisions such as language, ethnicity, gender and class as well as Aboriginal issues.

Public & International Affairs 6005 3.0: International Context of Policymaking. The course explores policymakers' attempts to improve domestic policies by the use of systematic comparisons of country performance. While not new, this 'benchmarking exercise' is increasingly carried out in collaboration with international organizations.

Public & International Affairs 6100 3.0: Capstone Seminar. Students pursue individual projects, starting with policy briefs and culminating in major research papers or a policy analysis exercise. A major research paper is an independent examination of an issue in public affairs. A policy analysis exercise is developed in collaboration with a public sector organization, or client, exploring issues that confront the client and proposing recommendations. Drafts of texts are presented in the weekly seminars and the completed papers are presented in a year-end colloquium, attended by the full student body.

Public & International Affairs 6200 1.5: Colloquium: Canada and its Place in the World. Critical reflection on challenges facing Canada and the Canadian state, from both domestic and international perspectives. Sessions involve faculty members, visiting faculty, practitioners, members of the program advisory committee, etc. Weekly sessions must be attended by all students in the program.

Public & International Affairs 6400 6.0: Internship. A fourmonth full-time internship with an appropriate governmental or non-governmental unit. The program assists students in locating appropriate internships. The internship is remunerated and is an integral part of the overall student financial assistance package. In close collaboration with the director, students define objectives and prepare an analysis of their experience. Students not undertaking an internship complete two additional half courses, during the summer

Public & International Affairs 6300 3.0: State and Society. The nature of civil society and alternative theorizations of the relationship between civil society and the state. Continuing validity of the private-public division. Examination of new forms of governance that transcend the two spheres. Comparative examples are examined.

Public & International Affairs 6301 3.0: Government-Business **Relations**. Focus on the interaction between government and business. Issues regarding the interplay of public policies and private governance are addressed in the global environment. A crosscountry comparative approach is taken to examine topics such as intellectual property, subsidy rules, etc.

Public & International Affairs 6302 3.0: Political Philosophy. A survey of contemporary political philosophy, with a focus on issues that are particularly relevant to contemporary public affairs. Topics include theories of rights and freedoms; distributive justice; liberal neutrality; administrative and political ethics; and international obligations of rich countries.

Public & International Affairs 6303 3.0: Global Immigration and Canadian Law and Policy. An overview of Canada's legislation and policy relating to immigration and exploration of the challenges facing policymakers. Examination of current debates regarding international migration, related issues of state sovereignty, demographic trends, migration control and human rights obligations.

Public & International Affairs 6304 3.0: Science and Technology Policy. Science and technology influence society and economy as never before and the implications for government are profound. The course focuses on the understanding of the causes and consequences of technological change and the role of public policy.

Public & International Affairs 6305 3.0: Politics of Sustainability. Exploration of political goals, actors and policy instruments shaping the politics of sustainability in the Canadian context and internationally. Examination of the politics of sustainability combining the management of environmental issues and the politics of sustainable economic and social relations.

Public & International Affairs 6306 3.0: The Global Economy. Exploration of new literature on economic growth, demographic bifurcation between North and South, the rise of global cities, trade theory in the presence of free capital flows but restricted labour, the rise of China and India, and human capital agglomeration.

Public & International Affairs 6307 3.0: Canada and the World. This course focuses on a series of thematic and geographical areas

where Canada is involved including peace-keeping, the environment, the Commonwealth and the Francophonie. The course analyzes Canada's policies, policymaking process and diplomatic activities and outcomes.

Public & International Affairs 6308 3.0: International Law and International Organizations. This course deals with public international law and the law of international organizations. It explores principles and processes of the international legal order so that students understand how international law affects public affairs and the work of international organizations.

Affaires publiques et internationales 6000 3.0 : Gestion publique. Ce cours propose d'examiner les principes et processus de la gestion publique. Il porte sur des sujets précis, comme la gestion financière, le processus budgétaire, la gestion du personnel, le contrôle politique et administratif. Le cours inclut l'analyse des propositions de réforme du secteur public et l'étude des expériences faites au Canada et dans d'autres régimes comparables.

Affaires publiques et internationales 6001 3.0 : Le processus d'élaboration des politiques. Examen des diverses étapes de l'analyse des politiques : définition, conception, mise en œuvre et évaluation. Exploration de la gamme des théories et modèles de processus d'élaboration des politiques. Les expériences faites au Canada et dans d'autres régimes comparables sont au programme.

Affaires publiques et internationales 6002 3.0 : Économie et politique publique. Application des principes économiques fondamentaux à la conception et à l'analyse des programmes et politiques du gouvernement. On abordera le dilemme entre équité et efficience auquel sont confrontés les gouvernements dans leurs interventions et on examinera comment l'économie trouve des solutions concrètes optimales à ce problème.

Affaires publiques et internationales 6003 3.0 : Méthodes de recherche. Ce cours examine un vaste éventail de méthodes qualitatives et quantitatives afin d'habiliter les étudiants à utiliser, interpréter et analyser les données qualitatives et quantitatives ainsi qu'à évaluer les analyses réalisées par d'autres.

Affaires publiques et internationales 6004 3.0 : Structures sociales et politiques canadiennes. Examen des structures gouvernementales, comme la Constitution, les relations intergouvernementales et les procédures législatives, ainsi que du régime des partis et d'autres structures politiques. Exploration des divisions sociales, comme la langue, l'origine ethnique, le sexe et la classe sociale, ainsi que des questions autochtones.

Affaires publiques et internationales 6005 3.0 : Contexte international de l'élaboration des politiques. Le cours explore les tentatives des décideurs en vue d'améliorer les politiques nationales au moyen de comparaisons systématiques entre les performances des pays. Bien qu'il ne soit pas nouveau, cet « exercice d'analyse comparative » est de plus en plus réalisé en collaboration avec des organisations internationales.

Affaires publiques et internationales 6100 3.0 : Séminaire avancé. Les étudiants travaillent à des projets individuels, en commençant par des notes d'information sur les politiques. À la fin du cours, ils doivent rédiger un mémoire de recherche ou réaliser un exercice d'analyse des politiques. Le mémoire de recherche est un examen indépendant d'une question d'affaires publiques. Réalisé en collaboration avec un organisme du secteur public, ou un client, l'exercice d'analyse des politiques explore des questions

qui préoccupent le client et propose des recommandations. Les étudiants présentent des versions préliminaires de leurs textes lors des séminaires hebdomadaires et les travaux terminés sont présentés lors d'un colloque de fin d'année, auquel sont conviés tous les étudiants.

Affaires publiques et internationales 6200 1.5: Colloque: Le Canada et sa place dans le monde. Réflexion critique sur les défis auxquels font face le Canada et l'État canadien, du point de vue national et international. Les séances seront données par des membres du corps professoral, des professeurs invités, des praticiens, des membres du comité consultatif de l'École, etc.

Affaires publiques et internationales 6400 6.0 : Stage. Stage à temps plein d'une durée de quatre mois dans un service gouvernemental ou non gouvernemental offrant un cadre approprié. Le programme aidera les étudiants à trouver des stages qui conviennent. Les stages seront rémunérés et cette rémunération fera partie intégrante du programme global d'aide financière aux étudiants. En étroite collaboration avec le coordonnateur ou la coordonnatrice, les étudiants définiront leurs objectifs et rédigeront une analyse de leur expérience. Les étudiants qui ne suivent pas de stage devront suivre deux demi-cours additionnels du programme de maîtrise en affaires publiques et internationales pendant la session d'été

Affaires publiques et internationales 6300 3.0 : État et société. Nature de la société civile et autres théorisations des relations entre la société civile et l'État. La division public-privé a-t-elle toujours sa raison d'être? Examen des nouvelles formes de gouvernance qui transcendent les deux sphères. Des exemples comparatifs seront examinés.

Affaires publiques et internationales 6301 3.0 : Les relations entre les milieux d'affaires et le gouvernement. L'accent est mis sur les rapports entre les milieux d'affaires et le gouvernement. Les questions se rapportant aux interactions entre les politiques publiques et la gouvernance privée sont abordées dans l'environnement mondial. Une approche comparative multi-pays est utilisée pour examiner des thèmes comme la propriété intellectuelle, les règles sur les subventions, etc.

Affaires publiques et internationales 6302 3.0: Philosophie politique. Survol de la philosophie politique contemporaine. L'accent est mis sur certaines questions qui sont particulièrement pertinentes dans le contexte actuel des affaires publiques. Les thèmes abordés incluent : les théories des droits et libertés, la justice distributive, la neutralité libérale, l'éthique politique et administrative et les obligations internationales des pays riches.

Affaires publiques et internationales 6303 3.0 : L'immigration mondiale et les lois et politiques du Canada. Aperçu des lois et politiques canadiennes liées à l'immigration et exploration des défis que rencontrent les décideurs. Examen du débat qui a cours sur les mouvements migratoires internationaux, des questions connexes liées à la souveraineté des États, des tendances démographiques, du contrôle des migrations et du respect des obligations en matière de droits de la personne.

Affaires publiques et internationales 6304 3.0 : Politique en matière de science et de technologie. La science et la technologie influencent la société et l'économie comme jamais auparavant, réalité qui a des répercussions majeures sur le gouvernement. Le cours est axé sur la compréhension des causes et des conséquences du changement technologique et sur le rôle de la politique publique.

Affaires publiques et internationales 6305 3.0 : La politique de durabilité. Exploration des objectifs politiques, des acteurs et des instruments de politique qui modèlent la politique de durabilité dans le contexte canadien et sur la scène internationale. Examen d'une politique de durabilité combinant la gestion des questions environnementales et la politique des relations économiques et sociales durables.

Affaires publiques et internationales 6306 3.0 : L'économie mondiale. Exploration de la nouvelle littérature sur la croissance économique, la bifurcation démographique entre le nord et le sud, l'émergence de villes mondiales, la théorie du commerce dans un contexte où les capitaux circulent librement mais où la main-d'œuvre est restreinte, la montée de la Chine et de l'Inde et l'agglomération du capital humain.

Affaires publiques et internationales 6307 3.0 : Le Canada et le monde. Ce cours aborde une série de secteurs thématiques et géographiques où le Canada joue un rôle : maintien de la paix, environnement, Commonwealth et francophonie. Le cours analysera les politiques du Canada, le processus d'élaboration des politiques et les activités et résultats en matière de diplomatie.

Affaires publiques et internationales 6308 3.0: Droit international et organisations internationales. Ce cours porte sur le droit public international et le droit des organisations internationales. Il explore les principes et processus de l'ordre juridique international de manière à faire comprendre aux étudiants de quelle manière le droit international influe sur les affaires publiques et le travail des organisations internationales.

PUBLIC POLICY, ADMINISTRATION & LAW (416) 736-5384 http://www.yorku.ca/akevents/academic/sppa/mppal

147 Atkinson Building

GRADUATE FACULTY MEMBERS

Associate Professor and Director of the Graduate Program IAN GREENE

University Professor Emeritus and President Emeritus

HARRY ARTHURS

Professor Emeritus

RICHARD PHIDD

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Visiting Professor

RICHARD HAIGH

Adjunct Professors

CARL BAAR LORNE M. SOSSIN York's executive-style Master of Public Policy, Administration & Law is an interdisciplinary graduate program designed to provide students with the skills needed for effective public administration and public policy analysis, with an emphasis on the themes of constitutional and administrative law and social justice.

While including all the elements of the standard curriculum followed by other Canadian MPA programs, this graduate program includes leading-edge subjects such as change management, human resources management, the impact of multiculturalism on policy development and implementation, as well as innovative approaches to labour relations and conflict resolution, e-government and the impact of globalization.

Students are provided with a combination of legal, policy analysis and public management skills all rooted in a social justice perspective, and applicable to any area of the public sector, including government, emergency, police and military services.

The Graduate Program in Public Policy, Administration & Law is offered as a two-year, part-time program. Courses are held once a week during the evening or in intensive monthly weekend sessions over two terms. Course materials may be accessed by students up to three months in advance, so that readings can be spread over a longer period of time.

MASTER OF PUBLIC POLICY, ADMINISTRATION & LAW PROGRAM

ADMISSION REQUIREMENTS

Candidates must:

- ❖ have completed an Honours Bachelors degree or its equivalent from a recognized University with a minimum grade point average of B+ in the final two years and a minimum of five years work experience in a relevant public sector management, administrative, or supervisory position.; OR,
- ❖ have completed an honours bachelors degree or its equivalent from a recognized University with a minimum grade point average of A in the final two years. Under this category, students may have completed less than five years work experience in a relevant public sector management, administrative, or supervisory position. Preference will be given to students who have completed an honours bachelors degree in public administration or political science with an emphasis on public administration.

Candidates also must:

- submit a *curriculum vitae* or résumé, statement of areas of interest, and a letter outlining their experience and background
- ❖ for students whose first language is not English, have a minimum TOEFL score of 600 (paper-based) or 250 (computer-based); or YELT score 1.

At the discretion of the selection committee, in exceptional circumstances, students who have completed a three-year bachelors degree with a minimum grade point average of B+ and have significant work experience in terms of time frame and/or quality of experience (specifically more than five years work experience in a relevant public sector management, administrative, or supervisory position) may be recommended for admission to the Faculty of Graduate Studies.

Although it is not a prerequisite, students are advised that they may find it helpful to have completed a university level twoterm introductory course covering both microeconomics and macroeconomics (Economics 1000 3.0/1010 3.0 or equivalent) prior to enrolling in the program.

Advanced standing

Students who have completed advanced level courses (i.e., only graduate level) offered by accredited universities or colleges or other accredited professional development courses which overlap significantly with courses in the Graduate Program in Public Policy, Administration & Law, may be able to apply for advanced standing. General procedures for awarding advanced standing are determined by the graduate program director in consultation with the Faculty of Graduate Studies and the program's Executive Committee and External Advisory Board. Students may be awarded no more than 6 credits of advanced standing.

DEGREE REQUIREMENTS

The program is offered on a part-time basis, with a recommended time of two years for completion of the program.

Program courses cover the essential curriculum that forms the core of any public policy and administration program, but they also include substantial original content focused on a more comprehensive consideration of social justice issues, public law, administrative law, public sector ethics, and human rights.

Students move through three conceptual modules, with 9 credits in each:

- public management and finance
- law, administration and ethics
- public policy and analysis

Each module must be completed in its entirety. The last module provides students with the option of completing a research paper or a public policy issue and development course.

Students normally progress as a cohort. The specific order in which courses are taught may vary from year to year. However, students must complete the Research Methods and Information Systems and Program Evaluation and Public Policy Analysis courses in Module 3 before embarking on the Major Research Paper.

Module 1: Public Management and Finance (9 credits)

The public management and finance module emphasizes the skills, knowledge, and behaviours that are essential to an effective lower-middle level public sector manager. These include a firm understanding of the basics of public administration, as well as effective change management, leadership, human resources management, public finance, and accountability mechanisms.

Students must successfully complete the following courses:

Public Policy, Administration & Law 6000 3.0: Public Management;

Public Policy, Administration & Law 6010 3.0: Leadership and Human Resources Management; and,

Public Policy, Administration & Law 6020 3.0: Public Finance and Accounting

Module 2: Law and Ethics (9 credits)

The law and ethics module is designed to provide students with the tools to deal competently with legal and ethical matters in public affairs.

Students must successfully complete the following courses:

Public Policy, Administration & Law 6100 3.0: Canadian Constitutional and Administrative Law;

Public Policy, Administration & Law 6120 3.0: Ethics, Privacy, and Access to Information; and,

Public Policy, Administration & Law 6130 3.0: Equity, Policy, Law and Planning

Module 3: Public Policy and Analysis (9 credits)

This module is designed to provide students with a firm understanding of the skills of program evaluation, and with relevant analytical tools regarding public policy development and the public policy cycle.

Students must successfully complete the following courses:

Public Policy, Administration & Law 6200 3.0: Research Methods and Information Systems;

Public Policy, Administration & Law 6210 3.0: Program **Evaluation and Public Policy Analysis**;

and one of the following two courses: Public Policy, Administration & Law 6230 3.0: Topics in Public Policy; OR Public Policy, Administration & Law 6250 3.0: Major Research Paper

COURSES

Public Policy, Administration & Law 6000 3.0: Public **Management**. An introduction to the major themes of Canadian public administration in the context of multicultural diversity and

globalization. The course reviews the machinery of government, the development of public policy, the management of change, risk management, and business-government relations.

Public Policy, Administration & Law 6010 3.0: Leadership and Human Resources Management. With a particular emphasis on the public sector environment, this course examines the role of the leadership and the human resources management function in developing policies and practices which contribute to the achievement of public service objectives.

Public Policy, Administration & Law 6020 3.0: Public Finance and Accounting. This course teaches students the basic principles of finance and accounting that are relevant to the public sector (balance sheet, income statement, cash-flow statement, notes to financial statements, cost-benefit analysis) and includes an overview of the public sector budgeting process and the management and control of public sector expenditures.

Public Policy, Administration & Law 6100 3.0: Canadian Constitutional and Administrative Law. This course provides students with the key concepts in constitutional and administrative law that they need to function effectively in the public sector at all levels. The impact of judicial review, the rule of law, multiculturalism and diversity are highlighted.

Public Policy, Administration & Law 6120 3.0: Ethics, Privacy, and Access to Information. This course covers the basic principles of public sector ethics, and shows how the principles behind privacy and access to information legislation are derived from these ethical principles. Codes of ethics and ethics counsellors are examined.

Public Policy, Administration & Law 6130 3.0: Equity, Policy, Law and Planning. An examination of the public service response to diversity, including approaches to strategic and operational planning that emphasize public consultation. The focus is on rights, equality,

difference, and the impact of the Charter of Rights and Freedoms on good policy development practices.

Public Policy, Administration & Law 6200 3.0: Research Methods and Information Systems. This course provides students with the basic knowledge necessary for the systematic collection of data in the public service, for understanding such data, and for using management information systems effectively, as well as an introduction to e-government.

Public Policy, Administration & Law 6210 3.0: Program Evaluation and Public Policy Analysis. This course provides students with the analytical tools needed to evaluate a public sector program. This includes identification of goals and objectives, survey research methods, cost-benefit analysis, choosing appropriate indicators of success, and the role of program evaluation in the policy cycle.

Public Policy, Administration & Law 6230 3.0: Topics in Public Policy. This course allows students to investigate areas of public policy of specific interest to them. Students meet in class and conduct an independent reading project to learn approaches to the analysis of public policy, undertake research, and present papers on their specific public policy interests/research.

Public Policy, Administration & Law 6250 3.0: Major Research Paper. An independent research project leading to a major research paper on a policy field of choice (e.g., e-government, health policy, environmental policy, justice policy, social welfare policy, transportation policy, foreign affairs policy, taxation policy). Students will have the opportunity to share their projects with other students in their cohort at a final research seminar.

SOCIAL & POLITICAL THOUGHT

S714 Ross Building

(416) 736-5320 http://www.yorku.ca/spt spthinfo@yorku.ca

GRADUATE FACULTY MEMBERS

Associate Professor and Director of the Graduate Program

KAMALA KEMPADOO

Distinguished Research Professors Emeriti

LORRAINE CODE (Philosophy) JOHN O'NEILL (Sociology)

Canada Research Chair and Distinguished Research **Professor**

LEO PANITCH (Political Science)

Distinguished Research Professor

DEBORAH BRITZMAN (Education)

Canada Research Chair and Professor

ROSEMARY COOMBE (Law)

Canada Research Chairs and Associate Professors

Engin Isin (Sociology) Janine Marchessault (Film & Video) CATRIONA MORTIMER-SANDILANDS (Environmental Studies) Leah Vosko (Sociology)

Professor and Avie Bennett Historica Chair in Canadian Literature

BARBARA GODARD (English)

Professors Emeriti

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H.T. WILSON (Law and Administrative Studies) CAROL ZEMEL (Fine Arts)

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Paul Antze (Social Science) IAN BALFOUR (English) SHANNON BELL (Political Science) Jody Berland (Humanities) MARCUS BOON (English) STEPHEN BROOKE (History) NERGIS CANEFE (Political Science) DONALD CARVETH (Sociology)

GEORGE COMNINEL (Political Science) SCOTT FORSYTH (Film & Video)

RICARDO GRINSPUN (Economics) Douglas Hay (Law) SHELLEY HORNSTEIN (Fine Arts) Asher Horowitz (Political Science)

Pablo Idahosa (Social Science) LESLEY JACOBS (Philosophy) Fuyuki Kurasawa (Sociology) PAUL LAURENDEAU (French) MARIE-CHRISTINE LEPS (English) Brenda Longfellow (Film & Video)

Kim Michasiw (English) ESTEVE MORERA (Philosophy) Ananya Mukherjee-Reed (Political Science) GERARD NADDAF (Philosophy)

Stephen Newman (Political Science)

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FAHIM QUADIR (Social Science) DARRYL REED (Social Science) Marlene Shore (History)

BRIAN SINGER (Sociology) Brenda Spotton Visano

(Economics)

PATRICIA STAMP (Social Science) Joan Steigerwald (Humanities) PATRICK TAYLOR (Humanities) LIVY VISANO (Social Work)

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TED WINSLOW (Social Science) Daniel Yon (Anthropology)

Assistant Professors

Jay Goulding (Social Science) AVRON KULAK (Humanities) JIM VERNON (Philosophy) Kimberly White (Social Science)

Adjunct

George Baird (Toronto) R. Bruce Elder (Ryerson) ROGER SIMON (O.I.S.E.-*University of Toronto)*

Founded in 1973, York University's unique interdisciplinary Graduate Program in Social & Political Thought, leading to the MA and PhD degrees, undertakes to encourage, develop, and advance the analysis of social and political ideas with the aim of integrating intellectual interests common to the humanities and social sciences. The program represents a wide range of intellectual approaches but it does aspire to study social and political thought in its larger historical and cultural context. In cooperation with participating academic disciplines across the University, the program's curriculum is structured around three flexible areas of studies:

(1) History of Social and Political Thought

Courses on particular thinkers, texts, themes, and periods such as: Plato, Hegel's *Philosophy of Right,* Liberalism, and the Enlightenment.

(2) Society and Economy

Courses dealing specifically with socioeconomic and political institutions and relations such as: social and economic history, political economy, social stratification, political sociology, class and status, social change and conflict, mass movements, revolution, sociology of knowledge, communications, women's studies.

(3) Consciousness and Society

Courses dealing with the study of cultural and philosophical foundations of society.

The Graduate Program in Social & Political Thought is fundamentally a Doctoral program, the purpose of which is to encourage students to work independently and to become creative teachers and scholars. For this reason, only those students who indicate that they wish to complete such a program of independent study will normally be admitted. In selecting their courses, students will be expected to acquire a broad balanced knowledge of the field as a whole, as well as to pursue their own specialized interests. In all cases, students will have to take very considerable personal initiative on their own to develop an intellectually coherent pattern of study which will lead to the writing of an original doctoral dissertation in social and political thought. Students will be required to be adequately prepared in those languages essential to their dissertation research.

In addition to the many courses in the Graduate Programs in Communication & Culture, Economics, English, History, Humanities, Philosophy, Political Science, Sociology, and in other relevant disciplines, students are able to choose from a number of interdisciplinary courses mounted by the Graduate Program in Social & Political Thought (see below). Reading courses are also given by faculty members in the program to meet the students' specialized interests and needs.

APPLICATION PROCEDURES

Because the number of places in the program is limited, students should apply as early as possible in advance of the deadline advertised in the application kit supplied by the Graduate Admissions Office. Applications for admissions will only be considered for the following September. Students wishing to transfer from other graduate programs will have to follow the normal application procedure. Students who have applied by the deadline will normally be notified of the University's decision in April. Students will be expected to accept or to decline admission within one month of the date of the offer of admission. Application forms and further information may be obtained from http://www.yorku.ca/admissio/graduate.asp, or the Graduate Admissions Office, P.O. Box GA2300, 150 Atkinson College, York University, 4700 Keele Street, Toronto,

Ontario M3J 1P3, Canada; (416) 736-5000. In addition to arranging for transcripts from all universities attended and for three letters of reference to be sent directly to the University, applicants will also be asked to submit a statement of intention and a sample of their written work. Where possible the paper should be pertinent to the interests the student wishes to pursue in the program. Incomplete applications will not be reviewed by the Social & Political Thought admissions committee.

MASTER OF ARTS PROGRAM

ADMISSION REQUIREMENTS

Graduates with a four-year degree in a field of study relevant to pursuing graduate work in social and political thought from a recognized Canadian or United States university, or an honours degree from another recognized university, and with **at least** a B+ average in the last two years of study, will be considered for admission as candidates for the MA degree.

DEGREE REQUIREMENTS

Candidates for the MA degree must satisfactorily complete the following studies, which may be completed in one or two academic years:

1. Courses

Three full graduate courses chosen by the student in consonance with the interdisciplinary aims of the program, in consultation with the Program Director, of which: (a) at least one must be a formal Social & Political Thought course; (b) only one course may be a reading course (Social & Political Thought 6001 6.0 or 6001 3.0).

2. Major Research Paper

Social & Political Thought MA Major Research Paper (to be written in connection with one of the above courses, to be read by two faculty members chosen in consultation with the Director).

3. Oral Examination

An oral examination to be taken upon completion of the above course work. The candidate will be examined on a select number of major works in social and political thought, to be chosen in consultation with the examining committee and the Program Director.

LANGUAGE REQUIREMENTS

Candidates for the MA degree must demonstrate an ability to make effective use of such languages as are necessary to their study.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REQUIREMENTS

Applicants for study towards the PhD degree are normally considered for admission only after they have been graduate students at a recognized university for at least one year and have been awarded the MA degree or an equivalent, with at least a B+ average, indicating preparation for advanced graduate work in social and political thought.

DEGREE REQUIREMENTS

Candidates for the PhD degree must fulfil the following requirements.

1. Courses

Students must successfully complete PhD course requirements in one of the following two ways:

(1) Four full graduate courses chosen by the student in consonance with the interdisciplinary aims of the program, in consultation with

the Program Director, of which: (a) at least two must be formal courses; (b) only one per year may be a reading course (**Social & Political Thought 6001 6.0** or **6001 3.0**). The course load will normally be spread over two years.

OR

(2) Three full graduate courses chosen by the student in consonance with the interdisciplinary aims of the program, in consultation with the Graduate Program Director, of which: (a) at least 9 credits must be formal courses; (b) only 9 credits of which may be a reading course (Social & Political Thought 6001 6.0 or 6001 3.0) and the major research paper (to be written in connection with one of the above courses, to be read by two faculty members chosen in consultation with the Director). The PhD major research paper should normally be completed after the end of the student's coursework.

2. Comprehensives

Suitably comprehensive mastery over general areas of social and political thought relevant to the candidate's program of study as determined by the candidate's dissertation supervisory committee. The comprehensive requirements are to be completed after the completion of the Major Research Papers and prior to the submission of a dissertation proposal.

3. Dissertation Proposal

The dissertation proposal must be submitted to the advisory committee at least six months prior to the PhD oral defense.

4. Dissertation

A suitable interdisciplinary dissertation.

LANGUAGE REQUIREMENTS

Candidates for the PhD degree will be required to be competent in those languages essential to their research for and preparation of their doctoral dissertation.

❖ *Note:* The *Calendar* can provide only a general guide to the program's regulations and course offerings. Candidates are obliged to consult the program's supplementary calendar for a definitive statement of regulations and course offerings for each year.

COURSES

Students will be expected to select graduate courses in Social & Political Thought, in Economics, English, History, Humanities, Philosophy, Political Science, and Sociology, and in related disciplines, so as to create an intellectually coherent pattern of study consistent with the interdisciplinary aims of the program.

In exceptional circumstances credit may be given for courses taken at the graduate level outside the program. Petitions for credit should be addressed to the Director at the time of admission.

Not all courses will be offered in any one year. Additional courses may be offered. A list of current course offerings is available from the program, as well as the Faculty and program websites.

Social & Political Thought MA Major Research Paper. (This is prepared in conjunction with at least one of the three courses taken by an MA candidate.)

No course credit.

Social & Political Thought 6001 6.0 or 6001 3.0: Directed Readings.

Social and Political Thought PhD I Major Research Paper. (This is prepared in conjunction with at least one of the four courses taken by a PhD candidate.)

No course credit.

HISTORY OF SOCIAL AND POLITICAL THOUGHT Social & Political Thought 6010 6.0: Structuralism and Post-Structuralism. This course focuses primarily on the epistemology and the politics of French structuralism and poststructuralism. We read texts by Althusser, Lacan, Foucault, Derrida, and others (not necessarily French) as well as Marxist and Feminist appropriations of both structuralism and poststructuralism.

Same as Political Science 6080 6.0

Social & Political Thought 6011 3.0: From the Battle in Seattle to the Québec Summit and Beyond: Rethinking Post-Fordism: Emerging Principles, Practices and Methods. This course employs the concepts of Fordism and post-Fordism to examine the emerging configuration of the new international order, including problems posed by globalization, internationalization of production and finance, trading blocs, state strategies, and the drive for competitiveness and security.

Same as Political Science 6810 3.0.

Social & Political Thought 6015 3.0: Pedagogy and Social

Difference. This course examines what discourses of social difference and theories of representation offer to the rethinking of pedagogy. Topics include psychoanalysis and pedagogy; theories of representing sex, race, and gender; AIDS and education; textuality and social difference; imagined communities; reading practices and the production of difference.

Same as Education 5810 3.0 and Women's Studies 6506 3.0.

Social & Political Thought 6016 3.0: Problems in Political Philosophy. The course examines two problems fundamental to modern political theory: the rights of individuals, and the authority of the state.

Same as Philosophy 6160 3.0 and Political Science 6050 3.0.

Social & Political Thought 6019 3.0 or 6019 6.0: Social History and Class. This course provides a critical assessment of the developments in several new forms of social history that cross disciplinary lines. Several distinctive traditions have emerged in the last twenty years, including revisionist forms of working class history, family history, ethnic and women's history. New methods of analysis and new theoretical issues have emerged, ranging from documentary and demographic analysis to debates about social science, narrative and literary interpretations. The course provides a selective introduction to this literature, revealing a common concern with questions of class, social agency and social structure. Same as Sociology 6670 3.0 or 6670 6.0.

Social & Political Thought 6025 3.0: Advanced Studies in the Politics of the Third World: The Politics of Economic Development. This course examines the contemporary politics and development problems of the third world, focussing on the ways in which policy choices derive from patterns of dependency and prevailing social class relations. The treatment of general patterns is complemented with studies of specific countries.

Same as Political Science 6560 3.0.

Social & Political Thought 6029 3.0: Eighteenth Century Intellectual Texts. Readings in a range of "non-literary" texts that have a considerable bearing on literature of the period, especially texts in philosophy of language, aesthetic theory and politics.

Representative authors often addressed include Locke, Burke and Wollstonecraft.

Same as English 6310 3.0.

Social & Political Thought 6033 3.0: The Politics of PostIdentity.

This course studies the division of identity and difference, self and other, at the core of our western moral economy. It examines how the politics of identity has simultaneously politicized and depoliticized the public, facilitating both radical democracy and neoconservatism. *Same as Political Science 6085 3.0.*

Social & Political Thought 6039 3.0: Gramsci and Contemporary Political Theory: The Challenge of Postmodernism. This

course explores the influence of Antonio Gramsci on current political thought. It begins with a careful examination of some of Gramsci's main ideas. Among them, the concepts of hegemony and ethicopolitical life, his views on the state, and the general theoretical assumptions of this brand of historicism are given particular attention. In the second half, current debates on the same issues are explored with the aim of both seeing the limitations of Gramsci and postmodernism, and critically assessing the historical and theoretical assumptions of some current social and political theory.

Same as Political Science 6045 3.0.

Social and Political Thought 6043 3.0 or **6043 6.0: Contemporary Topics in Social Theory**. This course takes up issues that are topical and require some knowledge of social, political, philosophical and psychoanalytic theory.

Same as Communication & Culture 6113A 3.0, Philosophy 6630 3.0 or 6630 6.0 and Sociology 6200 3.0 or 6200 6.0.

Social & Political Thought 6051 3.0: The Politics of Cultural

Theory. Approaches to culture and literature in the English-speaking countries have been transformed over the past three decades. These have come from theoretical developments in modern semiotics, new modes of thought about social and political identities and developments in cultural materialism. This course examines their theoretical and political foundations.

Same as English 6952 3.0 and Political Science 6090 3.0.

Social & Political Thought 6055 3.0: Politics and Society in North

America. This course has three related purposes: first, to analyze the social structure of developed capitalist societies; secondly to discuss the nature of social conflict in these societies, with particular reference to class divisions as a source of social conflict; and thirdly, to consider the role of the state in the containment of conflict. Same as Political Science 6600 3.0.

Social & Political Thought 6100 6.0: The Metaphysical Foundations of Ethics, Politics, and Aesthetics: Readings in Aristotle, the Bible, Spinoza, and Hegel. An analysis of the values presupposed by the discourse of ethics, politics, and aesthetics.

Social & Political Thought 6100A 6.0: Contexts of Victorian

Science. This course focuses on nineteenth century British and European science and its social, political, cultural, and intellectual contexts. Adopting the 'contextualist' approach to the history of science allows us to raise a series of provocative questions: in what way did all of these different contexts shape the "nature" of nineteenth century scientific thought? How were scientific "facts" socially constructed? What was it about the nineteenth century context that led many intellectuals to reject Christianity and embrace science as providing a new, privileged form of knowledge? This course is of interest to students of British, European, social, and intellectual history.

Same as History 5830 6.0.

Social & Political Thought 6101 6.0: Theory and Practice of the State in Historical Perspective. The analysis of the essential nature of the Western state (including an examination of its origins and of the "Asiatic" mode of production) and its relation to the structure of society from classical antiquity to modern capitalism; together with an assessment of several paradigmatic conceptions of the state from Aristotle to Marx.

Same as Political Science 6030 6.0.

Social & Political Thought 6103.06 Between Philosophy and Religion: Spinoza and the Modern Tradition of Democracy and

Ethics. This course examines how and why Spinoza argues that a coherent theory of democracy and ethics involves a conception of the relationship between philosophy and religion which necessitates the rejection of both ancient philosophy (Aristotle) and the medieval method of interpreting Scripture (Maimonides). Spinoza is both the first and the last modern philosopher to make the Bible central to thinking. He shows that it is only on the basis of a concept of biblical interpretation which is true at once to revelation and reason that a coherent conception of either democracy or ethics is possible. Spinoza thus serves as a challenge as to our very understanding of modernity and now postmodernity. Is modernity secular or religious? Are the values of modernity objective (scientific) or subjective (moral)? Are they absolute (universal) or relative (individual). Are they Eurocentric or global? Do these binary oppositions themselves falsify the very structure of values central to modernity? What, in other words, is the relationship between interpretation and truth?

Social & Political Thought 6105 6.0: Classical Sociological Theory. An examination of sociological theory in terms of its history, its founders and its classical texts.

Same as Sociology 6100 6.0.

Social & Political Thought 6108 6.0: The History and

Development of Feminist Theory. This course examines the way the social sciences have conceptualized "women" from the classical mainstream to contemporary feminism. The main theme will be to investigate the emergence, development and elaboration, and current "state of the art" of feminist theory.

Same as Sociology 6201 6.0 and Women's Studies 6503 6.0.

Social & Political Thought 6121 6.0: Modern Western Science and Technology in Critical Perspective. This course places contemporary issues regarding science and technology in historical perspective, examining the ways in which modern Western science and technology reflect and shape Western social relations and culture. Core critical works will be evaluated both through comparison with the works of others and through an assessment of their value in helping to explain the contemporary situation.

Same as Sociology 6205 6.0.

Social and Political Thought 6122 6.0: Modern Cultural History.

This course examines themes in cultural history from the late nineteenth century to the present. Drawing on wise range of readings in North American, British, and European history, it focuses upon the expression, social context, and impact of ideas and culture in the United States and Canada.

Same as History 5701 6.0.

Social and Political Thought 6123 6.0: Identities in Nineteenth and Twentieth Century Britain: Race, Nation, Class, and Gender.

This course examines modern British history since the late nineteenth century through the prism of identity. Particular reference is made to the experience of imperialism and imperial withdrawal, changing ideas of 'Englishness' and 'Britishness', class divisions, and the

changing conceptions of femininity and masculinity from the 1880s to the 1970s.

Same as History 5610 6.0.

Social & Political Thought 6124 3.0: Nature and Society in Ancient Greece. The influence of politics and ethics on cosmology in Ancient Greece is undeniable. However, the inverse is equally true. This course examines this reciprocal relation from its mythical origins to Plato.

Same as Philosophy 6270 3.0.

Social & Political Thought 6125 6.0: Theoretical Perspectives in Legal Research. This seminar introduces advanced candidates in law to a variety of contemporary theoretical perspectives in legal research, their aims, presuppositions, and significance. It pays particular attention to the relationship between factual and evaluative claims in these approaches. The perspectives examined will vary but may include doctrinal analysis, rights theories, critical perspectives on law, analytical jurisprudence, feminist theories of law, or economic analysis of law.

Same as Law 6620 3.0.

Social and Political Thought 6127 3.0: Philosophy of History.

This course considers problems that arise in the discipline of history including, the nature of fact and evidence, the function of description and textual structure, the conception of truth, the role of values and various models of explanation.

Same as Philosophy 6440 3.0.

Social & Political Thought 6130 6.0: Subjectivity, Modernity, and the Dialectic of Reason and Religion: Readings in Kant and Kierkegaard. This seminar examines how the analysis of the relationship between reason and religion in texts of Kant and Kierkegaard can contribute to our understanding of the place of subjectivity in modernity.

Social & Political Thought 6132 3.0 The Ends of Enlightenment: Critical Philosophy and Philosophy of Nature. This course examines the notions of critical philosophy and philosophy of nature that developed at the end of the Enlightenment. The course is centred on Kant, but also examines twentieth century critical readings of Kant and Enlightenment notions of critical philosophy.

Social & Political Thought 6133 6.0: Modern European Thought in Light of the Bible: Readings in Descartes, Spinoza, Kant, Hegel, Kierkegaard, and Nietzsche. This seminar examines the role that biblical thought plays in the development of modern European philosophy.

Same as Humanities 6200 6.0.

Social & Political Thought 6134 6.0: The Body in Current Continental Philosophy. The purpose of this course is to understand what is the phenomenological body and learn methodologies for doing body phenomenology. Merleau-Ponty is central, Nietzsche and Heidegger on the body essential background and Irigaray, Deleuze, Husserl or Foucault may be considered.

Same as **Philosophy 6970 6.0**.

Social and Political Thought 6135 3.0: Black Revolutionary Thought. An introduction to the thought of C.L.R. James, Claudia Jones, Frantz Fanon, and Walter Rodney. This course examines how these thinkers offered a rearticulation of Marxism and socialism, and interrogates commonalities and differences with other anti-colonial, Negritude, and Pan-Africanist perspectives.

Social and Political Thought 6137 3.0: Essays in the Philosophy of Freedom: Kant, Schelling, Heidegger and Žižek. This course examines important texts on the philosophy of human freedom in modern continental philosophy from the late eighteenth to late twentieth centuries. It focuses on essays by Kant, Schelling, Heidegger and Žižek, in which the later essays interrogate the earlier essays.

Social and Political Thought 6138 3.0: Theorizing Conflict: Narratives of Dominance and Resistance in South Asia. This course examines the representations of national conflict in narratives from South Asia. South Asian nation states are no different from those in other parts of the world in the way the narratives of their ruling classes come to stand for the official narratives of the nation. Thus, although the heroic figures of the freedom struggle, the grand originary myths of national origin, the flag, the anthem, are all constructed by the ruling classes, they succeed in representing themselves as the 'national culture,' as spontaneous expressions of the spirit of the people.

Same as English 6759 6.0 and Women's Studies 6132 6.0.

Social & Political Thought 6139 3.0: Kant, Hegel, Marx.

This course provides an intensive survey of Kant, Hegel and Marx. Taking as our cue the problem of human freedom and its actualization, we shall investigate their distinct approaches to philosophical analysis, and the consequences of their views for ethical and political action

Social & Political Thought 6141 3.0: Progressive Philosophy: Materialsim and Rationality. This seminar inquires into the emergence of rationality in fundamental vernacular thinking and its correlation to philosophical materialism. Instead of following specific doctrines or ear-coined streams of thought, the presentation will focus on the stabilisation and social generalization of a certain number of fundamental categories (matter, movement, contradiction, determination, object, praxis, natural evolution, historical development) and general intellectual operations or representations (understanding, speculation, reasoning, percept, concept, method, vernacular knowledge, natural logic). The course observes the results of the movement towards rationality in modern philosophy (seventeenth to twenty-first centuries) based on the emergence and stabilisation of these rational categories and intellectual operations in ordinary thought. Cardinal attention is given to the correlation between materialism, rationality, social thought and social action through an inquiry into the notion of progressive philosophy, a clear antipositivist and anti-scienticist stand and an explicit critique of postmodern irrationalism.

Social & Political Thoght 6142 6.0: The Enlightenment Project.

This course examines the challenge and critique of the eighteenth-century Enlightenment. In addition to familiarizing students with classic enlightenment writers and texts, this course shows how contemporary thinkers like Derrida, Foucault, Horkheimer, Adorno, and Lyotard have absorbed, engaged and contested the Enlightenment tradition.

Same as Humanities 6116 6.0.

Social and Political Thought 6161 6.0: Marxism and the Philosophy of Language. This course explores the range of Marxist responses to the 'linguistic turn' within western philosophy and

social theory in the twentieth century. The central theme concerns the ability of Marxism's 'production paradigm' of social life to offer an adequate account of the role of language in human relations. Theorists examined include Marx, Bakhtin, Gramsci, Benjamin and Habermas

Same as Political Science 6040 6.0.

Social & Political Thought 6171 3.0: Althusser and Foucault.

The Althusser/Foucault nexus is particularly interesting because in a sense they were students of each other and because the movement of thought between them in many ways spans both the structuralism/poststructuralism and the marxism/postmarxism divides. *Same as Political Science 6015 3.0.*

Social and Political Thought 6194 3.0: Existential

Phenomenology: East Asian Influences. The course focuses on the early years of French existentialism and German phenomenology that found their way together through exchanges with East Asian philosophers. Most notably, Kuki Shuzo studied in France with Henri Bergson and then in Germany with Martin Heidegger and Edmund Husserl. Bergson's idea of 'duration' is explained to Heidegger by Kuki who in turn explicates Heidegger's 'augenblick' (instance) to French thinkers. The course explores the reciprocity of Bergson, Heidegger and Kuki's thought.

SOCIETY AND ECONOMY

Social & Political Thought 6200A 3.0: Appropriating Marx's *Capital* **I.** Karl Marx's three volume study *Capital* is one of the most influential and controversial texts ever written. This course will first provide an overview of *Capital* and some of its key concepts. The course in turn takes up some of the most influential interpretations of the text: the Uno school, regulation theory, rational choice Marxism, critical theory, structuralist Marxism, critical realism and the Monthly Review school.

Same as Political Science 6060 3.0.

Social & Political Thought 6200B 3.0: Appropriating Marx's *Capital* II. This course continues the themes of Political Science 6060 3.0. The emphasis here is placed on various interpretations of Marx's *Capital*. Students with a sufficient background in Marx do not require Political Science 6060 3.0 as a prerequisite. *Same as Political Science* 6061 3.0.

Social & Political Thought 6200C 3.0: Political Economy and Political Sociology in Comparative Perspective. The seminar focuses on key foundational and contemporary texts that address the analysis of state and society, class and party, politics and economics. The readings are drawn from the classics (*e.g.*, Marx, Weber, Gramsci), as well as from more contemporary works, and both will be brought to bear on the changing economic and class structures of the western capitalist democracies, as well as the political implications of these changes.

Same as Political Science 6450 3.0.

Social & Political Thought 6200D 3.0: Globalization and the State. The objective of this seminar is to develop a clearer understanding of the relationship between the state and the internationalization of capital in the current era. This involves rethinking the theory of the state to explore the actual linkages between states and international capital, including the cooperation among states and MNCs through international economic treaties; and, to investigate the reorganization of state agencies and departments to enhance their capacities to facilitate international capital mobility. Same as Political Science 6470 3.0.

Social & Political Thought 6200E 3.0: Political Transition in Mexico and Cuba. The course examines historical revolutionary processes and the economic, social and global political forces that have and will condition the political transition in Mexico and Cuba from one-party rule to a potentially more open, multiparty, competitive system.

Same as Political Science 6565 3.0.

Social and Political Thought 6201 3.0: The Comparative Study of Labour Movements. The course examines national trade union movements in Europe, North America and Australia since World War II, and particularly in the past 15 years, as they struggle to develop new strategies and structures for representing the emerging working class.

Same as Political Science 6440 3.0 and Sociology 6682 3.0.

Social & Political Thought 6202 3.0: World Trade and International Civil Society. This course examines the emergence of international civil society actors. The presence of civil society actors is a new development in many respects and the course will pay particular attention to their importance in the reform of the World Trade Organization.

Same as Political Science 6820 3.0.

Social & Political Thought 6212 3.0: Globalization and Cultural Identities. This course explores globalization and its influence on the construction of cultural identities., addressing the contested term and its impact on nations, institutions, and peoples as they experience in local situations spatial and temporal transformations produced in discourses, images, and actions resulting from this process. Same as Communication & Culture 6311 3.0 and Social Anthropology 5135 3.0.

Social & Political Thought 6219 3.0: From Hegel to Marx. This course investigates key texts in nineteenth century German social and political theory in order to better understand the philosophical sources of Marxism. Readings range from selections from Hegel's Philosophy of Spirit through to selections from Marx's early works. Key problems explored include the meaning of dialectics, the subject-object relation, alienation and the relations between state and civil society.

Same as Political Science 6055 3.0.

Social and Political Thought 6221 6.0: Postcolonial Thought.

This course re-examines the European intellectual tradition from the point of view of colonized and formerly colonized peoples. Focusing on Latin American, Caribbean, African and South Asian thought and culture, the course addresses the work anti-colonial, postcolonial and diasporic thinkers.

Same as Humanities 6111 6.0.

Social & Political Thought 6271 3.0: Political Economy: Major Texts. An in-depth introduction to major texts in the history of political economy, analyzing texts by such thinkers as Adam Smith, Karl Marx, and J.M. Keynes with particular attention to issues having to do with methodology, the nature of the economic, and the relation of the economic to other areas of social life. Same as Political Science 6271 3.0.

Social and Political Thought 6281 3.0: Gender, Micro-finance and Empowerment: This seminar course explores the linkage between the empowerment of marginalized groups, especially women, and micro-finance operations. Drawing upon the established cases of South Asian development NGOs, it examines the conflicting perspectives on the role of micro-enterprises in both fighting poverty and empowering women.

Social & Political Thought 6308 6.0: Problems in Social and Political Thought: Marxism and Political Experience. An inquiry into the status of the political in Marxist discourse as an account of history and social formations, and as a justificatory theory of revolutionary change. Emphasis is placed on studies of Third World societies concerning relationships between imperialism, domination

and underdevelopment; the role of the state in determining the structure and relations of production; and the complexity of the forces, logic and idiom of revolutionary practice.

Social & Political Thought 6309 6.0: Internal Colonialism and the Contemporary Politicization of Ethnicity. This course is concerned with the 'politicization of ethnicity' within the context of the modern nation state. Since it is now clear that this phenomenon does not necessarily precede class politics and can coexist with it, the three questions that need to be asked are: (1) Why does this phenomenon manifest itself when it does? (2) What forms of expression does it have? (3) How is it related to class politics? It is with the object of probing into these questions that this seminar will study the contemporary politicization of ethnicity in Latin America, the Caribbean and Canada.

Social & Political Thought 6312 3.0: Theory of Growth in a Socialist Economy: Kalecki's Growth Model. Balanced growth concept and problem of effective demand in socialist and capitalist economies; acceleration of growth and maximization of consumption in the short and long run. Kalecki's concept of technical progress: the choice of techniques in order to maximize production and consumption; problems of inflation in socialism and capitalism. Same as Economics 5380 3.0.

Social & Political Thought 6314 6.0: Gender Relations in the Third World. The course explores a synthesis of concepts drawn from feminist theory on the one hand, and theories of precapitalist modes of production, colonialism and neocolonialism on the other, to arrive at an understanding of the social relations of gender in the Third World. Africa provides the focus for this endeavour, while other areas of the Third World are drawn upon for comparative purposes.

Same as Political Science 6735 6.0 and Women's Studies 6502 6.0.

Social & Political Thought 6316 3.0: Comparative Social and Political Movements: Latin America, Western Europe, North America. This course provides the theoretical basis for a survey of popular resistance movements and "new social movements" in Latin America and the Caribbean. The central objective in this course is to explore the circumstances under which collective responses to oppression occur, and the variables that determine their outcomes. Same as Political Science 6561 3.0.

Social & Political Thought 6318 3.0: Citizenship, Identity and Space I. This course explores the relationship between citizenship and collective and individual identities, focusing on the formation of these identities and their struggle for recognition in different historical epochs from Ancient Greece to the Modern era. This course is not a prerequisite for Social & Political Thought 6319 3.0.

Same as Geography 5107 3.0 and Sociology 6791 3.0.

Social & Political Thought 6319 3.0: Citizenship and Identity II. This course explores the relationship between citizenship and collective and individual identities, focusing on the formation of these identities and their struggle for recognition in the context of

Same as Geography 5108 3.0 and Sociology 6792 3.0.

globalization and postmodernity.

Social & Political Thought 6320 3.0: Themes in Citizenship Studies. This course examines the theoretical and political issues surrounding advanced topics in citizenship studies. Topics include either various forms of citizenship such as queer, Aboriginal, diasporic, feminist, urban, cosmopolitan, technological or theoretical

issues such as identity, difference, republicanism, liberalism, radicalism, or recognition.

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Social and Political Thought 6321 6.0: Theorizing Acts. How does one act? That question embodies inevitably two questions. How does one enact oneself? And How should one act? The positive and the normative, the ethical and the political become implicated with one another. The questions of responsibility, obligation and answerability emerge as questions of both ethical and political acts. But the very question of 'acts' is amongst the least posed in social and political thought. To be sure, we have many investigations on responsibility, morality, ethics, action, agency, subjectivity, practice and so on but it appears as though they have been invented to evade the question of acts altogether. This course works through the history of this evasion with a focus on Kierkegaard, Nietzsche, Heidegger, Bakhtin, Levinas and Derrida.

Same as Sociology 6160 3.0.

Social & Political Thought 6371 3.0 Caribbean Feminist

Thought. This is an advanced seminar for the study of Caribbean feminist thought. Central to the course is the location of this feminist thought in histories in the Caribbean of slavery, indentureship, colonialism, and postcolonialism, and in Caribbean women's resistances at work, in domestic sites, around development strategies and state policies, and to sexual, racial and class oppression. The articulation of feminist thought in Caribbean Diasporas, particularly in North America will also be taken into account. Attention is given to the examination of varying perspectives and theoretical strands within Caribbean feminism and the connections with 'third world,' transnational and postcolonial feminist studies. Prior knowledge and study of the Caribbean and/or feminist theory is desirable. *Same as Women's Studies 6117 3.0.*

Social & Political Thought 6381 3.0: Environmental Ethics: Policy and Management Perspectives. Environmental concerns now have a significant place on the public agenda, including: global environmental change; sustainable development; appropriate uses of natural resources; product packaging; waste management; zero discharge strategies; obligations to future generations; distributive justice. These and other issues are examined in the context of contemporary discussions of environmental ethics and their implications for public policy and public and private sector management.

Same as Business Administration Ethics 6100 3.0, Environmental Studies 6110 3.0 and Philosophy 6200B 3.0.

CONSCIOUSNESS AND SOCIETY

Social & Political Thought 6600 6.0: The Critical Theory of the Frankfurt School and Benjamin. This seminar studies the origins, development and present status of the Frankfurt school of critical theory. It presents students with an overview of the principal themes in the work of Max Horkheimer, T.W. Adorno, Herbert Marcuse and Walter Benjamin. Emphasis is placed on the intrinsic theoretical content of the major works of critical theorists although attention will be also paid to the historical conditions to which these thinkers responded.

Same as Philosophy 6430 6.0 and Political Science 6070 6.0.

Social & Political Thought 6601 6.0: Problems in Social and Political Thought. This seminar examines the major theses involved in the contemporary debate between hermeneutics and critical theory: the critique of objectifying knowledge, the role of language in the formation of the historical community, historical-linguistic understanding and pre-understanding, the hermeneutic rehabilitation of authority and tradition, the problematic character of the critique

of tradition. Primary focus is on the work of Ricoeur, Gadamer and Habermas. Emphasis is placed on the intrinsic nature of both interpretation and critique as well as on their interrelationships.

Social & Political Thought 6602 6.0: Aesthetics and Contemporary Critical Theory. A study of twentieth century social theories of aesthetics which examines both Marxist and non-Marxist attempts to come to terms with the arts. In particular it encounters debates on the distinctions between form and content, practice and production. Attention is paid to the work of Lukacs, the Frankfurt School, Benjamin, Brecht, logical positivists, symbolic interactionists, existentialists, structuralists, semiologists, Pierre Bourdieu, psychoanalysts, deconstructionists, and British Marxists, though the particular emphasis will vary from year to year. Same as Sociology 6460 6.0.

Social & Political Thought 6605 3.0/6.0: The Philosophy of G.W.F. Hegel. A detailed study of *The Phenomenology of Spirit* (1870) considered as a whole (in its relation to all of Hegel's surviving earlier texts, and with some reference to its relation to *The Science of Logic* of 1812-16).

Same as Philosophy 5380 3.0/6.0 and Philosophy 6380 3.0/6.0. Integrated with the undergraduate course Arts Philosophy 4010C 3.0/6.0 and Atkinson Philosophy 4050 3.0/6.0.

Students may not receive credit for more than one level of this course.

Social & Political Thought 6606 6.0: Problems in Social and Political Thought: Heidegger and the End of Philosophy.

This seminar studies the later works of Heidegger, in terms of the questions asked about the end of philosophy by such modern thinkers as Nietzsche and Derrida. This hermeneutic perspective enables us to see Heidegger in a new light. At the same time, we use Heidegger to look anew at both Nietzsche and Derrida and to question the assumptions and conclusions of their thought.

Social & Political Thought 6608 6.0: Philosophy and Psychoanalysis. This course is divided into two topics. The first raises the question of psychoanalytic theory and method: The second examines the application of psychoanalysis to social, historical and cultural issues.

Same as Philosophy 6600 6.0.

Social & Political Thought 6609 3.0 or 6.0: The Critique of Everyday Culture. An attempt to integrate various theoretical frameworks centering on the twin problematics of everyday life and the study of popular culture. In particular, the course examines anthropological, phenomenological, semiological, hermeneutical and neo-Marxist approaches to culture.

Same as **Sociology 6130 3.0** or **6.0**.

Social & Political Thought 6610 6.0: Psychoanalysis and Culture. This course examines some of the philosophical and methodological issues that arise when psychoanalysis is applied to cultural phenomena. Readings link major works of analytic theory with some influential critiques of psychoanalysis and with a variety of case studies drawn from the "cultural sciences," principally anthropology and history.

Social & Political Thought 6611 3.0: Philosophy of Film. This seminar centres around the questions: what is the nature of the philosophical interest in movies; what philosophical problems do movies pose; what philosophical problems do or can movies address? None of the works studied is a work of analytic philosophy, hence an attempt is made for the course to be analytic and critical in its approach. This raises important questions of method regarding the

philosophical study of the arts.

Same as Philosophy 5030 3.0.

Integrated with the undergraduate course Philosophy 4250 3.0.

Social & Political Thought 6614 3.0: The Theory of Texts. The seminar deals with the problem of language, discourse, narration, textuality and history and thus with the relation between reader and writer, theory and fiction as bricolage. *Same as Philosophy 6610 3.0.*

Social & Political Thought 6615 3.0: Problems in Contemporary Feminist Theory. This course focuses each year on different themes in, or currents of contemporary feminist theory. Such topics include feminism and psychoanalysis, liberal feminism, feminist theories of social reproduction, feminism and marxism, French theorists and theories of sexual politics or of families.

Same as Women's Studies 6501 3.0.

Social & Political Thought 6616 3.0: Semiotics. This course examines some major contributions to modern sign theory (Peirce, de Saussure, Hjelmslev, Benveniste), then considers some elaborations and critiques of them (Bakhtin, Barthes, Derrida, Deleuze, Kristeva) with respect to different sign systems (literature, theatre, film, visual arts, psychoanalysis, gender).

Same as English 6941 3.0.

Social & Political Thought 6616 6.0: Semiotics. This course is an introduction to key concepts in the foundation works in semiotics, selected for both historical importance and contemporary relevance, through selected works of major theorists such as Ferdinand de Saussure, Charles S. Pierce, Emile Benveniste, *etc.*Same as English 6941 6.0.

Social & Political Thought 6617 3.0: Semiotics and the Sociology of Narrative. The course introduces the key concepts and complementary components of a semiotics and sociology of narrative in relation to the institutions of the literary and artistic imaginary. *Same as Sociology 6150 3.0.*

Social & Political Thought 6619 6.0: Feminist Literary Theory. The focus of this course may vary from year to year. In the recent past it has concentrated on North American writing in English since about 1970, and on French and Québecois feminisms. Same as English 6970 6.0 and Women's Studies 6100 6.0.

Social & Political Thought 6621 3.0: New Directions in Theory of Knowledge: Feminist Critiques of Epistemology. The course examines recent challenges to 'the epistemological project' and to standard conceptions of rationality. The content varies, every second or third year, to focus on re-evaluations of the rationality/relativism debate; on issues of knowledge and power and the politics of knowledge; on 'naturalized' epistemology; on gender as a category of epistemological analysis; on postcolonial critiques of epistemology. Same as Philosophy 6110 3.0 and Women's Studies 6105 3.0.

Social & Political Thought 6622 6.0: Political Linguistics. Study of various theoretical and applied works on language, discourse, and politics. Emphasis is placed on such methodological issues as concept formation, theorizing as an intellectual activity, and problems of evidence and inference.

Same as Political Science 6330 6.0.

Social & Political Thought 6623 6.0: Sex and Gender in Social **Theory**. This course examines classical and contemporary social theory from the enlightenment to postmodernism, from the point of

view of gender, as well as providing a survey of recent debates in feminist social theory.

Same as Sociology 6180 6.0 and Women's Studies 6505 6.0.

Social & Political Thought 6624 6.0: Class and Culture in Marxist Theory: Lukacs and Benjamin. This course explores key problems in Marxist theories of subjectivity, class consciousness and culture through the prism of two major twentieth-century theorists: Georg Lukacs and Walter Benjamin. The course focuses on the different ways in which each of these theorists tried to theorize the problem of revolutionary subjectivity (or "class consciousness") in light of the forms of experience that characterize capitalist society. Issues such as reification, cultural commodification, the relationship between the spheres of production and consumption, and the role of art in creating the space for revolutionary consciousness are explored. Same as Political Science 6065 6.0.

Social and Political Thought 6625 3.0: Theorizing Culture: Reading, Writing and Understanding the Foreign. This course analyzes theories of culture and cultural studies drawing primarily on the disciplines of literature, anthropology and history. Particular attention is paid to problems of writing about and presenting "foreign" cultures, as well as to the definitions of text, representation, discourse and narrative. The course also focuses on the disciplines and institutions in which such writing and knowledge are produced and legitimated. Readings include the theories of Michel Foucault, Edward Said, Clifford Geertz, James Clifford, Jean Baudrillard and Pierre Bourdieu in addition to literature by a variety of authors who are concerned with cultural difference.

Same as Sociology 6135 3.0.

Social and Political Thought 6626 3.0: Communication, Culture and The City. This course examines a variety of conceptions of culture in use in the social sciences, humanities, and fine arts, in particular as they have relevance for inquiry into social forms and practices of city life.

Same as Communication & Culture 6114 3.0 and Sociology 6132 3.0.

Social and Political Thought 6627 3.0: Culture and the City Workshop. This course is conducted as a research workshop in which students are encouraged to initiate, design, and develop an exploratory study on a specific social process in the city (any city, any time), and to create a framework for treating spaces and localities as interpretive problems through qualitative methods.

Same as Communication & Culture 6115 3.0 and Sociology 6133 3.0.

Social & Political Thought 6628 3.0: Seminar in Psychoanalytic Theory and Pedagogy. This seminar engages some key concepts in psychoanalysis to investigate learning and contemporary psychoanalytic debates in education. Concepts such as resistance, trauma, transference, identification and projection, and theories of aggression, hatred, and love are considered, along with the reading of contemporary novels, memories, and research in education. These analytical concepts question the time of learning, its fault lines, and the relations individuals make with the self through the other. The seminar considers foundational methodological writings in the interdisciplinary field of education and psychoanalysis and some contemporary debates posed by more recent pedagogies on education as symptomatic of crisis.

Same as Education 5815 3.0 and Women's Studies 6509 3.0.

Social & Political Thought 6630 6.0: Decolonizing Theory. A consideration of the applicability of critical theory to imperial and

postcolonial literatures. Both European and postcolonial criticism is considered.

Same as English 6950 6.0.

Social & Political Thought 6632 3.0: Thinking Power and Violence: From Nietzsche to Agamben. 'Thinking Power and Violence' is about the meaning of power and violence as fundamental categories of human existence. The course is concerned with violence in many forms and manifestations: violence at the foundation of human community, conservative violence, 'divine violence,' redemptive violence, self as violence against self and other, exclusionary violence, the violence of liberal freedom and the commodity, counter-hegemonic violence, the violence of the spectacle, the violence of outsiders and gender violence. Same as Political Science 6086 3.0.

Social & Political Thought 6633 3.0: The Existentialist Critique of Freud. After an overview of the main concepts and themes of Freudian psychoanalysis, the existentialist critique of its positivism, determinism, mechanism, biologism and reductionism are explored in light of the thought of Kierkegaard, Heidegger and Sartre. The Freudian stance toward the anxieties of both death and freedom is critically examined in light of existentialism. The post-Freudian contributions of Melanie Klein are briefly surveyed. The possibility of an existential psychoanalysis are explored with reference to the writings of Ludwig Binswanger, Medard Boss, Ernest Becker and Irvin Yalom.

Same as Sociology 6546 3.0.

Social & Political Thought 6641 3.0: Contemporary Theoretical Debates in Critical Sexuality Studies. This course examines two key areas of conflict in contemporary sexuality studies: between Foucauldian genealogies and psychoanalysis, plus their attempted fusion in queer critique; and between feminism and queer theory, focusing on the figure of the lesbian in each.

Same as Women's Studies 6705 3.0.

Social & Political Thought 6642A 3.0 and 6.0: Summer Seminar in Social and Cultural Theory. This seminar examines key aspects of contemporary social and cultural theory, focusing on the writings of an important theorist in the field.

Same as Communication & Culture 6130 3.0 and 6.0, Philosophy 6640 3.0 and 6.0 and Sociology 6202 3.0 and 6.0.

Social & Political Thought 6642A 3.0/ 6.0: Summer Seminar in Social and Cultural Theory. This seminar examines key aspects of contemporary social and cultural theory, focusing on the writings of an important theorist in the field.

Same as Communication & Culture 6130 3.0 and 6.0, Philosophy 6640 3.0 and 6.0 and Sociology 6202 3.0 and 6.0.

Social & Political Thought 6643 03: Legal Consciousness in Theory and Practice. This course examines the concept of legal consciousness and its significance for understanding race, class, gender and disability as sites of social injustice in law and politics. Same as Law 6603 3.0, Philosophy 6520 3.0 and Political Science 6052 3.0.

Social & Political Thought 6644 3.0: Contemporary Film Theory. This course is intended as intensive study of major theoretical perspectives and debates in contemporary film theory. This year the course is divided into three key units: third cinema in the 'third world'; Marxism and film practice; classic to global Hollywood. Each unit considers historical and political developments, important critical approaches and significant

theoretical debates and developments. *Same as Film 5230 3.0*.

Social & Political Thought 6649 3.0: Mind and Society: Psychoanalysis in Social Context. 'Mind' focuses on psychoanalysis as a social movement and a profession, a) its progressive origins, b) its postwar clinical and international fragmentation; c) the contemporary practice of the analyst, particularly controversies and silences: training, regulation, neuroscience, boundary violations.

Social & Political Thought 6672 3.0: Issues in Contemporary Theory: Theorizing the Archive in Canadian Context. Why remember? This has been a pressing question in Canada with the publication of such titles as Who Killed Canadian History? (Granatstein 1998) and Lost in the Archives (Comay 2002). Despite an apparent crisis in memory signalled by these titles, these are memory obsessed times. To be held in the York Archives and Special Collections, this course is of primary interest to those working on Canadian literary and other cultural texts. The theoretical approach to the archive also engages those with an interest in questions of public memory and historiography. The course entails a methodological component for those planning future work in archives. A particular focus is on the problems of omissions (women, racialized groups, etc.) and restrictions (Munro's archive)

Social & Political Thought 6673 3.0: Psychoanalysis, Religion, Law and Politics. The seminar works on the cutting edge of psychoanalysis, sociology of religion, law and politics. It deals with the archaic origins of cosmic, patri-matriarchal and political order as explored in Freudian and post-Freudian feminist theory of desire, loss and transgression.

Social & Political Thought 6674 3.0: Diasporas: Transnational Communities and Limits of Citizenship. This course provides a comparative inquiry about the nature of transnational communal, religious, and political identities at the age of late capitalism. It puts emphasis on critical approaches to diasporas, their variant constructions of homeland and home, and their marked effects on the politics of the post-Westphalian state and international relations. Same as Political Science 6525 3.0.

Social & Political Thought 6681 3.0: The PostHuman Condition: Theory and Politics. Since the 1990s 'cyber' has altered what it means to be human in terms of self and other, essence, agency, consciousness, intimacy, intelligence, reason, life, embodiment, identity and gender. This course examines the meaning, possibilities, and implications of the posthuman.

Same as Political Science 6084 3.0 and Communications & Culture 6122 3.0.

Social & Political Thought 6700G 6.0: Foucault and Discursive Criticism. This course studies texts by Michel Foucault, examines their implications for literary criticism and grounds the current acceptability of discourse analysis in contemporary cultural developments. Discussions focus on the notions of power, knowledge and discourse.

Same as English 6944 6.0.

Social & Political Thought 6701 6.0: The Ethical and the Political in Levinas and Derrida. This course examines the radical reorientation effected by Emmanuel Levinas and, following him, Jacques Derrida, in our understanding of the ethical relation as one that transcends instrumentality, utility, normativity, teleology, ontology and even compassion. It also looks at the possibilities for

politics inherent in and explored to date through their writings as well as the relation between both thinkers.

Same as Philosophy 6450 6.0 and Political Science 6075 6.0.

Social & Political Thought 6702 3.0: Heidegger and Post-Heideggerean Poiesis. Heidegger's concept of poiesis is an attempt to think the essence of poetry in the modern age. This course examines Heidegger's poetic thinking and bring it into a dialogue with some contemporary poets and thinkers, especially Paul Celan.

Social & Political Thought 6703 6.0: Free to Govern: Woolf, Foucault and Ondaatje. Woolf, Foucault and Ondaatje write similar stories about the ways in which governmentality effects the everyday life of individuals, institutions, populations and nations. Individually and collectively their writings document strategies of resistance and initiate practices of freedom.

Same as English 6598 6.0.

same as English 0398 o.v.

Social & Political Thought 6704 3.0: Seminar in Symbolic Anthropology. Particular attention is placed on a fundamental understanding of symbolic thought and action with the aim of addressing the questions: how do symbols symbolize? How do they function to mediate meanings and transform sentiment and emotions into significant inducements or dispositions to action? Literature in anthropology, language and linguistics, semiotics and literary criticism among others are surveyed.

Same as Communication & Culture 5104 3.0 and Social Anthropology 5140 3.0.

Social & Political Thought 6720 3.0 History of Criminal Law and its Administration. This seminar examines the principal changes in criminal law and its administration in the last three hundred years and the reasons for significant differences between England, Canada and the United States, and, to a limited extent, between common law and civilian systems. The topics treated are: the classic inquisitorial regime, evolution of the trial for felony, development of the preliminary inquiry, powers of the police and the Attorney-General, prosecution and plea bargaining, error and appeal, the defence bar and access to counsel, composition of juries and their competence and decline, history of the insanity defence, evolution of the law of evidence, sentencing decisions, and the relation of all of these to the central shift from exemplary corporal and capital punishment to incarceration and surveillance.

Same as **Law 6781 3.0**.

Social & Political Thought PhD Dissertation Research. No course credit.

SOCIAL ANTHROPOLOGY

2054 Vari Hall

(416) 736-5007; fax: (416) 736-5678 http://www.yorku.ca/anthro/grad.html

GRADUATE FACULTY MEMBERS

Associate Professor and Director of the Graduate ProgramDaphne Winland

Distinguished Research Professor Emeritus

Ian Jarvie

Professors Emeriti

PETER HARRIES-JONES JUDITH NAGATA

Professors

GARY BUTLER (cross-appointed)
GERALD L. GOLD
MARGARET RODMAN
MARILYN SILVERMAN
PENNY B. VAN ESTERIK

Associate Professors

Naomi Adelson
Paul Antze (cross-appointed)
Malcolm Blincow
Wenona Giles (cross-appointed)
Shubhra Gururani
W. Kenneth Little
David Paul Lumsden
David Murray
Albert Schrauwers
Daniel Yon

Assistant Professors

KATHERYN DENNING ZULFIKAR A. HIRJI TERESA HOLMES CARLOTTA MCALLISTER The Graduate Program in Social Anthropology offers courses and opportunities for advanced studies and research leading to the MA and PhD degrees.

The principal focus in the program is the social anthropology of contemporary societies, with a concentration on areas of change and complexity in social and cultural life at levels ranging from local to global, and emphasis on theoretical and practical research that combines conceptual sophistication, reflexivity and political engagement. Fieldwork in the program focuses on political, social and cultural locations in interconnected worlds as well as in particular regions.

A diversity of perspectives among the faculty is enlivened by the complexity and contestation of theoretical and policy positions within contemporary anthropology and, more broadly, the world in which we live. Areas of specialization include but are not limited to: advocacy and social justice; economic anthropology; environment and development; gender studies; medical anthropology; political and historical anthropology; public culture; race, ethnicity, (trans)nationalism; religion; technologies, time, space, the body.

MASTER OF ARTS PROGRAM

ADMISSION REOUIREMENTS

Graduates with an honours degree in Social Anthropology with at least a B+ average in the last two years of study, or its equivalent, may be admitted to the MA program. Applicants with a B average may be considered only if they can offer exceptional (B+ or better) grades in social anthropology courses.

DEGREE REQUIREMENTS

Studies for the masters Degree require one or two years to complete and are pursued in one of two ways—by thesis or by research-review paper.

MA Degree by Thesis

Candidates for the MA degree by thesis must fulfil the following requirements:

1. Courses

Two and a half courses are required, of which one must be the full course in Theory (Social Anthropology 5010 6.0) with one half course in methods (Social Anthropology 5020 3.0). Two additional half-courses should be selected from the theme courses in Social Anthropology, or from some cognate discipline, with the permission of the graduate director. In certain cases, the required methods course may also be substituted by an equivalent suitable to specific thesis research needs of individual students, subject to the approval of the graduate director and the Dean of Graduate Studies.

2. Thesis and Oral Examination

Candidates must conduct an approved research study based on library research, or field research, or a combination of both. The results of the study are to be embodied into a substantial and original thesis, demonstrating the candidate's independence and understanding of the area of research at an advanced level. The thesis is normally expected to be about 150 pages in length, although this may vary according to the needs of a particular study. After the formal

submission of the thesis, an oral examination is held, normally centred on the thesis and matters relating to it.

MA Degree by Research-Review Paper

Candidates for the MA degree by research-review paper must fulfil the following requirements:

1. Courses

Three full courses, or equivalent, including the full course in Theory (Social Anthropology 5010 6.0) and the half-course in Methods (Social Anthropology 5020 3.0). Other courses should be selected from the list of graduate theme courses offered in Social Anthropology, with substitutes from cognate disciplines at the discretion of the graduate director, with prior approval from the Dean of Graduate Studies.

2. Research-Review Paper and Oral Examination

Candidates must write a research-review paper (in the range of 60-80 pages) under the supervision of a two-member committee, on a topic approved by that committee and by the Director of the Graduate Program in Social Anthropology. The paper should demonstrate creative and analytical ability and an advanced understanding of the selected topic. After submission of the paper, a candidate will be examined orally on the paper and related matters by the supervisory committee together with the Program Director.

All students registered for the MA in Social Anthropology, whatever option they choose and in all years of their registration, are also expected to participate in the **Social Anthropology Research Seminar**.

LANGUAGE REQUIREMENTS

There are no language requirements for the MA degree in Social Anthropology.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REQUIREMENTS

Graduates with a master's degree in anthropology with at least a "B+" average and with a special emphasis in social anthropology may be admitted as candidates (PhD I) in the program leading to the PhD degree.

Applicants with a master's degree in anthropology but without strong specialization in social anthropology may be accepted, subject to their satisfactory completion of one or more relevant courses in Social Anthropology at the master's level.

Applicants with a master's degree, or its equivalent, in another social science, may be considered for admission. If offered admission, students will be required to satisfactorily complete specified courses in Social Anthropology at the masters level in the first year of study. It should be noted that these courses will be in addition to the requirements of the Doctoral program.

ADVISORY COMMITTEE

Each student, on entry into the program, will choose an advisory committee of three faculty members, chosen in consultation with the graduate director. In most instances the three members will be from within the program, but in special instances one member can be from outside. The function of this advisory committee is to guide the candidate through to completion of the three required comprehensive examinations.

DEGREE REQUIREMENTS

Specialization

Each candidate is expected to select for special coverage two of the major specializations of the graduate program as listed in the introductory paragraph. It is expected that students will achieve a comprehensive coverage of at least two of the principal specializations in order to qualify for the comprehensives. This is to be accomplished through anthropology theme and cognate courses (see sections (c) and (d) below).

Courses

Each candidate must take two and a half full graduate courses or equivalent, including the two required half courses listed below.

- a) Social Anthropology 6010 3.0: Advanced General Theory in Social Anthropology
- b) Social Anthropology 6020 3.0: Advanced Research Methods in Anthropology
- ❖ *Note:* In cases where a candidate can demonstrate proficiency in methods through prior graduate work, this requirement may be waived with the approval of the graduate director. Candidates may be required to complete a course in quantitative methods if necessary for their research project.
- c) Two 5000- or 6000-level courses in Social Anthropology relating to the topic chosen by the candidate for PhD specialization (e.g., a half-course in ethnicity, medical anthropology, etc.).
- d) One 5000- or 6000-level half course in a cognate discipline, such as History, Political Science, etc. The course chosen should relate to the candidate's main interest in Anthropology.

COMPREHENSIVES

Comprehensives are undertaken upon completion of all course work. Candidates are required to write two papers and a detailed research proposal. For the two papers candidates will select two theoretical specializations from the list of fields provided in the Social Anthropology calendar. Comprehensives would normally be completed no later than the end of the sixth term of study, and before beginning fieldwork.

LANGUAGE REQUIREMENT

There is no formal language requirement but the supervisory committee will require a student to demonstrate an acceptable competence in a language which is considered necessary for purposes of her/his research—for proper comprehension of existing literature and/or for use in the course of field research.

SUPERVISORY COMMITTEE

After successful completion of the comprehensive examinations, a three-member supervisory committee will be appointed by the Dean of Graduate Studies for the candidate on recommendation of the graduate director. This may or may not be composed of the same members as the advisory/examining committee, depending on the student's research interests. The supervisory committee may also include one member from outside the program.

The function of the supervisory committee is to guide the student through a dissertation proposal, field research, and preparation of the doctoral dissertation.

DISSERTATION

Each student will be required to undertake an original field research project of approximately 12 months' duration. Under special circumstances, students will be allowed to do archival or library research but field research is definitely preferred.

A detailed research proposal must be approved by the candidate's supervisory committee, the graduate director, and the Dean of Graduate Studies.

On completion of the field research, the student will write a doctoral dissertation which makes a substantial and original contribution to knowledge and to the discipline of Social Anthropology.

After submission of the dissertation, an oral examination, or defense, will take place.

OTHER REGULATIONS

- For all those students who wish to convocate at either the Spring or Fall Convocation, dissertations must be approved by the supervisory committee no later than April 1 and September 1, respectively.
- Except in the case of the Qualitative Methods courses (see notation under *Courses*), no course which was taken as a requirement at the MA level may be offered to satisfy a PhD requirement.
- The Social Anthropology program is organized on a 12 month basis. Students are normally expected to be engaged on a fulltime basis in research and study during the summer terms.
- 4. Any graduate student in the Graduate Program in Social Anthropology who wishes to engage in field research activities involving human subjects utilizing the name or the facilities of York University must do so in accordance with the University's code regulating the use of human subjects, and only under the supervision of a graduate program faculty member.

COURSES

Not all courses are offered each year.

Social Anthropology 5010 6.0: Theory in Social Anthropology. Particular emphasis is placed on the major theorists of this century

and on contemporary theoretical frameworks and models for analysis. The course includes critical study of recent major theoretical works in social anthropology.

Required course

Social Anthropology 5020 3.0: Methods in Social Anthropology.

This course provides a general overview of research methodology. It examines the multifaceted role of the field worker in the context of the rapidly changing social reality within which modern anthropological research takes place. Its primary focus is on the nature of anthropological field work and the traditional data gathering techniques which flow from our role as participant observers. Lectures and class discussions are supplemented by practical exercises in interviewing, census taking, questionnaire construction and the use of computers.

Required course

Social Anthropology 5040 3.0: Internship Option. In certain instances a candidate for the masters degree may elect to do an Internship option in order to fulfill course requirements. For example, students specializing in the field of medical anthropology might work in a hospital or psychiatric setting; students concentrating on ethnicity would work with a voluntary association or agency working with immigrants, *etc*.

Prior approval by the Graduate Program Director is required. Final grade to be based on an evaluation by the affiliate institution, communicated in writing to the graduate director

Not all courses listed below are offered every year. Supplementary information including a timetable showing course offerings,

instructors, times and places of meetings is available at the Program Office.

Social Anthropology 5100 3.0: Ethnicity and Nationalism. On the assumption that "ethnicity" is a process, and constantly negotiated and redefined, this course examines the intersection of ethnic, class, religious and political identities, in crosscultural perspective. It explores the rise of assorted varieties of nationalism, in the first and third worlds, colonial and postcolonial, using historical and contemporary examples. Special attention is directed to problems of the multicultural state, to questions of aboriginality, and to the role of transnational communities in a global context. Same as Sociology 6880 3.0.

Social Anthropology 5130 3.0: Issues in Medical Anthropology.

This course provides an intensive, critical analysis of recent work in medical anthropology, with particular emphasis on the social construction of biomedical knowledge. Current themes also include international health, gender and science, and the contextualization of both the body and medicine in various crosscultural domains.

Social Anthropology 5135 3.0: Globalization and Cultural Identities. This course explores globalization and its influence on the construction of cultural identities, addressing the contested term and its impact on nations, institutions, and peoples as they experience in local situations spatial and temporal transformations produced in discourses, images, and actions resulting from this process. Same as Communication & Culture 6311 3.0 and Social & Political Thought 6212 3.0.

Social Anthropology 5140 3.0: Seminar in Symbolic

Anthropology. Particular attention is placed on a fundamental understanding of symbolic thought and action with the aim of addressing the questions: how do symbols symbolize? How do they function to mediate meanings and transform sentiment and emotions into significant inducements or dispositions to action? Literature in anthropology, language and linguistics, semiotics and literary criticism—among others—are surveyed.

Same as Communication & Culture 5104 3.0.

Social Anthropology 5150 3.0: Historical Ethnography and the Anthropology of History. This course examines how and why anthropologists have incorporated history into their ethnographic work since the mid-1980s and it explores the political contests engendered by efforts to (re)present the past.

Social Anthropology 5160 3.0: Feminist Issues in Anthropology: History and Current Debates. This course explores the growth of a feminist anthropology during the past twenty years. Included are some major theoretical trends, reflection on how some have been blind alleys and how others have led to the "hotter" and more central themes of the 1990s. After an overview, the course examines Margaret Mead's early work, her place in the field and considers feminist reactions to a masculine discipline and discusses the major issues of the 1970s: the debate regarding male dominance. The course then focuses on the construction and meaning of gender in crosscultural contexts, body metaphor and the politics of reproduction and mothering.

Same as Women's Studies 6301 3.0.

Social Anthropology 5170 3.0: Race, Culture and Schooling.

This course examines the prevailing attitudes and beliefs about race, ethnicity and culture in Canadian society and their effects on the schooling of minority group students. Policy, provision and

pedagogy for integrating multicultural and anti-racist education into the mainstream curriculum are explored.

Same as Education 5420 3.0 and Linguistics 6270 3.0.

Social Anthropology 5175 3.0: Discourses of Race, Racist Discourses. This course focuses on the multiple discourses and discursive formations of race, the connections between different forms of knowledge and representational practices through which race is made and sustained—knowledge, for example, of culture, colonialism, history, anthropology. While rooted in the anthropology of race, the thrust of the course is interdisciplinary. Same as Education 5421 3.0 and Film 5320L 3.0.

Social Anthropology 5180 3.0: Environmental Sociology II: Political Ecology. This course focuses on political ecology as a method which situates environmental sociology in an ecological and political economic context. Specific topics will depend on student interest. The course assumes familiarity with social and international dimensions of environmental studies.

Same as Sociology 6310B 3.0.

Social Anthropology 5185 3.0: Towards an Anthropology of Disability. This course provides a cross-cultural and crossdisciplinary approach to the emerging field of disability studies. Participants follow what has been identified as the 'social model of disability.' Seminar participants focus on disability cultures following their research interests.

Social Anthropology 5190 3.0: Cultural Politics of Environment and Development II: Environmental Justice. This course focuses on environmental movements and social justice in the context of both northern and southern settings. It draws on cultural studies, political economy, and the geography of space to explore questions of identity, justice and violence.

Same as Geography 5325 3.0 and Sociology 6315 3.0.

Social Anthropology 5200 3.0: Special Topics in Social Anthropology (Theoretical or Area Topics).

Social Anthropology 5210 3.0: Independent Directed Reading Courses in Social Anthropology (Theoretical or Area Focus).

❖ *Note:* In order to fulfill degree course requirements students may register for **ONE** Independent Directed Reading half-course. The particular theoretical/area topic and Course Director selected must be approved by the graduate director.

Social Anthropology 5500 3.0: The Making of Asian Studies: Critical Perspectives. This course offers a historical examination of the multiple, overlapping processes through which Asian identities and regions were constituted. It also examines new directions in Asian studies in an era of intensified global flows, transnationalism, and the presence of Asian diaspora in Canada and elsewhere. Same as Geography 5700 3.0 and Sociology 6745 3.0.

Social Anthropology 6010 3.0: Advanced General Theory in Social Anthropology. A seminar for doctoral students which considers recent theoretical works under current discussion as potential advances in the discipline, and analyses in detail practical knowledge between anthropology and social movements.

Social Anthropology 6020 3.0: Advanced Research Methods in Anthropology. The course deals primarily with traditional field methods used in anthropological field research. It explores the many ramifications of the role of participant observer in small-scale research settings.

Social Anthropology 6030 3.0: Technique and Quantification in Social Anthropology. This course examines quantitative methods and techniques in Social Anthropology. It focuses explicitly on the consideration and interpretation of numerical data, statistical techniques, questionnaire construction and analysis, and quantitative aspects of the collection of field data.

Social Anthropology 6040 3.0: Internship Option. In certain instances a candidate for the Doctoral degree may elect to do an Internship option in order to fulfill course requirements. For example, students specializing in the field of medical anthropology might work in a hospital or psychiatric setting; students concentrating on ethnicity would work with a voluntary association or agency working with immigrants, *etc*.

Prior approval by the Graduate Program Director is required. Final grade to be based on an evaluation by the affiliate institution, communicated in writing to the graduate director.

Social Anthropology 6200 3.0: Special Topics in Social Anthropology (Theoretical or Area Topics).

Social Anthropology 6210 3.0: Independent Directed Reading Course in Social Anthropology (Theoretical, Thematic, or Area Emphasis).

❖ Note: The topic of an independent directed reading half course and the Course Director selected must have the prior approval of the graduate director and the student's advisory committee.

Social Anthropology MA Thesis Research and Seminar. No course credit.

Social Anthropology MA Research-Review Paper and Seminar. No course credit.

Social Anthropology PhD Dissertation Research and Seminar. *No course credit.*

Social Work

1017 Kinsmen Building

(416) 736-5226

http://www.atkinson.yorku.ca/SOWK/

GRADUATE FACULTY MEMBERS

Associate Professor and Director of the Graduate Program Narda Razack

Professors Emeriti

Brigitte Kitchen Ramesh Mishra

Professors

CARL JAMES MARCIA RIOUX

Associate Professors

BARBARA HERON
J. GRANT MACDONALD
ATSUKO MATSUOKA
SUSAN MCGRATH
WENDY MCKEEN
JANET MOSHER
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HUGH SHEWELL KAREN SWIFT LIVY VISANO RENITA WONG

Assistant Professors

UZO ANUCHA STEPHANIE BAKER COLLINS LUANN GOOD GINGRICH NICK MULÉ ANNE O'CONNELL

Lecturer

THERESA KNOTT

Adjunct Professor

ANTOINETTE CLARKE

York University's School of Social Work is recognized as having one of the most progressive and socially responsive social work programs in Canada. Noted for its critical perspective and commitment to human rights, social justice and anti-oppression, the Graduate Program in Social Work offers full-time and part-time graduate study (for students with a BSW) leading to a Master of Social Work degree; a two-year MSW program designed for students who do not have a Bachelor of Social Work, but who have relevant experience and an undergraduate degree in a related subject; and a full-time doctoral program leading to a PhD in social work.

The master's programs in social work have three accredited fields of study:

- integration of research and critical practice;
- identity, diversity and anti-oppression; and,
- social policy analysis and advocacy in a local, global and international context.

The doctoral program in social work offers the following five fields of study:

- social policy;
- globalization and international issues;
- systemic oppression;
- * race, ethnicity and culture; and,
- * community and direct practice.

MASTER OF SOCIAL WORK PROGRAM

ADMISSION REOUIREMENTS

The Master of Social Work program is offered on a full or part time basis and is open to graduates of recognized universities, with a BSW or an equivalent honours undergraduate social work degree with at least a B average in the last two years of study, and related social work experience.

Individuals who do not have a BSW, but have completed the first year of a two-year Master of Social Work degree (including practicum) are eligible to apply as well. This first year of MSW work is the basis of admission only and will not count as credit towards the York Master of Social Work.

The two-year full-time Master of Social Work program is geared towards applicants who have a dedicated interest in social work but who currently have an honours degree in another related discipline. Related disciplines may include sociology, women's studies, psychology or international development studies. The program seeks candidates with a degree from a recognized university with a minimum B average in the last two years of study and who have successfully completed an undergraduate research methods course. Applicants must also have relevant professional, volunteer or personal experiences that demonstrate a commitment to social justice and the potential for social work practice.

Applicants who do not meet these requirements but have exceptional related work experience may be considered for admission at the discretion of the selection committee, if they have mediating circumstances which have influenced their past performance, or if all aspects of their application are strong except for one criterion.

All applicants must provide:

- 1. a written statement (two pages) including the rationale for applying to the social work program at York University, and a statement of areas of practice and research interests;
- 2. curriculum vitae; and,
- 3. three letters of reference.

DEGREE REQUIREMENTS

Candidates must fulfill the following requirements.

ONE-YEAR FULL-TIME PROGRAM AND TWO-YEAR PART-TIME PROGRAM

Students must successfully complete:

a) **four** full graduate **courses** as follows:

Social Work 5150 3.0: Critical Perspectives in Social Work;

Social Work 5250 3.0: Graduate Research Seminar;

Social Work 5350 6.0: Practicum;

Social Work 5450 3.0: Practice Research Seminar;

b) Social Work 6100 3.0: Practice-based Research Paper; and

c) Two elective half-courses from the series Social Work 5900 3.0 to 5999 3.0, or an approved course from another graduate program.

TWO-YEAR FULL-TIME PROGRAM

Students must successfully complete:

a) Social Work 5010 3.0: Social Work Theories and Critical

Practice Skills 1;

Social Work 5011 3.0: Social Work Theories and Critical

Practice Skills 11;

Social Work 5020 3.0: Social Work from Charity to Social

Transformation;

Social Work 5030 3.0: Oppression and Intersectionality;

Social Work 5040 3.0: Social Welfare and Social Policy;

Social Work 5050 3.0: Understanding Organizations for Social

Work Practice:

Social Work 5150 3.0: Critical Perspectives in Social Work;

Social Work 5250 3.0: Graduate Research Seminar:

Social Work 5350 6.0: Practicum;

Social Work 5450 3.0: Practicum Research Seminar;

- b) Social Work 6100 3.0: Practice-based Research Paper; and
- c) Four elective half courses from the series Social Work 5900 3.0 to 5999 3.0, or an approved course from another graduate program.

COURSES

Not all courses are available in any one year. For course offerings in a particular session please consult the Graduate Program Office. Courses may also be found on the Faculty and program websites.

Social Work 5010 3.0: Introduction to Social Work Theories and Critical Practice Skills Part I. Part I introduces students to social work theories and practice skills from a critical perspective, on theories/models used in direct practice. Utilizing classroom/lab settings, students critically examine personal conceptions of social work and their professional role/identity.

Social Work 5011 3.0: Introduction to Social Work Theories and Critical Practice Skills Part II. This course furthers students' engagement with social work theories and practice skills from a critical perspective in the areas of advocacy, community development

and policy. Students develop critical understandings of the interconnections between micro, mezzo and macro levels of social work.

Social Work 5020 3.0: Social Work from Charity to Social Transformation. Students engage in a critical/reflective study of social work history by examining social work responses to so-called 'problem populations' in the context of the changing political, economic and moral climates that have shaped social work practice in different historical conjunctures.

Social Work 5030 3.0: Oppression and Intersectionality. This course examines the interlocking nature of oppression, including colonial and state oppression of Aboriginal people. Questions of identity, subjectivity, and representation will be examined to move toward understanding practices of resistance and transformation.

Social Work 5040 3.0: Social Welfare and Social Policy. Students gain a critical understanding of Canadian social policy and social welfare as shaped by economic, social, political, and globalization forces. Students understand the social policy impact on social work practice and develop policy analysis and advocacy skills.

Social Work 5050 3.0: Understanding Organizations for Social Work Practice. A foundation is provided in the organizational structures of governmental, non-government and community agencies serving vulnerable populations. Students understand organizational, managerial structures as well as the exercise of power and control and develop skills to effect change.

Social Work 5150 3.0: Critical Perspectives in Social Work. The meaning and practice of contemporary social work are explored through attention to changing knowledge paradigms and shifting values. The relationship of social work to power is examined as the basis for practice from a social justice perspective.

Social Work 5250 3.0: Graduate Research Seminar. Perspectives on social work research are developed, and issues in the formulation, design and analysis of research are presented.

Students are expected to present their work in progress on the Practice Research projects.

Social Work 5310 3.0: Practicum 1-A. Students engage in research or professional training within an approved agency setting, providing the opportunity to apply critical social work concepts, theories and intervention approaches to practice situations.

Social Work 5330 3.0: Practicum 1-B. Students engage in research or professional training within an approved agency setting, providing the opportunity to apply critical social work concepts, theories and intervention approaches to practice situations.

Social Work 5350 6.0: Practicum. Students engage in research or professional training within an approved agency setting, providing the opportunity to apply concepts, theories, and intervention approaches to practice situations.

Corequisite: Social Work 5450 3.0: Practice Research Seminar.

Social Work 5450 3.0: Practice Research Seminar. This course is offered in a small group format in order to support reflective learning from the practicum and to facilitate the planning of the Practice-based Research Paper. This course is designed to stimulate critical and analytic reflection of the practicum in order to integrate academic and practical learning. Students are expected to develop the capacity to integrate theory and practice through the presentation of case

Social Work York University Faculty of Graduate Studies 2007-2009 Calendar

examples and critical incidents from their practice settings. Part of the seminar will include the development of student objectives and approach to their Practice-based Research Paper, leading to a formal proposal at the end of the course.

Corequisite: Social Work 5350 6.0: Practicum.

Social Work 6100 3.0: Practice-based Research Paper. The Practice-based Research Paper (PRP) provides the opportunity for a critical and analytic reflection on a topic/issue/problem related to the student's practicum experience. The PRP is expected to be approximately 50 pages in length. The paper will generally include and build on the literature review conducted as a requirement of the Practice Research Seminar. Development of the paper may involve the collection of empirical data and/or secondary data, or may be an extended critical literature review. The paper must develop a theoretical perspective. It must also include a section on design and methodology. Findings and conclusions should be explored in relation to both social work practice and future research.

ELECTIVES

Social Work 5905 3.0: Spirituality and Critical Social Work.

This course explores the interconnection between spirituality and critical social work and how the spiritual, personal and political are intertwined, and engages students in reflecting on spirituality in social justice and identifies its impacts on individual growth, community functioning and social change.

Social Work 5910 3.0: Topics in Social Aspects of Health. This course focuses on the nature of health and illness and on the role of the social environment in contributing to health and disease. The impact of illness and disability on individuals, families and communities is considered. Special emphasis is placed on the patient as a participant in health care, and on the social worker as participant in the health care team, on the role of prevention and on relevant ethical issues. Each session, one target population will be examined in depth: the elderly; women; and others.

Social Work 5908 3.0: Social Work Professional Development Skills. This course gives students an opportunity to critically and reflectively examine 'professional' aspects of social work in the areas of writing, direct practice and formal interactions towards the honing of their own personal/professional identity as future social workers.

Social Work 5912 3.0: Critical Perspectives in Mental Health.

This course explores the meaning of mental health and health from several layers of reality: historical, social, political, economical, cultural and personal. Discourse on direct practice and social policy in constructing, maintaining and negotiating realities and myths are discussed.

Social Work 5915 3.0: Qualitative Research Methods in Social Work. This course begins with discussions on epistemology. It introduces selected qualitative research methods and explores issues around design, ethics and knowledge and diversity.

Social Work 5920 3.0: Critical Gerontological Social Work Seminar. This course addresses aging issues in both policy and social work practice from a strengths-based critical social work perspective. The course examines policy and practice as an integrated source of creative interventions for critical social work.

Social Work 5922 3.0: Feminist Approaches in Social Work. This course explores the broader themes of feminist theories/debates relevant to social work practice. From this foundation, differing positions of women in society are discussed in relation to the principles of anti-oppressive practice.

Social Work 5925 3.0: Globalization and Social Welfare. This course examines the economic and political consequences of a global market economy and considers their implications for social policy and social work. The challenge of globalization for social welfare is explored with reference to national and international strategies in defence of social rights and social justice.

Social Work 5930 3.0: Critical International Social Work. This course provides advanced contexts to critically examine international issues from local and global perspectives. It focuses on analyses of race, space, identity, nationalism and professional imperialism in the current context of globalization, development and international social work.

Social Work 5932 3.0: Studies in Social Policy. Using contemporary issues as a base, this course examines approaches to understanding the context, formation and implications of social policies. The differential impacts of social policies are assessed, and the interrelationship between policies, services and practice is emphasized.

Social Work 5935 3.0: Social Administration. This course provides a critical examination of social work administration and management in social service delivery. Emphasis is given to social service delivery in the current context of restructuring.

Social Work 5942 3.0: Critical Perspectives on Child Welfare.

This course explores current debates in child welfare, including parents *vs.* children's rights, justice *vs.* welfare, legal *vs.* professional mandates. Students are encouraged to critically examine the social context of debates, and develop a critique of practice based on this analysis.

Social Work 5945 3.0: Lesbian, Gay and Bisexual Perspectives in Social Work. Issues are explored related to sexual orientation with respect to social work practice and policy development. The focus includes counselling and support of lesbian, gay and bisexual persons as well as the development and protection of communities.

Social Work 5950 3.0: Selected Topics in Social Policy and Social Work. This seminar presents an analysis of social and economic issues, problems and factors and their impact on the Canadian welfare system. The role and function of Federal and Provincial governments, their political responsibility for the welfare of all citizens, and the role values and assumptions in the policymaking process are examined. *Integrated with the undergraduate course Social Work 4090 3.0*.

Social Work 5950B 3.0: Family Mediation. This course acquaints students with an understanding of the family mediation process and the applicability of mediation to work settings. Mediation concepts and procedures are approached with sensitivity to race, class, gender, ethnicity, religion, sexual orientation, age and ability.

Social Work 5952 3.0: Changing Nature of Community Work.

The changing context and nature of community practice are explored with the goal of bridging divisions within social work practice. Discussions include understanding connections between systems and the informal sector; the complexity, fluidity, ecology and diversity of community.

Social Work 5955 3.0: Evaluation and Social Work. This course introduces students to a range of designs which can be employed in evaluating social work practice activities. This course enhances students' critical knowledge and skill in evaluation and helps students recognize the ethical and cultural issues that underlie evaluation research in social work.

Social Work 5962 3.0: Social Work Ethics in Practice. A critical examination of philosophical and ethical theories that stimulates reflection on the values and ethical decision-making in social work. This course includes analyses of case studies from practice and directs the examination and assessment of professional actions.

Social Work 5970 3.0: Directed Readings. Individual students or small groups read under supervision in one or two selected areas. Students wishing to enrol are to contact the Director of the Graduate Program in Social Work for approval.

Social Work 5980 3.0: Violence in Families. Integrates theoretical and practical perspectives on violence in the family. A primary focus is working with survivors of violence. Emphasis is given to interventions with women and children.

Social Work 5982 3.0: Advanced Social Work Practice. This course analyzes interpersonal relations in social work settings by drawing on poststructural theory. Interpersonal practice is understood through key concepts such as intersubjectivity, critical reflection, multiple perspectives and identity construction.

Social Work 5995 3.0: Advanced Seminar on Social Work with Immigrants, Refugees and Diaspora: Local and Global Communities. This course addresses impacts of migration on individuals, communities and families. It examines theories and discourses of migration and diaspora, Canadian immigration policy, and social service issues related to immigrants, refugees and diaspora.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REQUIREMENTS

To be considered for admission, applicants must have completed a Master of Social Work degree with a minimum B+ average. In exceptional cases, a master's degree in a related discipline will be considered. Related disciplines may include but are not limited to sociology, psychology, women's studies, or international development studies. In such a case, the applicant must demonstrate extensive experience in the field of social work.

Applicants must provide:

- A statement of interest demonstrating commitment to advanced study in the field. The statement must include a proposal for a plan of study at the doctoral level and a clear interest in critical perspectives on social work.
- 2. A curriculum vitae demonstrating experience relevant to the proposed plan of study. The program assumes that students have prior and extensive knowledge of the field of social work.
- 3. A sample of professional or academic writing.
- 4. Three letters of reference.

Applicants are assessed on the basis of past academic achievement as well as demonstrated or potential capacity for advanced study. Applicants who do not meet the above requirements may be considered for admission if they have exceptional related work experience, if they have mediating circumstances which have influenced their past performance, or if all aspects of their application are strong except for one criterion.

DEGREE REQUIREMENTS

1. Coursework

Students are required to successfully complete five three-credit core courses:

Social Work 7000 3.0: Social Justice within a Social Work Context

Social Work 7010 3.0: Epistemology

Social Work 7020 3.0: Seminar on Research Design and

Methodology

Social Work 7030 3.0: Quantitative and Qualitative Data

Analysis

Social Work 7040 3.0: Doctoral Seminar

Students must also successfully complete **three three-credit elective courses** from the following list:

Social Work 5030 3.0: Oppression and Intersectionality Social Work 5905 3.0: Spirituality and Critical Social Work Social Work 5908 3.0: Social Work Professional Development

Social Work 5912 3.0: Critical Perspectives in Mental Health

Social Work 5915 3.0: Qualitative Research Methods

Social Work 5920 3.0: Critical Gerontological Social Work Seminar

Social Work 5922 3.0: Feminist Approaches in Social Work Social Work 5925 3.0: Globalization and Social Welfare Social Work 5930 3.0: Critical International Social Work

Social Work 5932 3.0: Studies in Social Policy Social Work 5935 3.0: Social Administration

Social Work 5942 3.0: Critical Perspectives in Child Welfare Social Work 5945 3.0: Social Work Perspectives on Gender & Sexual Diversity

Social Work 5950B 3.0: Selected Topics in Family Mediation Social Work 5952 3.0: Changing Nature of Community Work

Social Work 5955 3.0: Evaluation and Social Work Social Work 5962 3.0: Ethics in Social Work Practice

Social Work 5970 3.0: Directed Readings

Social Work 5980 3.0: Violence in Families

Social Work 5982 3.0: Advanced Social Work Practice Social Work 5995 3.0: Advanced Seminar on Social Work with Immigrants, Refugees and Diaspora: Local and Global Communities

Social Work 7100 3.0: Social Work from Classical Liberalism to Neoliberalism

Social Work 7110 3.0: Pedagogical Reflections on Social Work Practice

2. Comprehensive Examinations

Comprehensive examinations will be taken after the completion of all coursework with the exception of the doctoral seminar. The examinations consist of two papers of approximately 75 pages in length. One examination explores a general question or topic in the student's general area of interest and the second explores a specific question relevant to the student's area of study. The student has one week to develop each response in preparation for the oral examination, in which she or he will be required to demonstrate substantial knowledge in both areas.

3. Supervisory Committee

A supervisory committee must be established within one month of beginning the comprehensive period of study (or no later than the eight term of study). The supervisory committee provides guidance to the student, and must meet with the student a minimum of three times prior to the defense to ensure sufficient support for the project. All committee members must be appointed to the York University Faculty of Graduate Studies.

4. Dissertation

Following successful completion of the comprehensive examinations, students must enroll in the doctoral seminar and begin preparation of a dissertation proposal. Upon approval of the proposal, a research study and written dissertation must be completed by the

SOCIAL WORK

student. The student must successfully defend the dissertation at an oral examination presided over by an examination committee. This committee consists of six members, in accordance with the regulations of the Faculty of Graduate Studies.

Courses

Social Work 7000 3.0: Social Justice within a Social Work **Context**. This course explores social justice in the context of social work by examining the relations between redistribution and recognition. The impact on social work perspectives of theories of social justice that analytically integrate material relations and identity politics is considered.

Social Work 7010 3.0: Epistemology. This course offers critical perspectives on the knowledge bases that inform and challenge social work today. Foundational philosophical approaches from the era of the Enlightenment to today, and various critical responses are covered, and their implications for social work considered.

Social Work 7020 3.0: Seminar on Research Design and Methodology. This course examines a wide range of research designs and methodologies which are appropriate for answering social work questions. Both quantitative and qualitative designs are examined. Emphasis is placed on examining research questions relevant to

social work and selecting appropriate methods for answering these questions.

Social Work 7030 3.0: Quantitative and Qualitative Data **Analysis**. This course is designed to develop and enhance students' skills in the analysis and interpretation of both quantitative and qualitative data. Emphasis is placed on issues and techniques of data analysis and interpretation.

Social Work 7040 3.0: Doctoral Seminar. The course is a required seminar designed to support doctoral students in developing a dissertation proposal. It is open to students who have completed their required core courses and electives.

Social Work 7100 3.0: Social Work from Classical Liberalism to Neoliberalism. The course provides a searching reassessment of defining moments in the history of Canadian social work. Dominant social philosophies and social work practice modalities are extrapolated to discover why poverty and marginalization are still the main social problems.

Social Work 7110 3.0: Pedagogical Reflections on Social Work **Practice**. This course prepares doctoral students to act as effective university instructors and encourages the development of knowledge and skills for teaching critical social work.

SOCIOLOGY

2075 Vari Hall

(416) 736-5013 http://www.arts.yorku.ca/soci/grad/intro.html

GRADUATE FACULTY MEMBERS

Professor and Director of the Graduate Program

CARL JAMES

Distinguished Research Professor Emeritus

JOHN O'NEILL

Canada Research Chairs and Associate Professors

Engin Isin Leah Vosko

Professors Emeriti

ALAN BLUM GORDON A. DARROCH DESMOND P. ELLIS MICHAEL LANPHIER Jos L. Lennards THELMA H. McCORMACK ESTER REITER ANTON H. TURRITTIN

Professors

PAUL ANISEF Himani Bannerji PAT ARMSTRONG DONALD L. CARVETH J. PAUL GRAYSON BARBARA GAIL HANSON JOEL LEXCHIN STEPHEN A. LONGSTAFF CARLA LIPSIG-MUMMÉ MEG LUXTON Haideh Moghissi GERDA WEKERLE

Associate Professors

GAMAL ABDEL-SHEHID KAREN ANDERSON Barbara Beardwood Margaret Beare JODY BERLAND KATHERINE BISCHOPING Francoise Boudreau DEBORAH BROCK SHEILA CAVANAGH RINA COHEN TANIA DAS GUPTA KEVIN DOWLER Lorna Erwin SHELLEY ANN MARIE GAVIGAN JACOUELINE GIBBONS WENONA GILES

GERRY GOLD

Luin Goldring RATIBA HADJ-MOUSSA DIDI KHAYATT FUYUKI KURASAWA LAWRENCE LAM PETER LANDSTREET BONITA LAWRENCE MARC LESAGE DAVID P. LUMSDEN Greg Malszecki NANCY MANDELL JANINE MARCHESSAULT PATRICIA C. McDermott JOSEPH MENSAH GERTRUDE MIANDA Janice A. Newson MICHAEL D. ORNSTEIN NORENE J. PUPO DENNIS RAPHAEL STUART SCHOENFELD JAMES W.E. SHEPTYCKI ALAN B. SIMMONS BRIAN C.J. SINGER HIRA SINGH BRENDA SPOTTON VISANO PENNI STEWART PETER VANDERGEEST LIVY A. VISANO LORNA WEIR RICHARD WEISMAN

Assistant Professors

DAPHNE WINLAND

SHEILA CAVANAGH AMBER GAZSO ANDIL GOSINE JAY GOULDING ADAM GREEN ANN KIM ARYN MARTIN RADHIKA MONGIA ERIC MYKHALOVSKIY MICHAEL NIJHAWAN Anna Pratt KAREN ROBSON MARK THOMAS PHILIP WALSH JAMES WILLIAMS LESLEY WOOD

Adjunct Faculty GREG M. NIELSEN

The Graduate Program in Sociology, which offers both MA and PhD degrees, is primarily designed for students interested in pursuing academic and research careers. The curriculum is intended to develop both disciplinary depth and interdisciplinary breadth. Students are given ample opportunity to specialize but the program believes that specialization should also be accompanied by a thorough grounding in classical and contemporary theories and proficiency in a variety of research methods.

AREAS OF CONCENTRATION

While the Graduate Program in Sociology is oriented to providing a broad theoretical and methodological training, thematic clusters also permit students to focus their studies in certain areas such as: global sociology; culture and identities; nature/society/culture; critical social theory; and processes, practices and power. These clusters are synergistic and interdisciplinary, with linkages to area studies, research projects, and thematic studies that enhance research in their fields. They allow students to take advantage of a rich array of intellectual resources and to participate in collaborative research clusters.

SUPERVISORY COMMITTEES

Each student's program of study is undertaken in consultation with a two-person (for MA students) and three-person (for PhD students) supervisory committee which is responsible for advising students and evaluating their overall progress. These committees are formed by the student, normally by the end of the first year of study. Committees file progress reports in the Program Office at least once a year. See the "Faculty Regulations" section of this Calendar for regulations concerning the composition and approval of these committees.

RESEARCH FACILITIES

Both the University and the Graduate Program in Sociology offer a wide variety of resources. A number of organized research units exist within the university with whom graduate faculty members and students in sociology are associated. Many of these institutes have specialized libraries and other resources. Some of the Organized Research Units of interest are the Canadian Centre for German & European Studies, the Canadian Century Research Infrastructure Project, the Centre for Feminist Research, the Centre tor Refugee Studies, the Centre For Research on Latin America & the Caribbean, the Centre for Research on Work & Society, the Centre Of Excellence for Research on Immigration and Settlement, the Citizenship Studies Media Lab, the Culture of Cities Project, Health Services and Nursing Research, the Institute for Social Research, the LaMarsh Centre for Research on Violence & Conflict Resolution, the Nathanson Centre on Transnational Human Rights, Crime and Society, the Qualitative Research & Resource Centre, the York Centre for Asian Research and the York Centre For Health Studies.

APPLICATION PROCEDURE

Because the number of places in the program is limited, students should apply as early as possible. Students should apply by the deadline published in the material available from the Graduate Admissions Office for first consideration, although in certain circumstances late applications may be considered if space is available.

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MASTER OF ARTS PROGRAM

ADMISSION REOUIREMENTS

Graduates with an honours degree in sociology or its equivalent and normally with at least a B+ average or higher in their last two years of study may be admitted as candidates for the MA degree. Graduates with honours degrees in other disciplines may also be admitted depending on their background in sociology.

DEGREE REQUIREMENTS

MA Degree by Thesis

Candidates for the MA degree by thesis must fulfill the following requirements:

1. Courses

Two full courses, or equivalent, chosen from **Sociology 5900** and the courses offered at the 6000-level.

2. Workshop Requirement

Candidates meet this requirement by attending a minimum of 12 workshop sessions. The workshop provides students with an intensive orientation to the program. As well, it enables students to become acquainted with their peers and faculty members so they may, as they choose, participate more fully in the intellectual community available throughout the program. Some of the workshop sessions focus on intellectual orientation and others on professional orientation. The intellectual orientation sessions attempt to familiarize students with the field of sociology as it is represented by the various intellectual currents of the Graduate Program in Sociology. The "professional orientation" sessions assist students to develop the skills necessary for carrying out their studies and for participating in the broader sociological community. Students will normally be expected to meet this requirement in their first year of study. The workshop meets for three hours on a weekly basis throughout the fall and winter terms.

3. Thesis and Oral Examination

Candidates must write a thesis proposal. Candidates must conduct a research study and report the results in appropriate thesis form. The research and thesis should demonstrate the candidate's independence, originality, and understanding of the area of investigation. After the formal submission of the thesis, an oral examination, normally centred on the thesis and matters related to it, is held to determine whether or not the candidate has fulfilled the thesis requirement.

MA Degree by Research Review Paper

1. Courses

Three full courses, or equivalent, chosen from **Sociology 5900** and the courses offered at the 6000-level.

2. Workshop Requirement

Candidates meet this requirement by attending a minimum of 12 (out of 24) sessions of the workshop. The workshop provides students with an intensive orientation to the program. As well, it enables students to become acquainted with their peers and faculty members so they may, as they choose, participate more fully in the intellectual community available throughout the program. Some of the workshop sessions focus on intellectual orientation and others on professional orientation. The intellectual orientation sessions attempt to familiarize students with the field of sociology as it is represented by the various intellectual currents of the Graduate Program in Sociology. The "professional orientation" sessions assist students to develop the skills necessary for carrying out their studies and for participating in the broader sociological community. Students will

normally be expected to meet this requirement in their first year of study. The workshop meets for three hours on a weekly basis throughout the fall and winter terms.

3. Research Review Paper and Oral Examination

Candidates must write a research review proposal. Candidates must write a 40-50 page research review paper under the supervision of a two-person supervisory committee on a topic approved by the Director of the Graduate Program in Sociology. Candidates will be given an oral examination on the subject of the paper and related questions in sociology.

LANGUAGE AND COGNATE REQUIREMENTS

There is no second language or cognate requirement for the master's degree in Sociology.

TEACHING AND RESEARCH ASSIGNMENTS

Candidates for the MA degree may be required to undertake research or teaching assignments to advance their experience and training in sociology.

PETITIONS

In order for one or more of the requirements for the MA degree to be waived, students must obtain the approval of their committee and the Program Director.

DOCTOR OF PHILOSOPHY PROGRAM ADMISSION REQUIREMENTS

Graduates with a master's degree in Sociology with at least a B+ average or higher may be admitted as candidates in the program leading to the PhD degree. Graduates with a master's degree in other disciplines may be admitted, depending on their background in sociology.

DEGREE REQUIREMENTS

Candidates (PhD I) will form a three-person supervisory committee by the end of the second year. Candidates must fulfill the following requirements:

1. Courses

Four full courses, or equivalent, chosen from those offered at the 6000-level in addition to those required to satisfy the comprehensive requirements (see 3. following).

2. Workshop Requirement

Candidates meet this requirement by attending a minimum of 12 workshop sessions. The workshop provides students with an intensive orientation to the program. As well, it enables students to become acquainted with their peers and faculty members so they may, as they choose, participate more fully in the intellectual community available throughout the program. Some of the workshop sessions focus on intellectual orientation and others on professional orientation. The intellectual orientation sessions attempt to familiarize students with the field of sociology as it is represented by the various intellectual currents of the Graduate Program in Sociology. The "professional orientation" sessions assist students to develop the skills necessary for carrying out their studies and for participating in the broader sociological community. Students will normally be expected to meet this requirement in their first year of study. The workshop meets for three hours on a weekly basis throughout the fall and winter terms.

Candidates who advance to the PhD from the graduate MA program in sociology at York and who have fulfilled the workshop requirement at the MA level will be required only to attend the sessions specifically designated for PhD students, in order to fulfill this requirement at the PhD level.

3. Comprehensive Requirements

Before proceeding to the dissertation, the PhD candidate must demonstrate proficiency in the fields of theory and methods. Normally, proficiency in theory will be demonstrated by passing the equivalent of one full undergraduate and/or a full MA-level course in social theory before entering the doctoral program; and one 6000-level full course (or two half courses) in classical and/or contemporary social theory. Proficiency in methods will normally be demonstrated by passing the equivalent of one full undergraduate and/or a full MA-level course in research methods or social statistics before entering the doctoral program; and one 6000-level full course (or two half courses) in research methods and/or social statistics. The final comprehensive requirement will consist of two field requirements.

4. Cognate Requirement

Depending on the candidate's qualifications and intended research, demonstrated competency in a foreign language and/or demonstrated competency in a technical skill, such as statistics, may be required at the discretion of the student's supervisory committee.

5. Dissertation and Oral Examination

Candidates must write a research proposal. Candidates must conduct a research study and report the results in appropriate dissertation form. The research and dissertation should demonstrate the candidate's independence, originality, and understanding of the area of investigation at an advanced level. After the formal submission of the dissertation, an oral examination, normally centred on the dissertation and matters related to it, is held to determine whether or not the candidate has fulfilled the dissertation requirements.

TEACHING AND RESEARCH ASSIGNMENTS

Candidates may be required to undertake such special research or teaching assignments as may be thought desirable to advance their experience and training in sociology.

PETITIONS

In order for one or more of the requirements for the PhD degree to be waived, students must obtain the approval of their committee and the Program Director.

Courses

The full range of courses offered by the program reflects the intellectual diversity of the field. The character of the program and options for students' programs of study within it are best judged by considering the range of courses given and the statements of research interests and foci of the faculty. Only a subset of courses are offered each year, depending on the availability of faculty members. As well, different "Selected Topics" courses are offered each year. Consequently, in order to know the course offerings for a given year, students are urged to consult the Manual of Information for the Graduate Program in Sociology which is put out annually in May. New students will receive a copy of the Manual once they have confirmed acceptance of their offer. Course outlines and bibliographies are available directly from the course directors. The full course list is available on the Faculty and program websites.

COURSES IN THEORY

Courses normally include classical theory and various aspects of critical theory, feminist theory, interpretive theory, psychoanalytic theory, hermeneutics and aesthetic theory, semiotics and the sociology of knowledge. The courses provide both the core for the completion of comprehensive requirements, and, for those interested, advanced study in the field of theory. The program offers, when resources permit, Sociology 6100, 6130, 6132, 6135, 6160, 6170, 6180, 6190, 6195, 6196, 6197 and 6200, all of which concern theory in specific fields. In addition, a number of selected topics courses with significant theoretical focus, such as Sociology 6190, are offered.

COURSES IN METHODS

These courses cover introductory, intermediate and advanced methods, including qualitative, field, historical and documentary methods, as well as statistical methods, data analysis, and survey research design. The program offers, when resources permit, Sociology 6060, 6065, 6086, 6095, 6110 and 6150. In addition, a number of Selected Topics courses with methodological content such as Sociology 6090, are offered.

Sociology 5900 3.0 or 5900 6.0: Independent Reading Course. MA students wishing to strengthen their background in a particular area may take one 4000-level Sociology course in the Faculty of Arts, Atkinson College or Glendon College, with the approval of the

instructor. They should enrol in Sociology 5900 3.0 or 5900 6.0 and expect to undertake additional work. The available courses are listed each year in the Sociology Program Manual.

Sociology MA Thesis Research.

No course credit.

Sociology MA Research Review Paper.

No course credit.

Sociology 6060 3.0 or 6060 6.0: Qualitative Methods of Research.

This course introduces students to a range of methods currently being used in sociological field research. It includes interviewing techniques, content analysis and selected ethnographic techniques. Instruction is through demonstration, role-playing and field study experience, as well as the critical reading of selected texts. Same as Women's Studies 6006 3.0 or 6.0.

Sociology 6065 3.0: Research Design with Qualitative Methods.

The course is designed to help students develop a research design proposal, including: 1) the selection of an appropriate empirical, theoretically grounded sociological question; 2) the effective placement of that question in the social scientific literature; 3) an enumeration of the methodological procedures to be used to answer this question and finally, 4) a critical section outlining the potential methodological weaknesses of the proposed design.

Sociology 6086 3.0: Feminist Methodology. An introduction to a range of methods for carrying out interdisciplinary feminist or women-centred research. Attention is given to interdisciplinary and qualitative research methods of data collection, notably historical or longitudinal, crosscultural, experimental, text or content analysis, case histories, and quantitative analyses. Attention also is given to current debates about feminist methodologies and epistemology. Same as Women's Studies 6004 3.0.

Sociology 6090 3.0 or 6090 6.0: Selected Topics in Empirical Methods. A selected topics seminar may be offered when there is sufficient student and faculty interest for a course not listed in the Calendar.

Sociology 6095 3.0: Interviewing Methods. An introduction to qualitative and survey interviewing methods, as well as associated data analysis methods, epistemologies, and ethical questions. Assignments provide practical experience and opportunities to experiment by varying methods.

Sociology 6100 6.0: Classical Sociological Theory. An examination of sociological theory in terms of its history, its founders and its classical texts.

Same as Social & Political Thought 6105 6.0.

Sociology 6110 6.0: Seminar in Research Design, Data Collection and Data Analysis. The course focuses on the statistical analysis of quantitative social data, especially from sample surveys, mainly using linear models, and at the same time considering the implications of research design and data collection.

Prerequisite: an undergraduate methodology course, or equivalent. Same as Political Science 6320 6.0.

Sociology 6130 3.0 or 6.0: The Critique of Everyday Culture. An attempt to integrate various theoretical frameworks centering on the twin problematics of everyday life and the study of popular culture. In particular, it examines anthropological, phenomenological, semiological, hermeneutical and neo-Marxist approaches to culture. Same as Communication & Culture 6121 3.0 or 6.0 and Social & Political Thought 6609 3.0 or 6.0.

Sociology 6132 3.0: Communication, Culture and the City. This course examines a variety of conceptions of culture in use in the social sciences, humanities, and fine arts, in particular as they have relevance for inquiry into social forms and practices of city life. Same as Communication and Culture 6114 3.0 and Social and Political Thought 6626 3.0.

Sociology 6135 3.0: Theorizing Culture: Reading, Writing and Understanding the Foreign. This course analyzes theories of culture and cultural studies drawing primarily on the disciplines of literature, anthropology and history. Particular attention is paid to problems of writing about and presenting "foreign" cultures, as well as to the definitions of text, representation, discourse and narrative. The course also focuses on the disciplines and institutions in which such writing and knowledge are produced and legitimated. Readings include the theories of Michel Foucault, Edward Said, Clifford Geertz, James Clifford, Jean Baudrillard and Pierre Bourdieu in addition to literature by a variety of authors who are concerned with cultural difference.

Same as Social and Political Thought 6625 3.0.

Sociology 6150 3.0: Semiotics and the Sociology of Narrative. The course introduces the key concepts and complementary components of a semiotics and sociology of narrative in relation to the institutions of the literary and artistic imaginary.

Same as Social & Political Thought 6617 3.0.

Sociology 6160 6.0: Theorizing Acts. How does one act? That question embodies inevitably two questions. How does one enact oneself? And how should one act? The questions of responsibility, obligation and answerability emerge as questions of both ethical and political acts. This course works through these questions with a focus on Kierkegaard, Nietzsche, Heidegger, Bakhtin, Levinas and Derrida. Same as Social & Political Thought 6321 6.0.

Sociology 6170 3.0 or 6170 6.0: Foundations of Contemporary Politics and Culture. This course examines central debates within politics and culture as they pertain to questions of social theory. As a foundational course, it includes a mix of classical and contemporary readings. Thematic units include ethics, democracy, ideology and

Same as Social & Political Thought 6021 3.0 or 6021 6.0.

Sociology 6180 3.0 or 6180 6.0: Sex and Gender in Social Theory.

This course examines classical and contemporary social theory, from the enlightenment to postmodernism, from the point of view of gender, as well as providing a survey of recent debates in feminist social theory.

Same as Social & Political Thought 6623 3.0 or 6623 6.0 and Women's Studies 6505 3.0 or 6505 6.0.

Sociology 6181 3.0 or 6181 6.0: Studies in Sexual Regulation. Sexual regulation is found in sociolegal relations, truth regimes, and normalizing discourses, but its effects extend throughout social processes. This course examines how sexual regulation is constituted through state activity, the production of 'expert' knowledges, the activities of social movements, and transnational politics.

Sociology 6190 3.0 or 6190 6.0: Selected Topics in Classical and Contemporary Theory. A selected topics seminar may be offered when there is sufficient student and faculty interest for a course not listed in the Calendar.

Sociology 6195 3.0 or 6195 6.0: Theorizing Modernity. Through a survey of Western social theory over the past two centuries, this course proposes a sustained reflection on the theme of modernity. It examines the development of sociology and the constitution of modern society as an object of study.

Sociology 6196 3.0: Theories of Cosmopolitanism. This course critically examines the idea of cosmopolitanism, as contained in some key theoretical writings. It covers the main dimensions of cosmopolitan thought: moral and ethical (universal human equality); sociocultural (pluralism); economic (redistribution); and political (cosmopolitics and global civil society).

Sociology 6197 3.0 or 6197 6.0: Values, Normativity and Normalisation. This course provides an overview of classical and contemporary social theory on values and normativity in power, expertise and social organization. Particular attention will be paid to the values of truth and justice in state practices, everyday life and social scientific writing itself.

Sociology 6200 3.0 or 6200 6.0: Contemporary Topics in Social **Theory**. The purpose of this course is to take up issues that are topical and require some knowledge of social, political, philosophical and psychoanalytic theory.

Same as Communication & Culture 6113 3.0 or 6.0, Philosophy 6630 3.0 or 6630 6.0 and Social and Political Thought 6043 3.0 or 6043 6.0.

Sociology 6201 6.0: The History and Development of Feminist

Theory. This course examines the way the social sciences have conceptualized "women" from the classical mainstream to contemporary feminism. The main theme investigates the emergence, development and elaboration, and current "state of the art" of feminist theory.

Same as Social & Political Thought 6108 6.0 and Women's Studies 6503 6.0.

Sociology 6204 3.0: Contemporary Indigenous and Sociological **Thought**. This course explores the work of contemporary North American Indigenous theorists relating to decolonization and the future of Indigenous nations. Students focus primarily on indigenous writers addressing community, land, cultural survival and sovereignty, primarily in the Canadian context.

Sociology 6205 6.0: Modern Western Science and Technology in Critical Perspective. This course places contemporary issues regarding science and technology in historical perspective, examining the ways in which modern Western science and technology reflect and shape Western social relations and culture. Core critical works are evaluated both through comparison with the works of others and through an assessment of their value in helping to explain the contemporary situation.

Same as Social & Political Thought 6121 6.0.

Sociology 6310 3.0: Environmental Sociology. This course reviews key themes in environmental sociology. Topics may include debates over approaches to environmental sociology; political economy and political ecology; ecological thinking and its influence on sociology; gender and nature debates; and globalization and environment.

Sociology 6315 3.0: Cultural Politics of Environment and Development II: Environmental Justice. This course focuses on environmental movements and social justice in the context of both northern and southern settings. It draws on cultural studies, political economy, and the geography of space to explore questions of identity, justice and violence.

Same as Geography 5325 3.0 and Social Anthropology 5190 3.0.

Sociology 6536 3.0: Transnational Sexualities. This course examines the contemporary articulation and organization of sexual identities and rights in the developing world, and considers how interventions by international agencies, nation-states and advocacy groups have informed/been informed by racial and gender politics, and notions of citizenship.

Sociology 6535 3.0: Critical Sexuality. This course is designed to introduce graduate students to the critical study of gender and sexuality. Using a feminist analytic lens we examine theories of gender and sexuality developed by Judith Butler, Michel Foucault, Sigmund Freud, Jay Prosser, Eve Kosofsky Sedgwick, etc. This course is intended to enable students to identify conflicts and areas of contestation within the field of gender and sexuality studies by using a variety of feminist theoretical and methodological critique. Same as Women's Studies 6123 3.0.

Sociology 6540 3.0 or 6540 6.0: Intimate Relations. Sociological perspectives on contemporary issues in intimate relations: policies, practices, theories, definitions, ideologies, surrounding close relations and their interface with other forms of social relations. Topics may include emotion, sexuality, reproductive technology, ideology, or gender.

Sociology 6542 3.0: Violence, Identity and Subjectivity. This course analyzes new theory and research on the social experience of institutional and political violence in a comparative perspective. It investigates the transformation of everyday life worlds by focusing on both, collective and subjective processes of identity formation.

Sociology 6546 3.0: The Existentialist Critique of Freud. After an overview of the main concepts and themes of Freudian psychoanalysis, the existentialist critique of its positivism,

psychoanalysis, the existentialist critique of its positivism, determinism, mechanism, biologism and reductionism are explored in light of the thought of Kierkegaard, Heidegger and Sartre. Same as Social & Political Thought 6633 3.0.

Sociology 6600 3.0 or 6600 6.0: Formal Organizations. A critical review of traditional theories of organization and current contingency and political-economic theory perspectives. When offered as a full course, the second term focuses on such issues as employee

participation in decision making, organizational politics, and determinants of structure.

Sociology 6611 6.0: International Migration, Ethnic Relations and Identity. This course examines recent trends in international migration and asylum seeking in its relationship to larger processes of economic, cultural, and political change; diverse consequences of migration outcomes for different groups; social and political responses to population movements; issues of identity and community formation; the Canadian experience in comparative perspective.

Sociology 6614 3.0: Migration and Transnationalisms. Crossborder movements of people, capital, goods and ideas raise challenging theoretical, methodological and policy questions about the social, political, economic and cultural organization of life lived in multiple national contexts. This course explores social, economic, cultural and political transnational processes. Topics include nation-building and membership, theories of migration and incorporation, transnationalism, diasporas, citizenship and legal status, racialization, identity, gender, remittances, second generation, and cross-border political participation.

Sociology 6615 3.0: Diaspora, Hegemony and Cultural Identity.

This course examines contemporary diasporas in the postcolonial context, with special attention given to shifting cultural identities and collective forms of negotiation. The course draws on readings in postcolonial and postmodern theory, sociology, anthropology, critical theory and literary analysis.

Sociology 6660 3.0 or 6660 6.0: Sociology of Global Development.

This course reviews major theories of underdevelopment, such as imperialism, neo-imperialism, dependency, world system and modernization. It also pays significant attention to the state, culture, hegemony, resistance, gender, ethnicity and other issues as conceptualized by theorists and researchers who see gaps in the earlier traditions of scholarship in this field. The terms "development" and "underdevelopment" are analyzed critically in terms of their diverse usages by theorists. Attention is given to regional diversity and country-to-country variation in an effort to develop perspectives for the comparative analysis of social organization and change.

Sociology 6665 3.0 or 6665 6.0: Sociologies of Global Capitalism.

This course develops a sociological analysis of the economy in a global context. The social organization of capitalist markets, the social implications of economic processes, and the sociological bases of economic power are explored through Marxist, world systems, institutionalist, network, feminist, and postcolonial perspectives.

Sociology 6670 3.0 or 6670 6.0: Social History and Class. This course provides a critical assessment of the developments in several new forms of social history that cross disciplinary lines. Several distinctive traditions have emerged in the last twenty years, including revisionist forms of working class history, family history, ethnic and women's history. New methods of analysis and new theoretical issues have emerged, ranging from documentary and demographic analysis to debates about social science, narrative and literary interpretations. The course provides a selective introduction to this literature, revealing a common concern with questions of class, social agency and social structure.

Same as Social & Political Thought 6019 3.0 or 6019 6.0.

Sociology 6675 3.0: Political Sociology. This course examines a range of social theories and empirical research pertaining to the

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category of 'the political.' Emphasis is placed on the foundations of contemporary political sociology and on development of the field through the twentieth century.

Sociology 6680 3.0 or 6680 6.0: Selected Topics in Work and Occupations. A selected topics seminar may be offered when there is sufficient student and faculty interest for a course not listed in the *Calendar*.

Same as Women's Studies 6430B 3.0 or 6430B 6.0.

Sociology 6683 3.0: The Political Economy of Work and Welfare. This course examines the changing nature of work and welfare in advanced industrialized societies. Framed around leading debates in feminist political economy, it devotes considerable emphasis to examining the relationship between labour market trends, the shifting politics of home and 'family' and welfare regime change in comparative perspective.

Same as Political Science 6775 3.0 and Women's Studies 6207 3.0.

Sociology 6711 3.0 or 6711 6.0: Social Movements. This course introduces some of the more important theoretical and methodological perspectives for the study and analysis of social movements, social protest and social conflict. A variety of case studies may be used.

Sociology 6741 3.0: Women, Politics and Culture in the Middle East. This course provides students with the theoretical framework and empirical information needed to better understand the experiences of women in Middle Eastern societies. The roles of sexuality, religion, cultural traditions and ideology, politics and economic conditions in the lives of women are examined historically in selected Middle Eastern countries such as Algeria, Iran, Israel, Egypt and Pakistan, which illustrate various paths of gender struggles in the region. Special attention is paid to the complex interconnections between gender-based movements and other political movements such as nationalism, populism and religious fundamentalism and women's response to the forces of oppression in the region.

Same as Political Science 6715 3.0 and Women's Studies 6109 3.0.

Sociology 6745 3.0: The Making of Asian Studies: Critical Perspectives. This course offers a historical examination of the multiple, overlapping processes through which Asian identities and regions were constituted. It will also examine new directions in Asian studies in an era of intensified global flows, transnationalism, and the presence of Asian diaspora in Canada and elsewhere. Same as Geography 5700 3.0 and Social Anthropology 5500 3.0.

Sociology 6760 3.0 or 6760 6.0: Race and Ethnic Relations. Undertakes the comparative study of race and ethnic relations in modern societies, with particular reference to cultural pluralism, ethnic stratification and the significance of race and ethnicity in social conflict and change.

Sociology 6770 3.0 or 6770 6.0: Canadian Social Structure and Change. An analysis of Canadian society from sociodemographic, socioeconomic, political economy, neo-Marxist, and other perspectives. Among the issues that may be discussed are the changing demographic and social characteristics of the Canadian population; the role of the state in Canadian development; class and ethnic conflict; the nature of work and the productive process.

Sociology 6790 3.0 or 6790 6.0: Selected Topics in Class, Politics and Society. A selected topics seminar may be offered when there is sufficient student and faculty interest for a course not listed in the *Calendar*.

Sociology 6791 3.0: Citizenship, Identity and Space I. This course explores the relationship between citizenship and collective and individual identities, focusing on the formation of these identities and their struggle for recognition in different historical epochs from Ancient Greece to the Modern era.

This course is not a prerequisite for Sociology 6792 3.0. Same as Geography 5107 3.0 and Social & Political Thought 6318 3.0

Sociology 6792 3.0: Citizenship and Identity II. This course explores the relationship between citizenship and collective and individual identities, focusing on the formation of these identities and their struggle for recognition in the context of globalization and postmodernity.

Same as Geography 5108 3.0 and Social & Political Thought 6319 3.0

Sociology 6795 3.0/6.0: Public Space and Political Culture. This course examines the concept of public space by way of a genealogical approach. Public space was pivotal in the theoretical elaboration and the experience of modern democratic societies. While reviewing the conditions of its emergence, critical approaches that view public space in relation to (new) realities are discussed.

Sociology 6800 3.0 or 6.0: Sociological Perspectives on Technology, Knowledge and Society. This course critically examines sociological accounts of the interrelations among technology, knowledge and the sociocultural world. Through exploring the theoretical and empirical contributions of these accounts, we critically assess possibilities for subordinating technological change to democratically informed social practice.

Sociology 6801 3.0 and 6.0: Sociological Perspectives on Science, Knowledge and Society. This course critically examines contemporary perspectives on science such as the sociology of scientific knowledge, science as culture and practice, science as discourse and actor-network theory, and it assesses the possibilities for generating a democratic and publicly accessible practice of science as viewed through these perspectives. It introduces students to the debates among mainstream science/technology studies perspectives and to alternative perspectives that seek to open up scientific discourse and practice to citizen advocacy and other forms of knowledge.

Sociology 6831 3.0 or 6831 6.0: Health and Illness. Sociological perspectives on issues regarding disease, health and illness. Topics may include the development and structure of health care systems, race, gender, ethics, policy, life-cycle, mental health, the sick role, or the professions.

Same as Women's Studies 6805 3.0.

Sociology 6850 3.0 or 6850 6.0: Sociology of Education. This course analyses the institutional and organizational dynamics of education. The relation of education to other sub systems are considered such as the family, work, politics, beliefs and the law. *Same as Education 5460 3.0 or 5460 6.0.*

Sociology 6880 3.0: Ethnicity and Nationalism. Consideration of the meaning and nature of ethnicity and the mechanisms by which boundaries are maintained is followed by discussion of the role of ethnic differentiation and interaction in the wider sociocultural context. Aspects of changing ethnic identity are also illustrated in crosscultural perspective.

Same as Social Anthropology 5100 3.0.

Sociology 6881 3.0 or 6881 6.0: Ethnicity, Nationalism and

Gender. This course examines ethnicity, nationalism and gender in an interdisciplinary and crosscultural fashion through a focus on four intertwined issues: ethnic-nationalism, citizenship, militarization and women's rights, and empowerment.

Same as Women's Studies 6205 3.0 or 6.0.

Sociology 6890 3.0: Selected Topics in Social and Moral

Regulation. This selected topics for this course address a range of areas encompassed by social regulation studies. These include areas related to law, crime, criminal justice and social policy, as well as non-state processes and disciplinary practices. The topic, as well as the theoretical approaches to be taken, varies from year to year. Students can anticipate that theoretical approaches may include political economy, cultural studies and governmentality studies, and Marxist, feminist, anti-racist and queer theories.

Sociology 6895 3.0: Gender and Justice. This course focuses on gender issues and the law. The structure of the legal system and fundamental concepts of common law will form the backdrop for

examining the relationship between statutes, case law and public policy. Major Supreme Court of Canada decisions on gender issues will make up about half the course readings, along with complementary literature on feminist legal theory. Students will learn how to use a law library to undertake basic legal research. Same as Political Science 6725 3.0 and Women's Studies 6602 3.0.

Sociology 6896 3.0: Gender and International Human Rights: Law, Citizenships and Borders. This course introduces students to the structure and the main mechanisms of international human rights law and its impact on women and gender relations. The focus of the course is on the United Nations, its agencies, and its system of international Conventions and Declarations designed to increase gender equality.

Same as Psychology 6705 3.0 and Women's Studies 6133 3.0.

Sociology 6900 3.0 or 6900 6.0: Independent Reading Courses.

Sociology PhD Dissertation Research.

No course credit.

THEATRE

326 Centre for Film & Theatre (416) 736-2100, extension 22204 http://www.yorku.ca/finearts/theatre

GRADUATE FACULTY MEMBERS

Associate Professor and Director of the Graduate Program

PAUL LAMPERT

Professors Emeriti

ROBERT FOTHERGILL
DAVID SMUKLER

Professors

DON RUBIN
JUDITH RUDAKOFF

Associate Professors

ERIKA BATDORF
INES BUCHLI
SHAWN KERWIN
JOHN MAYBERRY

PETER MCKINNON
TERESA PRZYBYLSKI
DAVID ROTENBERG
PHILLIP SILVER
ROSS STUART
BELARIE HYMAN ZATZMAN

Assistant Professors

ERIC ARMSTRONG
ELIZABETH ASSELSTINE
MICHAEL GREYEYES
LAURA LEVIN
MARK WILSON

The Graduate Program in Theatre is a conservatory program set in the atmosphere of a multifaceted university. York's program is unique in Canada and one of the very few of its kind and intensity in North America. Its fundamental mission is to help each student/artist fulfill her or his own potential as a creator.

The program rests on the principle that professional training in theatre is most effectively carried out in an atmosphere that approximates the profession to which the students aspire.

The program investigates the nature of the art and the skills needed for performance in today's theatre, film and television. The program is geared to the advanced student who has a dedication to craft; to the highly talented student right out of undergraduate school; and to the professional in need of re-evaluation and a fuller understanding of her or his art form. The purpose of the training is to involve the developing artist in intensive explorations under the guidance of leading experts and specialists from the theatre department faculty, from across Canada and from the international theatre community.

The Graduate Program in Theatre at York University is located in one of the major theatrical, film, television and radio centres of North America.

It is now possible for students to obtain their Master of Fine Arts in combination with a Master of Business Administration degree. Please see the Combined MBA/MFA/MA section of this *Calendar* for more information.

MASTER OF FINE ARTS PROGRAM PROGRAM OF STUDY

The graduate program will consist of a highly selected group of up to twelve actors, four directors, three playwrights, two voice teachers, two acting teachers and two movement teachers.

Performance students focus their studies on preparation for the work they will encounter in the profession. Day to day training includes vocal, physical, and emotional work, improvisation, textual preparation, language preparation, mask work, clown work and scene study.

Directing students learn an appreciation of the craft of the actor by participating in some of the actor training. They take part in directing workshops and study approaches to research. They direct productions for the department.

Playwriting students. The objective of the playwriting area is to develop imagination and powers of observation, to stretch the playwrights' reach and to help them discover a wide variety of options.

Voice Teacher Diploma students. In addition to the actor training, the voice teacher diploma candidates engage in weekly seminars, observations, assist senior faculty and teach under supervision. The training includes voice, voice science, anatomy and physiology, language, speech sounds, phonetics, dialect, coaching techniques, and traditional and non-traditional approaches to voice.

Teaching of Movement for Theatre Diploma students. In addition to the actor training, the teaching of movement diploma candidates

will participate in weekly seminars, assist senior faculty and teach under supervision. The training will include developing and leading warm ups, the understanding of how basic physical body alignment is trained, an understanding of how the emotional body and image body work is developed and supported in the actor training process, how to structure and teach movement courses, coaching techniques, and body/mind/energetic/emotional connections.

Teaching of Acting Diploma students focus their studies on the research and practice of the teaching of acting. In addition to the actor training, the teaching of acting diploma candidates will participate in research seminars, assist in acting classes, coach productions and teach.

For all students the first year of the program consists primarily of intensive studio work leading to a final project. The summer session is devoted to research, and the second year leads to a repertory of plays.

ADMISSION REQUIREMENTS

Candidates for admission are expected to satisfy one of the following requirements:

an honours four-year B.A. or B.F.A. degree with a minimum 1) "B" average;

OR,

an Ordinary three-year degree with a minimum "B" average and a minimum of three years additional theatre or related experience.

Exceptions may be made for mature students with additional professional theatre credits.

All candidates must attend an audition/interview.

Playwriting candidates must submit examples of their work. Directing candidates must present audition material and additionally they will be given an assignment prior to their evaluation. Performance candidates must present audition material. Students are admitted every two years (next in Fall 2005). Please see the Admissions website for deadlines. Auditions are held in major centres across the country.

DEGREE REQUIREMENTS

The Director of the program, in conjunction with the teaching faculty, will prepare an evaluation of each student's work once each term. If the work is not satisfactory, students can expect a notice of warning before being asked to leave the program. Because the first year is primarily studio exploration and the second year has a performance orientation, all students will be reviewed at the end of the first year and must be invited into the second year. Thesis requirements vary according to the student's area of specialization, but may include the following:

Performance Students

- Summer research project
- * Rehearsal/research log for final season of plays in the second
- Satisfactory participation in and the oral defense of their MFA thesis role

Directing Students

Summer research project

- Satisfactory direction of several productions, plus one MFA thesis production
- Oral defense of MFA thesis production

Playwriting Students

- Summer research project
- One-act play
- * Full-length play
- Adaptation
- Oral defense of full-length play

COURSES

Not all courses are offered each year. Courses may be found on the Faculty and program websites.

GRADUATE DIPLOMA IN VOICE TEACHING (CONCURRENT)

ADMISSION REQUIREMENTS

- Only students who qualify for the Graduate Program in Theatre, in either the acting or directing stream, may enrol in the Graduate Diploma in Voice Teaching. This diploma can only be taken concurrently with the full-time five-semester MFA in Theatre.
- Candidate voice teachers are expected to have professional acting experience and/or teaching experience subsequent to their Bachelor's degree or equivalent.
- Candidates must have other advanced training, for example, from the National Voice Intensive, Equity Showcase Theatre or other professional voice training programs.
- Prospective voice teachers must attend an interview specifically related to the voice teaching.

DIPLOMA REOUIREMENTS

- Summer research project
- Special voice project
- Everything expected of performance students

GRADUATE DIPLOMA IN THE TEACHING OF MOVEMENT FOR THEATRE

(CONCURRENT)

ADMISSION REQUIREMENTS

- Only students who qualify for the Graduate Program in Theatre, in either the acting or directing stream, may enrol in the Graduate Diploma in Teaching of Movement for Theatre. This diploma can only be taken concurrently with the full-time, fivesemester MFA in Theatre.
- Candidate teachers of movement for theatre are expected to have professional acting and dance experience and/or teaching experience subsequent to attaining their Bachelor's degree or equivalent.
- Candidates must have a minimum training in the following disciplines/skills and extensive training in at least three of these areas:
 - a) Ballet
 - b) Ability to hear, count, breakdown and choreograph a musical
 - c) Alignment work (e.g., Alexander, Feldenkrais, Pilates, Laban, Bartinieff)
 - c) Folk dance and/or period dance and/or ballroom dance
 - d) Gymnastic skills
 - e) Contact improvisation

- f) Improvisational and compositional skills g) Physical stage combat
- Prospective candidates must attend an interview specifically related to the teaching of movement for theatre.

DIPLOMA REQUIREMENTS

- Summer research project
- Special movement project
- Everything expected of performance students

GRADUATE DIPLOMA IN THE TEACHING OF ACTING (CONCURRENT)

ADMISSION REQUIREMENTS

- Only students who qualify for the Graduate Program in Theatre, in either the acting or directing stream, may enrol in the Graduate Diploma in the Teaching of Acting. This diploma can only be taken concurrently with the full-time, five-semester MFA in Theatre.
- Candidate teachers of acting are expected to have professional acting experience and/or teaching experience subsequent to their Bachelor's degree or equivalent.
- Candidates must have other advanced training from, for example, the Equity Showcase Theatre, or other professional actor training programs.
- 4. Prospective teachers of acting must attend an interview specifically related to the teaching of acting.

DIPLOMA REQUIREMENTS

- Summer research project
- Special acting project
- Everything expected of performance students

GRADUATE DIPLOMA IN VOICE TEACHING (STAND-ALONE)

ADMISSION REOUIREMENTS

Two different kinds of candidates will be considered for admission to the diploma. They must be either:

- Students who have a theatre background and have completed an MFA in Theatre, in either acting or directing.
- Students who do not come from a theatre background but have an
 advanced degree (MA or PhD) in linguistics, speech and hearing
 pathology, speech, mass communications or other related fields.
 They must be able to demonstrate experience and knowledge in
 theatre performance skills.

Additional Admission Interview and Audition

- Candidates must have an advanced degree (MFA or equivalent) and therefore require more than the minimum academic admission requirements of the Faculty of Graduate Studies and the Graduate Program in Theatre.
- Voice teacher candidates are expected to have professional performing arts performance experience and/or teaching experience. Teaching experience may include traditional schooling at all levels as well as professional actor training studios.
- Candidates must have other advanced performance training, for example: the National Voice Intensive, Equity Showcase Theatre or other professional voice training programs.
- 4. Prospective voice teachers must attend an interview/audition specifically related to voice teaching with the voice faculty where they demonstrate familiarity with various styles and forms of voice training through demonstration and performance.

DIPLOMA REQUIREMENTS

- Two full graduate courses
- Teaching under supervision
- Major voice training project

Theatre 5010 3.0/5011 3.0: Graduate One Voice. Introductory voice training for the stage which includes: a daily warm up, the art and sensation of breathing, physicality, physiology, psychology, and speech sounds (including the International Phonetic Alphabet) and the application of all to performance.

Theatre 5012 3.0: Graduate One Text. Introduction to the speaking of Shakespeare text, the art of rhetoric and the application of the art of rhetoric to other forms of spoken literature.

Theatre 5013 3.0: Graduate One Advanced Text. Application of the principles of textual analysis and rhetoric in the speaking of verse (both theatrical and non-theatrical) and prose text.

Theatre 5015 3.0: Graduate One Singing for Actors. This course includes some group classes as well as many individual tutorials and covers choral and solo repertoire chosen to suit the needs of the class. The main focus of the course is on the integration of the voice work with sustained sound, and finding vocal ease while expanding the range and power of the singing voice.

Theatre 5020 3.0/5021 3.0: Graduate One Acting. The course moves from acting without text and structure to the full complement of texts and technical requirements. An actor's personal approach to the work is encouraged and guided towards the standards of the profession.

Theatre 5030 3.0/5031 3.0: Graduate One Movement. The focus of movement for actors is to develop and deepen the physical expression of the actor, thus enabling him/her to make the compelling, spontaneous, and informed choices necessary to good theatre. The breath is the unifying factor in this work, informing all aspects of exploration.

Theatre 5040 3.0/5041 3.0: Graduate One Directing. This is the primary course in stage directing. It handles textual issues, working with actors, working with designers and the exploration of personal style.

Corequisite: Theatre 5020 3.0/5021 3.0: Graduate One Acting.

Theatre 5042 6.0: Graduate One Directing Practicum. The main focus of this first year course is the direction of an Origins project, a Shakespeare project and other productions as assigned.

Corequisite: Theatre 5040 3.0/5041 3.0: Graduate One Directing or permission of the instructor.

Theatre 5060 3.0/5061 3.0: Graduate One Movement Teacher Seminar. This course is the first level of preparation for the Movement Teacher Diploma candidates for teaching.

Theatre 5070 3.0/5071 3.0: Graduate One Voice Teacher Seminar. This course is the first level of preparation for Voice Teacher Diploma candidates for teaching.

Theatre 5072 3.0: Voice Teacher Research Project. This course serves a dual purpose. For the MFA (concurrent) Graduate Diploma in Voice Teaching students, this course gives a proper academic structure to the established practice of their summer assignments: attendance at a voice intensive or conference, observing master teachers, research projects. For Graduate Diploma in Voice Teaching

(stand-alone) candidates, this course is the umbrella course for their final term which includes supervised teaching and coaching projects and rehearsals in voice, speech and dialects, research in teaching and the major research project.

Theatre 5080 3.0/5081 3.0: Graduate One Acting Teaching Seminar. This course is the first level of preparation for the Acting Teacher Graduate Diploma candidates.

Theatre 5090 3.0/5091 3.0: Graduate One Playwrights'

Workshops. This course provides students with specialization in playwriting and new play development, with individual consultation on a weekly basis. The consultation focuses on the student's work in progress, and offers examination, critique and exploration of style, form and content of each student's ongoing creative process.

Theatre 5210 3.0/ 6.0: Graduate Research Seminar. An examination of the major theories of theatre and their evolution in the last half of the twentieth century.

Theatre 5412 6.0: Graduate One Directing and Design. An opportunity for directing students at a graduate level, and senior undergraduate design students to develop skills in the evolution of ideas towards the producing and designing of theatre pieces.

Theatre 5900 3.0: Imaging the Arts: Interdisciplinary Collaborations. This course explores practical and theoretical aspects of crossdisciplinary collaborations in the arts. With a view to reflecting on issues of representation, analysis of pre-existing collaborations supplement critical reflections on newly created works. Participants in the course augment their already acquired skills with new techniques/skills related to other art forms. Studio creative experiences, supplemented by work with analog and digital technologies, culminate in a personal or group project supported by a paper. Team-taught, the focus of the course shifts from year to year. Same as Dance 5900 3.0, Film & Video 5900 3.0, Music 5900 3.0 and Visual Arts 5900 3.0.

Theatre 6010 3.0/6011 3.0: Graduate Two Voice. Advanced work in all areas of study undertaken in the first year with the addition of dialects and an increased focus on solving individual voice and performance problems.

Prerequisite: Theatre 5010 3.0/5011 3.0: Graduate One Voice or permission of the instructor.

Theatre 6012 3.0: Graduate Two Text. The speaking of other periods and styles of dramatic literature: Greek tragedy, Jacobean, Restoration, eighteenth-century comedy, nineteenth-century melodrama, Oscar Wilde and G.B. Shaw.

Prerequisite: Theatre 5012 3.0: Graduate One Text or permission of the instructor.

Theatre 6013 3.0: Graduate Two Advanced Text. The speaking of periods and styles of dramatic literature outside the Western canon including experimental text.

Prerequisite: Theatre 6012 3.0: Graduate Two Text or permission of the instructor.

Theatre 6015 3.0: Graduate Two Singing for Actors. This course focuses on strengthening the singing voice, enhancing musicianship and establishing an audition song repertoire for each student. *Prerequisite: Theatre 5015 3.0: Graduate One Singing for Actors or permission of the instructor.*

Theatre 6020 3.0/6021 3.0: Graduate Two Acting. Built upon the basis of Theatre 5020.3/5021 3.0: Graduate One Acting, this

course expands the actor's range and begins the work on acting for the camera, auditioning and rehearsal technique.

Prerequisite: **Theatre 5020 3.0/5021 3.0: Graduate One Acting** or permission of the instructor.

Theatre 6030 3.0/6031 3.0: Graduate Two Movement. The Graduate Two Movement program has been designed to increase the actor's vocabulary of movement and awareness of the physical body as a communicating instrument.

Prerequisite: Theatre 5030 3.0/5031 3.0: Graduate One Movement or permission of the instructor.

Theatre 6042 6.0: Graduate Two Directing. The main focus in the second year is a series of directing exercise productions. *Prerequisite:* **Theatre 5040 3.0/5041 3.0: Graduate One Directing** or permission of the instructor.

Theatre 6060 3.0/6061 3.0: Graduate Two Movement Teacher Seminar. This course is the second level of preparation for the Movement Teacher Graduate Diploma candidates for teaching. *Prerequisite: Theatre 5060 3.0/5061 3.0: Graduate One Movement Teacher Seminar.*

Theatre 6070 3.0/6071 3.0: Graduate Two Voice Teacher Seminar. This course is the second level of preparation for Voice Teacher Graduate Diploma candidates.

Prerequisite: Theatre 5070 3.0/5071 3.0: Graduate One Voice

Teacher Seminar or permission of the instructor.

Theatre 6075 3.0: Graduate Two Practicum. Intended for final-year students of Acting or Directing in the Graduate Program in Theatre working on mounted department productions in the Winter term. This course offers students an opportunity to intensively develop and perfect advanced skills in the creation of a theatrical performance.

Prerequisites: Theatre 6010 3.0: Graduate Two Voice, Theatre 6020 3.0: Graduate Two Acting and Theatre 6030 3.0: Graduate Two Movement.

Theatre 6080 3.0/6081 3.0: Graduate Two Acting Teacher Seminar. This course is the second level of preparation for the Acting Teacher Graduate Diploma candidates.

Prerequisite: Theatre 5080 3.0/5081.3.0: Graduate One Acting Teacher Seminar or permission of the instructor

Theatre 6090 3.0/6091 3.0: Graduate Two Playwrights

Workshops. This course provides students with specialization in playwriting and new play development with individual consultation on a weekly basis. The consultation focuses on the student's work in progress, as well as an examination, critique and exploration of style, form and content of each student's ongoing creative process. *Prerequisite: Theatre 5090 3.0/5091 3.0: Graduate One*

Playwrights' Workshop or permission of the instructor.

Theatre MFA Thesis Research.

No course credit.

THEATRE STUDIES

326 Centre for Film & Theatre (416) 736-2100, extension 22204 http://www.yorku.ca/finearts/theatre

GRADUATE FACULTY MEMBERS

Professor and Director of the Graduate Program
Don Rubin

Canada Research Chair and Distinguished Research Professor

CHRISTOPHER INNES

University Professors

LESLIE SANDERS
JOYCE ZEMANS

Professors Emeriti

ROBERT FOTHERGILL G.B. SHAND DAVID SMUKLER PAULA THOMSON ROBERT S. WALLACE

Professors

ROSS ARTHUR
DEREK COHEN
TERRY GOLDIE
JUDITH RUDAKOFF
HERSH ZEIFMAN
CYNTHIA ZIMMERMAN

Associate Professors

ERIKA BATDORF
KYM BIRD
PAUL LAMPERT
GAIL MITCHELL
MODUPE OLAOGUN
ROSS STUART
LISA WOLFORD WYLAM
BELARIE HYMAN ZATZMAN

Assistant Professors

GUILLAUME BERNARDI DARREN GOBERT MICHAEL GREYEYES LAURA LEVIN MARK WILSON This is a research-oriented, interdisciplinary graduate program operating alongside a major theatre training conservatory. The Graduate Program in Theatre Studies offers both the PhD and the Master of Arts as well as a one-year Graduate Diploma.

Fields of specialization:

- post-colonial theatre and drama with specific reference to Canadian, First Nations and African;
- theory and performance studies including criticism and publishing;
- theatre, health and social change with specific reference to theatre and therapy, theatre and spirituality, gender and sexuality studies.

In addition to coursework, all students in the degree programs are also required to spend at least 75 hours in a professional internship and must ensure that they have some experience in the practical side of theatre.

MASTER OF ARTS PROGRAM

ADMISSION REQUIREMENTS

An honours degree or its equivalent in Theatre (BA or BFA), English or Humanities, with a minimum B+ average is required. An interview may be required as part of the admissions process.

DEGREE REQUIREMENTS

Normally completed in three or four terms, the Master of Arts in Theatre Studies requires completion of the following:

- attaining of a passing grade on the 100-play examination;
- 24 credits (four full-year graduate-level courses or equivalent);
 - **18 credits** (three full-year courses) and a major research paper of approximately 50 pages;

or

- **12 credits** (two full-year courses) and a thesis of approximately 100 pages;
- attendance at a non-credit monthly colloquium where research approaches are discussed, guests from across the program and the university are brought in to speak and where in-process presentations of each graduate student's research work is shared.
- As part of our commitment toward ensuring that all "studies" students have some specific experience in theatre praxis, each MA candidate is required to complete one project of at least a month's duration (approximately 75 working hours) in an applied area. Specific professional work or coursework may be counted in fulfillment of this requirement with prior approval. This work does not necessarily have to be done as part of a course.
- As part of our commitment toward ensuring that all of our students have some outside work experience, each MA candidate is required to set up a working internship of at least one month connected to some area of their dissertation research. This internship must be completed under the guidance of an approved mentor on or off the campus.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REQUIREMENTS

Candidates for the PhD must have an MA or MFA in Theatre, English, or another Humanities-related subject with a strong background in Dramatic Literature and a B+ average or higher. Candidates are expected to enter with a reasonable knowledge of the full range of theatre studies or may be required to demonstrate sufficient background or experience before admission. An interview may be required as part of the admissions process.

DEGREE REQUIREMENTS

Normally completed in a maximum of five years, the PhD in Theatre Studies requires completion of the following:

- 18 credits (three full-year courses or equivalent) in dramatic literature, theory, theatre history or theatre-related (and approved) areas. These courses must be beyond the courses already taken for the MA;
- attendance at a non-credit monthly colloquium where research approaches are discussed, guests from across the program and the university are brought in to speak and where in-process presentations of each graduate student's research work is shared;
- attaining of a passing grade on the graduate 100-play examination;
- attaining of a passing grade on a comprehensive examination which tests knowledge of major periods of theatre history and the ability to do text and theoretical analysis. As well, it includes a section connected to a chosen area of specialisation. This examination is normally offered each January.
- As part of our commitment toward ensuring that all of "studies" students have some specific experience in theatre praxis, each PhD candidate is required to complete one project of at least a month's duration (approximately 75 working hours) in an applied area. Specific professional work or coursework may be counted in fulfillment of this requirement with prior approval. This work does not necessarily have to be done as part of a
- As part of our commitment toward ensuring that all of our students have some outside work experience, each PhD candidate is required to set up a working internship of at least one month connected to some area of their dissertation research. This internship must be under the guidance of an approved mentor on or off the campus.
- completion of a major research paper of no more than 50 pages on some aspect of study related to the proposed dissertation area in one of our fields of specialization;
- completion of a dissertation in one of the approved fields of specialization;
- proven proficiency in a second language is considered a norm in advanced theatre studies. Such proficiency is not required to be proven, however, if it can be shown that the dissertation does not require it.

GRADUATE DIPLOMA IN THEATRE STUDIES

Intended for in-service teachers of theatre and drama or for those with a limited window of time to study, the Graduate Diploma certifies that a student has done one year of work in this field at the graduate level.

ADMISSION REQUIREMENTS

Candidates must have completed a university degree program with a minimum B+ average or have a B average with a minimum of

five years applied experience in the field equivalent professional experience.

DIPLOMA REQUIREMENTS

Students in the graduate diploma program are required to take 12 credits (two full-year courses) and attain a passing grade on the 100-play examination.

COURSES

Not all courses are offered each year. Courses may be found on the Faculty and program websites.

Theatre Studies 6100 3.0: Theatre Research and Methodology. This course examines methods of advanced research in the area of performance, its documentation and theory.

Theatre Studies 6200 3.0: Issues in Canadian Theatre History. This course examines Canadian theatre history and the changing societies from which it has emerged.

Theatre Studies 6310 3.0: Theatricality and Antitheatricality. This course surveys a representative sample of texts from Western dramatic theory and drama from classical Athens to 1980s New York. It serves as a graduate introduction to the theoretical thinking and writing about drama.

Theatre Studies 6320 3.0: Performance Art: Politics and Aesthetics. This course explores major figures and artworks that have defined performance art as a genre. It examines a range of interdisciplinary practices that fall under the rubric of "performance," including solo shows, installations, photographic portraiture, happenings, site-specific performance and stand-up comedy.

Theatre Studies 6315 3.0: Performing Arts in the City. This course examines the impact of the performing arts on local communities.

Same as Communication & Culture 6112 3.0.

Theatre Studies 6325 3.0: Canadian, British, and American Women's Drama in English: 1880-1920. This course examines the early dramatic activity of Canadian, British and American women dramatists writing in English, in a variety of genres, and contextualizes this activity within dramatic history and the early women's movement.

Same as English 6556 6.0 and Women's Studies 6134 6.0.

Theatre Studies 6330 3.0: Theatre Anthropology. This course examines the fertile academic conversation between theatre and anthropology as evidenced both in scholarly writing and performance practice. Beginning with a survey of initial points of contact between the fields in the late 1970s and 1980s, this seminar also engages with more recent research in performance ethnography, as practiced both by scholars and performing artists.

Theatre Studies 6350 6.0: Special Topics. This course is intended to provide graduate students with unique opportunities to study with a range of visiting artists/scholars in applied research areas. *This course is expected to be offered each summer and changes each year.*

Theatre Studies 6500 and 6.0: Independent Studies. This course is an opportunity for advanced research and in-depth reading in advanced aspects of theatre studies including but not limited to postcolonial theatre and drama, theory and performance studies and theatre, health and social change.

TRANSLATION/TRADUCTION

(French/English)

(anglais/français)

242A York Hall (Glendon)

(416) 487-6811 http://www.yorku.ca/trans

GRADUATE FACULTY MEMBERS

Associate Professor and Director of the Graduate Program DANIEL SIMEONI

Professors Emeriti

ALAIN BAUDOT CHRISTINE KLEIN-LATAUD CLAUDE TATILON

Professors

CANDACE SÉGUINOT AGNES WHITFIELD

Associate Professors

MARIE-CHRISTINE AUBIN THERESA HYUN IAN MARTIN

Assistant Professor

Maria Constanza Guzmán

Adjunct Professors

Salah Basalamah (Ottawa) HÉLÈNE BUZELIN (Montréal) SHERRY SIMON (Concordia)

The Graduate Program in Translation offers courses and opportunities for advanced studies and research leading to the degree of Master of Arts in Translation. Established in 1991 in response to the expansion and increasing complexity of the translation-related language sector in Canada, the program has maintained its original objectives. On the research level, it provides the intellectual stimulation necessary for a more general reflection on the nature of the translation process and translation studies. On a more practical level, it is designed to meet the need for professional development and advanced specialization in the profession. Accordingly, the program includes courses on desktop publishing, terminology and translation service management to prepare graduates for management positions in private and public linguistic services, as well as conceptual and theoretical courses in specific areas of translation practice and translation research to prepare graduates for a rapidly changing profession or for more advanced studies in the field of translation or related disciplines.

Le programme peut être suivi à temps plein ou à temps partiel. Il équivaut à deux années d'études à temps complet, travaux de recherche compris. Les cours sont donnés au Collège universitaire Glendon, campus bilingue situé près du centre de Toronto. Les séminaires se déroulent en anglais ou en français. Grâce à ses effectifs limités (2 000 étudiants au total, dont environ 25 au second cycle de l'Ecole de traduction), cette institution assure une pédagogie active et hautement individualisée particulièrement propice aux études supérieures et à la recherche en traduction.

MASTER OF ARTS PROGRAM

Application Procedures

For more information and an application package, please call or write:

Maîtrise en traduction Graduate Admissions Office 242A pavillon York York University Collège universitaire Glendon P.O. Box GA2300 2275, avenue Bayview 4700 Keele Street Toronto (Ontario) Toronto, Ontario M4N 3M6 **CANADA** M3J 1P3 **CANADA** Tél.: (416) 487-6811 Tel.: (416) 736-5000 Par courrier électronique: jangoh@glendon.yorku.ca

Application may be submitted for entry in each of the Fall, Winter and Summer terms.

ADMISSION REQUIREMENTS

Students are eligible to be considered for admission to the Master's program in two ways, depending on whether they have an honours BA in Translation or an honours BA in another discipline. In either case, candidates must successfully complete an entrance language examination.

Applicants with an honours BA in Translation, awarded with at least a B average in the last two years of study and with one year of documented professional (or equivalent) experience in translation, may be admitted directly into the program.

Applicants with an honours BA in another discipline, with at least a B average in the last two years of study and one year of documented professional (or equivalent) experience in translation, must complete a qualifying year as a special student at the undergraduate level

where a B average must be maintained. The professional experience may also be completed during the qualifying year. After completion of this qualifying year, the applicant is then eligible to be considered for admission to the program.

Année préparatoire (Qualifying Year)

Le program de l'année préparatoire est constitué de huit demicours offerts par le Collège Glendon dans le cadre du BA spécialisé en traduction. Pour s'inscrire à ces cours, les candidats doivent demander leur admission au Collège Glendon en tant qu'étudiants spéciaux (visiting students). La scolarité peut se faire en une ou plusieurs années, au choix. Les étudiants peuvent être dispensés de certains de ces cours, s'ils en ont suivi d'équivalents. Une moyenne de B est exigée ultérieurement pour l'acceptation formelle au Program de maîtrise.

Glendon/Translation 2250 4.0: Stylistique comparée. Glendon/Translation 3270 4.0: Theory of translation. Glendon/Translation 3260 4.0: Documentation. Glendon/Translation 4370 4.0: Terminology. One half-course in linguistics, and two half-courses in translation (à choisir en consultation avec la Direction du programme)

N.B.: L'accomplissement de l'année préparatoire ne garantit nullement l'admission au programme de maîtrise. Les étudiants doivent déposer une demande d'admission complète auprès de la Faculté des études supérieures à l'issue de l'année préparatoire.

DEGREE REQUIREMENTS

MA Degree by Thesis/Maîtrise avec mémoire

Candidates for the MA degree by thesis must complete four half-courses and write a thesis based on original research. The thesis must be successfully defended at an oral examination.

Maîtrise avec travail de recherche/MA Degree by Research Paper

Les candidats à la maîtrise avec travail de recherche doivent faire six demi-cours et soumettre un travail de recherche portant sur un sujet bien délimité. Le travail de recherche est évalué et noté par le directeur de recherche et par un second professeur du program.

MA Degree by Coursework/Maîtrise avec séminaires seulement

Candidates for the MA degree by coursework must successfully complete eight half-courses, or equivalent, chosen from those offered by the program.

COURS/COURSES

Not all courses are offered each year. For courses offered in any particular session, please consult the Graduate Program Office and the Faculty website. Courses are offered in English or French. Students must therefore have an excellent knowledge of both languages. Written assignments, including the thesis and research paper, may be submitted in either English or French.

Translation 5100 3.0: Traductologiques/Translation Studies. A survey of the various theoretical approaches to studying translation, since the beginning of the twentieth century. The historical and cultural contexts of appearance of each approach are taken into account.

The course is given in class or on line, in alternate years.

Translation 5105 3.0: Language and Translation/Langue et traduction. Ce séminaire met l'accent sur un important sujet traductologique de nature linguistique, stylistique ou culturelle – rédaction non sexiste, interférences, argumentation, mise en relief... Le sujet traité varie selon les sessions et le professeur responsable du séminaire.

Translation 5110 3.0: Text Analysis. The main objective of this seminar is an in-depth reflection on the notion of text, with reference to theoretical concepts from various disciplines. Documents concerning text characteristics, production and analysis provide the models which allow students to study the main differences between English and French texts.

Translation 5115 3.0: Cognitive Approaches to the Translation Process. What goes on when someone translates? This course looks at some of the ways modern studies of translation have attempted to answer this question, first looking at the search for translation units and translation-specific procedures, beginning with structural and functional models. Then, the course looks at observational studies of translation together with the methodologies from psychology that have been used in descriptive studies. The course reviews the

strengths and weaknesses of some of the observational studies and

consider the constraints of the cognitive methodology.

Translation 5120 3.0 : Grands enjeux traductologiques contemporains. Ce séminaire propose une vue générale des grands débats traductologiques aujourd'hui. Il traitera en particulier de la nature de l'acte de traduction et d'un certain nombre d'autres questions très débattues, telles que les traductions idéologiques, le dépaysement culturel, l'« invisibilité » du traducteur et son statut artistique.

Translation 5130 3.0: History of Translation and Cultural Transfer/Histoire de la traduction et du transfert culturel. This course explores variation in translating principles and practices throughout history, with special emphasis on social and cultural preconditions. Examples from different historical periods/locations are compared and contrasted with current contemporary conventions in North America and various European countries.

Translation 5140 3.0: Translation, Literature and Postcolonialism/Traduction, littérature et postcolonalisme.

Adopting an inductive and interdisciplinary approach, this course explores issues in the translation of post-colonial literatures. Its main objective is to allow the students to develop a critical reflection on the linguistic, aesthetic, cultural and political challenges surrounding the reception and remediation of various post-colonial literary works, while reinforcing their skills in the practice of literary analysis and translation.

Translation 5145 3.0: Translation, Culture and Modernity in Canada. This course investigates the role of translation in the creation of culture in Canada. Exploring a wide variety of practices beyond official bilingualism, it examines the ideas and values associated with translation, as well as multilingual creative projects.

Translation 5150 3.0: The Multilingual city: Vernaculars, Hybrid languages, Translation. The course investigates the translingual imagination in multilingual, cosmopolitan cities. At the intersection of translation studies, sociolinguistics, literary and urban studies, the course examines phenomena of globalization as they influence the languages of cities.

Same as Humanities 6118 3.0.

Translation 5200 3.0: Initiation à l'éditique. Séminaire à la fois théorique et pratique. À partir d'une lecture appliquée des principaux ouvrages de base (codes typographiques, protocoles d'édition), on étudie les différentes étapes de la préparation d'un texte (du marquage de copie à la correction d'épreuves) et on apprend à utiliser plusieurs logiciels spécialisés (traitement de texte, mise en page).

Translation 5210 3.0: Traduction du style. Ce séminaire fait une différence nette entre conventions stylistiques et inventions stylistiques. Les premières sont dues à des habitudes d'écriture liées au genre d'un texte, les secondes à des inventions propres à son auteur. L'étude de textes divers permet de préciser la notion floue de style à partir de celles plus tangibles de conventions d'écriture et de faits de style, de dégager les principes relatifs à la traduction des structures stylistiques et d'aboutir à une définition de l'équivalence stylistique.

Translation 5300 3.0: Terminology. Focusing on terminological research, this seminar offers a critical analysis of a series of documents to be evaluated according to the basic concepts in terminology. It includes a group research project leading to the preparation of a publishable piece of work in the form of an article, terminological file or glossary.

Translation 5310 3.0: Traduction publicitaire. Dans ce séminaire, on procède d'abord à la mise en place d'une typologie des textes publicitaires. Ensuite, à partir de l'analyse d'un corpus sélectionné, on propose une description des constantes du discours publicitaire pour aborder, en dernier lieu, la problématique des stratégies de traduction.

Translation 5320 3.0-5329 3.0: Specialized Translation (various fields). This seminar includes a considerable number of practical exercises as well as a theoretical component. Students first examine the principles, methods and objectives common to all fields of specialized translation before analyzing the terminology, knowledge base and writing conventions specific to one particular field. The course number varies according to the field selected: 5320 3.0 (Administration); 5321 3.0 (Insurance); 5322 3.0 (Medicine); 5323 3.0 (Pharmaceuticals); 5324 3.0 (Banking); 5325 3.0 (Literature); 5326 3.0 (Social Science and Humanities); 5327 3.0 (Education); 5328 3.0 (Audiovisual translation and subtitling). Other fields may be added according to student interest and faculty availability.

Translation 5400 3.0: Terminologie et traduction juridiques.

Séminaire d'initiation explorant plusieurs domaines : exposé des systèmes juridiques en vigueur au Canada, principes de rédaction et d'interprétation des lois et des règlements administratifs; traduction des décisions rendues par les tribunaux; traduction, préparation et rédaction de documents (formulaires, testaments, contrats, autres pièces); terminologie juridique (différentes branches du droit, équivalents français de certaines expressions nouvelles).

Translation 5410 3.0: Management of a Translation Service.

Through oral presentations, discussions, readings and case studies, students endeavour to determine the principal characteristics of translation service management in terms of human and material resources. Following an analysis of these resources, problem areas are identified and solutions proposed, all with the aim of providing future revisors and section heads with an idea of the skills required for the successful management of a translation service.

Translation 5500 3.0: Informatique et traduction. On explore trois domaines distincts : la traduction automatique (historique et fonctionnement), la traduction assistée (traitement de texte, contrôle

orthographique, dictionnaires informatisés, réseaux d'information), l'analyse automatique et la génération d'énoncés en langage naturel.

Translation 5600 3.0: Outils d'aide à la traduction et à la localisation. Ce cours présente les principaux outils d'aide à la traduction et à la localisation et propose une réflexion sur l'utilité de ces outils et sur les méthodes d'intégration des cultures locales dans le processus de localisation des logiciels et des productions multimédias.

Cours internet.

Integrated with the undergraduate course Glendon **Translation 4525** 3.0.

Translation 5900 3.0 and 5900 6.0: Reading Course/Travail individuel. Special reading courses may be arranged with individual faculty members subject to the approval of the Director of the Graduate Program. Reading courses are designed to enable a student to pursue a research interest or acquire special skills which are not covered by available courses.

Translation MA Thesis/Mémoire de maîtrise.

No course credit.

Translation Research Paper/Travail de recherche.

No course credit.

Visual Arts

256L Goldfarb Centre for Fine Arts

(416) 736-5533 http://www.yorku.ca/mfa

GRADUATE FACULTY MEMBERS

Associate Professor and Director of the Graduate Program

YVONNE SINGER

Professors Emeriti

TED BIELER Vera Frenkel BRUCE PARSONS

Professor

TIM WHITEN

Associate Professors

JON BATURIN MICHAEL DAVEY JANET JONES KATHERINE KNIGHT NANCY NICOL Judith Schwarz NELL TENHAAF

Assistant Professors

DAVID ARMSTRONG MICHEL DAIGNEAULT SARAH PARSONS Brandon Vickerd

Set within and responding to a University context, the MFA program in Visual Arts seeks to provide students with an ability to think critically about their art practice and its relation to society as a whole. Therefore, individual creative research and art production is developed in conjunction with an evolving understanding of theoretical discourses and debates surrounding contemporary art and culture.

Central to the program is independent studio research. No emphasis is placed on any one medium. Drawing, digital, painting, performance, photography, printmedia, sculpture and video are represented and much of the student research crosses these disciplines.

It is now possible for students to obtain their Master of Fine Arts in combination with a Master of Business Administration degree. Please see the Combined MBA/MFA/MA section of this Calendar for more information.

The PhD in Visual Arts is premised on scholarship that is practicebased. It offers a program of study in which innovative research is materialized and disseminated in the form of art works. Research in this context is focused on visual arts, as well as specific research questions that are defined by the candidates. The PhD in Visual Arts is a four-year advanced degree that will prepare mature researchers with the highest qualifications to teach studio practice and theoretical courses, supervise graduate students within a university context, and have significant professional careers as artists.

The primary objective of the PhD in Visual Arts is to provide opportunity for advanced independent research that is integrated within the development of original studio practice, in all visual arts media. The degree leads to both development as a professional artist and higher qualifications for university teaching positions. Participants in the program will develop new methodologies for reconciling the two sometimes conflicting forces of scholarly depth and art world professionalism. These objectives are achieved through a combination of coursework in the Visual Arts program and in the university at large, and two exhibitions of original work accompanied by contextualizing papers. Students must demonstrate maturity in research as recognized by the academic sector as well as by their peers in the art community. Throughout the program, students examine and define what is meant by the recently emerged term "artist/researcher." Supervisory committees in the program include artists, scholars and art world professionals so as to foster the best intellectual environment for meeting the program's objectives.

MASTER OF FINE ARTS PROGRAM APPLICATION AND ADMISSION

Total graduate enrolment is 16 to 18 students, 8 to 10 of whom are admitted each year. Those admitted to the program are a combination of recent graduates from university art departments or art colleges, and artists who wish to return to an academic milieu after a period of professional life. Graduates with an Honours degree in Visual Arts or its equivalent from a recognized University, normally with at least a B (second class) standing, may be considered for admission. Artists lacking the formal academic qualifications, but showing exceptional promise and accomplishment through their portfolio presentation, may be recommended for admission to the Faculty of Graduate Studies at the discretion of the selection committee.

VISUAL ARTS YORK UNIVERSITY FACULTY OF GRADUATE STUDIES 2007-2009 CALENDAR

As the York MFA program in Visual Arts is designed to assist artists in developing a critical understanding of their work and its relation to contemporary culture, the selection committee is interested in applications which indicate thoughtful and well-defined personal direction as evident in both the portfolio and the written statement.

For a complete application to the MFA Visual Arts program at York University, the six requirements are:

- Twenty 35 mm slides of recent work numbered and identified with the applicant's name, accompanied by an information sheet corresponding to the numbered slides which gives the title, medium, size and date of each work. An additional information sheet should be included, clarifying if the works are kinetic, installation, performative or include other media such as audio and digital. Videos, films and CDs and DVDs are also acceptable. Photography applicants may submit up to 30 works either through slide documentation or in a portfolio no larger than 30" x 40". The work should be clearly identified and dated. Video, film and electronic media may require a written synopsis and /or additional documents to clarify the work, and the role of the applicant in the production (i.e., director, performer, artistic director, principal photography, digital authoring, etc.).
- A written statement of intent (200 to 500 words) which includes a final paragraph on the applicant's proposed studio research if admitted to the program. This statement is a significant aspect of the application since applicants need to be able to express themselves in a coherent written form, and to demonstrate an interest in contextualizing their personal research within contemporary critical debates on art.
- Curriculum vitae.
- Two letters of recommendation 4)
- Academic transcripts from all universities or colleges attended.
- Self-addressed stamped envelope for the return of slides, videotapes, CDs, DVDs, etc.
- * Note: The program cannot accept responsibility for works or slides lost or damaged.

The application forms and slide/portfolio submission must be post-marked no later than the application deadline specified in the application provided by the Graduate Admissions Office. Please pay close attention to the instructions sent outlining in detail how to apply to the York MFA program.

SELECTION PROCEDURE

The applicant's work and other documents are examined by two faculty members and one graduate student representing the studio area of the applicant's primary choice. Frequently, additional faculty from other studio areas examine the file at this stage. The files of those applicants with the highest recommendations are passed on for approval to the graduate executive consisting of at least three faculty members, one elected graduate student and the director of the Graduate Program in Visual Arts. The Graduate Program Director recommends admission to the Faculty of Graduate Studies.

INOUIRIES

Requests for further information and application forms should be addressed to: Graduate Admissions Office, P.O. Box GA2300, York University, 4700 Keele Street, Toronto, Ontario M3J 1P3; telephone (416) 736-5000; or online at

http://www.yorku.ca/admissio/graduate.asp.

DEGREE REQUIREMENTS

All first year students must successfully complete two half courses in contemporary theory and criticism, including Visual Arts 5600 3.0: Contemporary Theory in the Visual Arts. The second half course may be Visual Arts 5610 3.0: Theoretical Issues in Contemporary **Art**, or students may substitute it with a half course offering in the Graduate Program in Art History with the permission of the Graduate Program Director.

In addition, all first year students must successfully complete one full course in studio practice, Visual Arts 5630 6.0: Contemporary **Investigations in Studio Practices.**

All first and second year students must complete the MFA seminar, Visual Arts 5620 6.0. This course is taken in both years of the program.

Those lacking sufficient academic background may be required to do additional makeup work in art history or philosophy. Incoming students have the option of taking an additional cognitive course from another discipline that is appropriate to their research

In the second year of the program, upon successful completion of Visual Arts 5630 6.0: Contemporary Investigations in Studio Practices, Master of Fine Arts students in Visual Arts enroll in Visual **Arts MFA Thesis**, to engage in independent studio research and work with two cosupervisors chosen from the graduate faculty members who are most able to address the students' research needs, concerns and goals. This second year supervisory committee supervises the preparation of the thesis exhibition and thesis support paper and acts as part of the jury for the final oral examination.

Thesis Exhibition Support Paper

To graduate, each student must present a final solo thesis exhibition or performance, which is supported and elaborated by a written paper. The written paper should be twenty to fifty pages in length. At a final oral examination, both the art work and the written statement are defended.

Once the oral is passed, the student is required to provide the program with a copy of the written support paper and a 35 mm slide of each work in the final exhibition plus two installation shots.

COURSES

Not all courses are offered each year. Courses may be found on the Faculty and program websites.

Visual Arts 5090 6.0: Independent Study. Intensive work in one of the following studio areas: drawing, painting, photography, printmedia, sculpture, multimedia. Designed for graduate students from outside the Visual Arts program (i.e., MBA, Arts Administration).

Prerequisite: Permission of instructor, based on portfolio review and permission of both home and hosting graduate Program Directors.

Visual Arts 5600 3.0: Contemporary Theory in the Visual

Arts. This course contextualizes contemporary structuralist, psychoanalytical, feminist, Marxist, and postmodernist theory with respect to the history and development of specific art practice in the visual arts and its relationship to society. It incorporates an analysis from French, British and North American sources together with debates, artistic productions, and explorations by contemporary artists.

Same as Communication & Culture 5501 3.0.

Visual Arts 5610 3.0: Theoretical Issues in Contemporary

Art. This course examines recent theoretical interventions in the formulation of critical practice in the field of the visual arts. Working from the premise that 'art' and theory are social constructions and therefore, are historically specific practices, this course addresses the intersection between theory and practice at particular moments in time, taking into consideration the implicit and explicit references of artists, critics, historians and contemporary cultural theorists. Same as Art History 5160 3.0.

Visual Arts 5620 6.0: Graduate Seminar. This seminar is a forum in which ideas on contemporary art and culture are examined in relation to individual studio practice through the format of weekly visual/lecture presentations and discussions. The course has three vital components: seminar presentations of artwork by MFA students for peer response; seminar presentations by guest lecturers drawn from the university and the extended national and international communities; individual studio critiques by seminar guests for MFA students. All students in the program participate in this course. Students who are presenting their work prepare a written statement of approximately two or three pages in length, plus an excerpt from a theoretical text that has been pivotal in the development of their work for the class to read prior to the presentation.

Visual Arts 5630 6.0: Contemporary Investigations in Studio Practices. This course examines students' studio practices. It provides students with an opportunity for intensive discourse and studio engagement with individual faculty members. The focus of the course is the development and examination of independent projects.

Visual Arts 5900 3.0: Imaging the Arts: Interdisciplinary Collaborations. This course explores practical and theoretical aspects of crossdisciplinary collaborations in the arts. With a view to reflecting on issues of representation, analysis of pre-existing collaborations supplement critical reflections on newly created works. Participants in the course augment their already acquired skills with new techniques/skills related to other art forms. Studio creative experiences, supplemented by work with analog and digital technologies, culminate in a personal or group project supported by a paper. Team-taught, the focus of the course shifts from year to year. Same as Dance 5900 3.0, Film & Video 5900 3.0, Music 5900 3.0, and Theatre 5900 3.0.

Visual Arts MFA Thesis. This course comprises the discussions conducted by the candidate's supervisory committee, focusing on the candidate's research area toward the development of the thesis exhibition and support paper.

DOCTOR OF PHILOSOPHY PROGRAM

ADMISSION REQUIREMENTS

A Master of Fine Arts with a minimum B average for application to this program, or an MA with studio concentration, as well as presentation of a portfolio of works and a qualifying research paper (MFA thesis paper or comparable peer-reviewed article). Selection committees to adjudicate the submissions are comprised of graduate faculty.

Proficiency in written and spoken English is required.

The PhD in Visual Arts is a program of professionalization for advancing artists who already have a significant body of work. This term refers to their level of interest in and commitment to the development of research methods for exploring questions related to

their practice. We are treating the visual arts as a broad field of study and practice that has various specializations within it. Students in the PhD program identify the specializations most pertinent to their work

Applicants are required to submit the same material as for the master's degree above.

DEGREE REQUIREMENTS

Candidates for the PhD degree must successfully complete the following requirements:

1. Courses

Students are required to take a total of 3.5 graduate courses: a combined PhD/MFA Graduate Seminar during their first two semester (6 credits Pass/Fail), Visual Arts 5620 6.0: Graduate Seminar for PhD in Visual Arts; Visual Arts 6020 6.0: Contemporary Visual Arts Summer Institute during their third semester (6 credits); and 1.5 graduate courses during the first six semesters from any program in the university including other fine arts graduate programs (9 credits). In addition to the courses, the program requires: an oral comprehensive examination during the fifth semester, a dissertation proposal submitted no later than the end of sixth semester and a final dissertation exhibition and written paper completed preferably by the eleventh semester but required by the fourteenth semester or the spring of the fifth year enrolled in the program.

Supervisor and Supervisory Committee

To enable each student to assume the program of work from the time of his/her entry, a pro-tem supervisor is determined in relation to the research interests as well as the media focus that are expressed in the candidate's application. The pro-tem supervisor guides the student in forming the supervisory committee. Each student is required to choose a three person graduate committee by the end of the third semester. This Committee consists of two faculty members from the Graduate Program in Visual Arts and one faculty from the university whose expertise is in the area of the candidate's theoretical/critical research area. A fourth person from the art world community, *i.e.*, a curator, artist, or critic is selected and added to the committee for the final two years of the program.

Studio

In two of the four years of study, at their choosing, each candidate is given a private studio at York. In the other two years, candidates are required to maintain studios off campus, in professionally situated environments in order to participate as active members of the community at large, developing their research independent of the safety net of the University studio. In addition, candidates will have full access to all studio facilities (*e.g.*, sculpture, print, photo, grad loft) during their time in the PhD program.

Summer Institute

A key facet of the program is the annual Visual Arts Summer Institute, which takes place in collaboration with the Visual Arts Department, University of Western Ontario, and includes a two week residency with prominent international artists and theorists. The Institute comprises course credit for students as well as drawing on the Toronto and London art communities for public lectures and studio visits by distinguished guests. In this way, the PhD in Visual Arts program acts as an incubator for originality and a catalyst for the interplay between professional research and the innovative activities between professionals, and forms a network of professional relationships between Canadian and international researchers operating within and beyond the fine arts university communities.

Comprehensive Examination

The oral comprehensive examination is comprised of a self-curated survey exhibition of the candidate's previous work and a 20 page statement that positions the work in relation to contemporary theoretical considerations and art practices. The examination takes place at the exhibition venue. Questions relate both to the candidate's work/statement and those of a more general nature arising from the Summer Institute. It is expected that this examination enables the student to reflect on the nature of their past work and to formulate the direction of their upcoming work that is detailed in their dissertation proposal.

Dissertation Proposal

The dissertation proposal will be approximately fifteen pages in length as well as a bibliography. It outlines the nature of the proposed studio work; the theoretical /critical areas that inform it through a survey and précis of the pertinent texts; describes how these ideas integrate with the studio work; proposes a series of research questions that are examined in the final thesis; and confirms the venue for the upcoming dissertation exhibition.

Dissertation Exhibition

Students must complete an individualized exhibition-based comprehensive examination. They must defend a dissertation that presents their research in the form of a significant solo exhibition, accompanied by a dissertation research support paper related to the exhibition.

COURSES

Students enrol in the following two courses as well as 1.5 graduate courses from any York graduate program.

Visual Arts 6020 6.0: Contemporary Visual Arts Summer

Institute. A two -week intensive Summer Institute in contemporary visual arts with a different thematic focus each year. This advanced level course is comprised of guest lectures, seminars and individual and group studio critiques of the students' work. Visiting national and international artists, critics, curators and cultural theorists contribute to the sessions. The course is planned, coordinated and partially taught by a faculty member from the Department of Visual Arts appointed to the Faculty of Graduate Studies, while the remainder of the sessions are conducted by invited guests. Each year, different scholars and artists are asked to participate depending upon the chosen theme, which reflects current debates in the visual arts, broad enough to engage a wide range of media and ideas and be critically challenging. This is an advanced course required of students undertaking the PhD in Visual Arts, and is open to master's visual arts students, the proposed PhD Programme in Art History & Visual Culture and the proposed joint Art History/Studio PhD Programme in Visual Culture, Studio, and Media Arts at the University of Western Ontario.

Visual Arts 5620 6.0: Graduate Seminar for PhD in Visual Arts.

This combined master's and PhD graduate seminar is a mandatory course for PhD candidates in the first year. For PhD students, the course consists of presentations of research to the combined seminar in addition to workshops on dissertation writing, sessions on research methodology and a visiting artists program. Ideas on contemporary art and culture are examined and discussed in relation to the candidate's research and practice. As artist/researchers, students should be concerned to contextualize their studio practice in relation to other cultural production. Empirical research and critical reflection are understood as essential to innovative practice. As part of the combined seminar, PhD candidates participate in critique

sessions with faculty members and visiting scholars, studio visits and discussion of presentations by all graduate students. These activities are encouraged as an important aspect of sharing and disseminating knowledge and creating meaningful intellectual interaction between the graduates about contemporary art practices and ideas.

Women's Studies

206 Founders College

(416) 650-8143

http://www.arts.yorku.ca/wmst/grad

GRADUATE FACULTY MEMBERS

Professor and Director of the Graduate Program

MEG LUXTON

Distinguished Research Professor Emeritus

LORRAINE CODE

Distinguished Research Professor

DEBORAH BRITZMAN

University Professors Emeritae

SANDRA W. PYKE JOHANNA H. STUCKEY

University Professors

VARPU LINDSTROM LESLIE SANDERS

Canada Research Chair and Associate Professor

Leah Vosko

Professors Emeritae

Naomi Black Thelma McCormack Virginia J. Rock

Professors

VIJAY AGNEW PAT ARMSTRONG HIMANI BANNERJI LINDA BRISKIN PENELOPE B.R. DOOB SUSAN EHRLICH SHEILA M. EMBLETON Margo Gewurtz ESTHER R. GREENGLASS Celia Haig-Brown JUDITH ADLER HELLMAN RUTH E. KING Selma Odom LINDA PEAKE ANN B. SHTEIR PENNY VAN ESTERIK GERDA WEKERLE

Associate Professors

JUDITH BAKER
ISABELLA BAKKER
DEBORAH BARNDT
SHANNON BELL
KYM BIRD
BETTINA BRADBURY

PAT BRADSHAW
BARBARA CAMERON
ELIZABETH COHEN
JANE COUCHMAN
BARBARA CROW
TANIA DAS GUPTA
ENAKSHI DUA
LORNA ERWIN
GEORGINA FELDBERG
SHELLEY ANN MARIE GAVIGAN
WENONA GILES

SHELLEY ANN MARIE GAVIC WENONA GILES BARBARA T. GODARD MARLENE KADAR JAN KAINER KAMALA KEMPADOO DIDI KHAYATT

LAWRENCE LAM
BECKY LEE
BRENDA LONGFELLOW
NANCY MANDELL

PATRICIA MCDERMOTT
KATHRYN MCPHERSON
GERTRUDE MIANDA
JACINTHE MICHAUD

HAIDEH MOGHISSI
CATRIONA MORTIMER-SANDILANDS

DAVID MURRAY
JANICE I. NEWTON
NAOMI NORQUAY
ANDREA O'REILLY
ALICE PITT
NORENE PUPO
ESTER REITER
ERIN ROSS
AMY ROSSITER
ELIZABETH J. SABISTON
MARC STEIN
KATE SUTHERLAND
LORNA WEIR
SANDRA WHITWORTH

Assistant Professors

Anna Agathangelou Sheila Cavanaugh Andrea A. Davis Minoo Derayeh Susan Dion Rishma Dunlop Joan Gibson Andil Gosine Radhika Mongia Sarah Parsons

Adjunct Professors

BEVERLEY A. DIAMOND RINALDO WALCOTT

The Graduate Program in Women's Studies offers an MA and a PhD in Women's Studies to full-time and part-time students. The program provides an environment for scholars to pursue a new and developing branch of knowledge which is focused on women and gender and the intersections of race, ethnicity, class, ability and sexualities. Our goal is to further the integration of this knowledge at an abstract theoretical level, and to engage the program with developments in culture and society.

The program draws widely from the humanities, social sciences, environmental studies, fine arts, education and law. We currently offer five core courses: women's history, feminist theory, women and culture, feminist methodology, gender and public policy. These separate but overlapping components constitute the organizing structure we have shaped for the new interdisciplinary scholarship in Women's Studies.

Our work is characterized by interdisciplinarity, and by attention to diversity. We study gender in its intersections with sexualities, race, ethnicity, class, ability, age. We apply and develop gender-sensitive and crosscultural methodologies for the study of both Canadian and global issues.

We have identified current fields within graduate women's studies as follows:

- Gender, political economy, public policy, work, law
- Culture, cultural production, representation, identity, sexuality
- **❖** Feminist history
- Feminist theories and methodologies
- Feminist pedagogy, the development of Women's Studies
- . Gender, social institutions and social change
- Global feminist issues, ethnicity and race.

Recognizing that these areas of strength/fields are interrelated and that the boundaries between them are permeable, the program encourages research projects which encompass more than one of these areas.

PART-TIME STUDIES

Part-time students are encouraged to apply for both the MA and PhD programs. Whenever possible courses will be scheduled in the late afternoon, evening hours, and summer.

MAGISTERIATE/MASTER OF ARTS PROGRAM

ADMISSION REQUIREMENTS

To be considered for admission as a candidate for the MA degree, an applicant must be a university graduate holding a degree based on four years of undergraduate study with at least a B+ average (or equivalent). In the context of the Canadian system of higher education, this means an Honours degree. For graduates from other jurisdictions, equivalency is determined in accordance with legislation established by the Senate of York University. The grade point average is assessed over the last two years (full-time equivalent) of study.

DEGREE REQUIREMENTS

Upon admission, each student will be assigned an advisor with

whom the student will meet to decide on a plan of study. The time limit for completion of an MA degree at York is twelve terms of continuous registration. Full-time students will normally be expected to complete the MA in one academic year and not more than two academic years. There are no language or cognate requirements for the MA degree in Women's Studies.

Students can complete their degree either by research paper or by thesis.

MA Degree by Research Paper

1. Courses

Three full-courses (or equivalent) of which two half-courses must be chosen from the program-based core courses offered by the Graduate Program in Women's Studies (i.e., Women's Studies 6001 3.0, 6002 3.0, 6003 3.0, 6004 3.0, 6005 3.0). The final selection of courses will be determined with the assistance of the Director of the Graduate Program in Women's Studies, or a designated faculty advisor. With permission, one of these courses may be chosen from those offered by another graduate program.

2. Program Seminar

All MA and PhD candidates are required to take part in a non-credit seminar series, in which faculty members and students discuss new work in the field, analyse current issues in Women's Studies, and pursue topics in professional development.

3. Research Paper

Candidates must undertake research under the direction of a Women's Studies graduate program faculty member on an approved topic, and write a paper of 50-75 pages incorporating this research. The paper will be assessed by the faculty member directing the research and by a second reader.

MA Degree by Thesis

1. Courses

Two full-courses (or equivalent) of which two half-courses must be chosen from the program-based core courses offered by the Graduate Program in Women's Studies (i.e., Women's Studies 6001 3.0, 6002 3.0, 6003 3.0, 6004 3.0, 6005 3.0). The final selection of courses will be determined with the assistance of the Director of the Graduate Program in Women's Studies, or a designated faculty advisor. With permission, one of these courses may be chosen from those offered by another graduate program.

2. Program Seminar

All MA and PhD candidates are required to take part in a non-credit seminar, in which faculty and students discuss new work in the field, analyse current issues in Women's Studies, and pursue topics in professional development.

3. Thesis and Oral Examination

Candidates must submit a thesis of 100-150 pages based on original research organized in an appropriate thesis form. It should demonstrate the candidate's independence, originality and understanding of the area of investigation. After the formal submission of the thesis, an oral examination is held in accordance with Faculty of Graduate Studies' regulations.

DOCTORATE/DOCTOR OF PHILOSOPHY **PROGRAM**

ADMISSION REQUIREMENTS

Graduates with an MA degree or the equivalent from a recognized

university, with at least a B+ average, and in a field of study relevant to graduate work in Women's Studies, will be considered for admission as candidates for the PhD degree.

DEGREE REQUIREMENTS

Full-time students are expected to complete their studies within four academic years of admission. The Faculty time limit for the Doctoral degree is 18 terms of continuous registration.

Candidates for the PhD degree must fulfil the following requirements:

1. Courses

Three full-courses (or equivalent) from those offered by the Graduate Program in Women's Studies. Of these, two half-courses must be chosen from the program-based core courses (unless this requirement has been met in the MA degree). The final selection of courses will be determined with the assistance of the Director of the Graduate Program in Women's Studies, or a designated faculty advisor. With permission, one of these courses may be chosen from those offered by another graduate program.

2. Program Seminar

All MA and PhD candidates are required to take part in a non-credit seminar series, in which faculty members and students discuss new work in the field, analyse current issues in Women's Studies, and pursue topics in professional development.

3. Comprehensive Examinations

Students in the Doctoral program must demonstrate that they have knowledge in Women's Studies by passing a written and oral comprehensive examination. This examination is normally taken by the end of the second year of registration in the case of full-time students, and by the end of the third year of registration in the case of part-time students. The comprehensive examination is normally supervised by the members of the candidate's PhD supervisory committee. Students will normally be permitted to rewrite the examination once only; a second failure will require withdrawal from the program.

4. Dissertation

When a student has successfully written the comprehensive examination, the student and the supervisor recommend a supervisory committee. This committee will consist of a minimum of three faculty members, at least two of whom must be members of the Graduate Program in Women' Studies.

Candidates must complete a research study and report the results in appropriate dissertation form. The research and dissertation should demonstrate the candidate's independence, originality and understanding of the field of investigation at an advanced level. After the formal submission of the dissertation, an oral examination is held in accordance with Faculty of Graduate Studies regulations.

5. Language and Cognate Requirements

There are no language or cognate requirements for the PhD degree in Women's Studies. However, students may be required, based on the dissertation topic, to demonstrate knowledge of a language other than English, or a cognate skill.

COURSES

Not all courses are offered every year. Supplementary information including a timetable showing course offerings, instructors, times and places is available in the Program Office. Courses are listed on the Faculty and program websites.

PROGRAM-BASED CORE COURSES

Women's Studies 6001 3.0: Women's History. An overview of women's history with particular attention given to Canadian women's history and the emergence of feminist movements. Course includes a discussion of feminist historiography, and the use of archival materials.

Women's Studies 6002 3.0: Feminist Theory. This course offers an analysis of contemporary feminist theoretical debates with a focus on international, class, and anti-racist perspectives. It explores topics such as "women," gender, sex-gender divisions of labour, sexual orientation and sexualities, subjectivities, and issues of sisterhood and solidarity.

Women's Studies 6003 3.0: Women and Culture. An exploration of women in relation to culture, looking at expressions of women's creativity in the contexts of cultural constructions of women. This team-taught course draws upon a variety of artistic and academic disciplines and theoretical approaches. The choice of specific examples depends on the interests of participating faculty and students.

Women's Studies 6004 3.0: Feminist Methodology. An introduction to a range of methods for carrying out interdisciplinary feminist or women-centered research. Attention is given to interdisciplinary and qualitative research methods of data collection, notably historical or longitudinal, crosscultural, experimental, text or content analysis, case histories, and quantitative analyses. Attention also is given to current debates about feminist methodologies and epistemology.

Same as Sociology 6086 3.0.

Women's Studies 6005 3.0: Gender and Public Policy. This course stresses women's relationship to the state. Through feminist critiques, it explores ways in which women's issues and concerns move onto the public policy agenda. While emphasizing the links between theory and practice, the course allows students to focus on specific policy domains. The intersecting influences of race, class, gender and sexual orientation on policy concerns are reflected both in the readings and in the analytic approaches to seminar topics. Same as Environmental Studies 6170 3.0 and Political Science 6720 3.0.

Women's Studies 6006 3.0 or 6.0: Qualitative Methods of Research. This course introduces students to a range of methods currently being used in sociological field research. It includes interviewing techniques, content analysis and selected ethnographic techniques. Instruction is through demonstration, role-playing and field study experience, as well as the critical reading of selected texts. Same as Sociology 6060 3.0 or 6060 6.0.

Women's Studies 6111 3.0: (de)Colonizing Research Methodologies. This course examines the colonizing roots, contemporary problems, and possibilities of field-based research methodologies with relevance to education. From issues in science and positivism to anthropological questions of representation and ethics, the course asks what it means to decolonize methodology.

Same as Education 5225 3.0.

Women's Studies 6405 3.0: Issues in Comparative Women's and Gender History. Part One: The Late Eighteenth and Nineteenth Centuries. This course examines selected themes in the history of women and gender during the late eighteenth and nineteenth

centuries from a comparative perspective. Themes may include historiographical debates; gender, race and colonization; slavery and abolitionism; marriage, separation and divorce; citizenship; women and pre-industrial labour; the industrial revolution; early feminist movements.

Same as History 5561 3.0.

Women's Studies 6406 3.0: Issues in Comparative Women's and Gender History. Part Two: The Twentieth Century. This course aims to give students a broad introduction to the diversity of women's experiences in different countries by examining selected themes in the history of women during the twentieth century. Same as History 5562 3.0.

Women's Studies 6904 3.0: Critical Approaches to 'Race' and Racism. Anti-racist feminist writers have drawn on and made contributions to a number of emerging perspectives on 'race' and racism. These perspectives include Marxist, cultural studies, postcolonial, postmodern, Foucauldian, psychoanalytical, transnational approaches, critical race, legal theory and critical theories of whiteness. This course reviews and critically examines these emerging approaches. One focus explores the epistemological and ontological assumptions underlying each approach.

ELECTIVE COURSES

Women's Studies 6007 3.0: Feminist Research Colloquium. This course is designed for incoming MA and PhD students. It provides a supportive learning environment to develop research and writing skills appropriate to the discipline.

Women's Studies 6100 6.0: Feminist Literary Theory. The focus of this course may vary from year to year. In the recent past it has concentrated on North American writing in English since about 1970, and on French and Québecois feminisms.

Same as English 6970 6.0 and Social & Political Thought 6619 6.0.

Women's Studies 6101 6.0: Women and Eighteenth-Century Writing. A study of women's writing in England, especially after 1760 and its intellectual, literary and cultural contexts. Texts, drawn from a wide generic range, include novels, periodicals and poetry. Topics include authorship and readership; gender ideology; the Enlightenment and Romanticism.

Same as English 6370 6.0.

Women's Studies 6102 6.0: Studies in Nineteenth-Century British Fiction. This course explores particular aspects of nineteenth-century British prose narrative, such as the female tradition and its interaction with the male. Topics studied may vary from year to year. Same as English 6450 6.0.

Women's Studies 6103 6.0: James, Wharton, and Cather. This course examines how two women novelists, Wharton and Cather, contributed to a female literary tradition growing in part out of influence from, or reaction against, a male tradition in which Henry James was a dominant figure.

Same as English 6652 6.0.

Women's Studies 6104 6.0: Canadian Life Writing. Examination of autobiographies, memoirs, journals, diaries, letters by Canadian writers and cultural figures in the nineteenth and twentieth centuries. Cultural and literary context is examined along with critical debate about life writing as narrative.

Same as **English 6770 6.0**.

Women's Studies 6105 3.0: New Directions in the Theory of Knowledge: Feminist Critique of Epistemology. The course examines recent challenges to 'the epistemological project' and to standard conceptions of rationality. The content varies, every second or third year, to focus on re-evaluations of the rationality/relativism debate; on issues of knowledge and power and the politics of knowledge; on 'naturalized' epistemology; on gender as a category of epistemological analysis; on postcolonial critiques of epistemology. Same as Philosophy 6110 3.0 and Social & Political Thought 6621 *3.0*.

Women's Studies 6106 3.0 or 6106 6.0: Women, Patriarchy and Revolution in Modern China. Drawing on academic studies, literature, art, memoirs and films, this course explores the revolution in women's lives and the persistence of patriarchal culture in twentieth century China. The Chinese experience interrogates feminist theories related to gender, class, community and development.

Same as History 5563 3.0 or 5563 6.0.

Women's Studies 6107 6.0: Language, Gender and Power.

This course explores connections between languages (use) and gender/sex systems, examining a variety of theoretical perspectives, methodologies, and findings in recent research and writing. Readings, lectures, and class discussions will draw primarily on work in linguistics and feminist theory.

Same as English 6881 6.0.

Women's Studies 6108 3.0 or 6108 6.0: Identity and Voice: Women and Early Modern European Culture 1400-1700. The course examines debates about women in the early modern period, women's responses to cultural authority, and women's creation of identity and voice. Students examine texts and artifacts by women, works created for or about them, and issues in current scholarship.

Women's Studies 6109 3.0: Women, Politics and Culture in the Middle East. This course provides students with the theoretical framework and empirical information needed to better understand the experiences of women in Middle Eastern societies. The roles of sexuality, religion, cultural traditions and ideology, politics and economic conditions in the lives of women are examined historically in selected Middle Eastern countries such as Algeria, Iran, Israel, Egypt and Pakistan, which illustrate various paths of gender struggles in the region. Special attention is paid to the complex interconnections between gender-based movements and other political movements such as nationalism, populism and religious fundamentalism and women's response to the forces of oppression in

Same as Political Science 6715 3.0 and Sociology 6741 3.0.

Women's Studies 6110 3.0: Psychology of Gender. This course examines the relationship between gender and psychological factors in several different areas. Some of the topics include socialization of gender, marital and family roles, and stress and coping from a genderrole perspective.

Same as Psychology 6340 3.0.

Prerequisites: Courses in introduction to psychology and social psychology or permission of the instructor.

Women's Studies 6112 3.0: The Politics of the Canadian Women's Movement. This course examines the women's movement

in Canada, emphasizing the political dimensions of its historical and contemporary development. It focuses primarily on the second wave of feminism after 1970, emphasizing how the movement was shaped by Canada's unique political and social structures.

Same as Political Science 5150 3.0.

Integrated with the undergraduate course Arts Political Science 4155 3.0, Women's Studies 4503 3.0, Atkinson Women's Studies 4503 3.0, Glendon Women's Studies 4503 3.0 and Glendon Political Science 4603 3.0.

Women's Studies 6113 3.0: Gender and the Construction of Global Markets. Key aspects of the globalization process are taking place on a gendered terrain, which reconstitutes existing gender orders in the North and South. Topics include markets and vulnerability; unpaid labour; information of work; commodification of gendered bodies and nature; trade and multilateralism; and a gender-aware international governance architecture. Same as Political Science 6750 3.0.

Women's Studies 6114 6.0: Race, Gender and American Politics.

Recent scholarship on race, gender and ethnicity has transformed the way historians treat almost every aspect of United States history. This course examines this scholarship and its impact on the history of American culture and politics.

Same as History 5230 6.0.

Women's Studies 6115 6.0: The Brontës. This course focuses on the writings—juvenilia, poetry, correspondence, journals, novels—of the four Brontës—Charlotte, Emily, Anne and Branwell. In addition to these primary texts it considers a range of biographical and critical materials.

Same as English 6460 6.0.

Women's Studies 6116 3.0: Narratives of the Other: China and the West Since 1900. This course examines the cultural preoccupations of texts of Sino-Western contacts from the Boxer Rebellion to the present day. Popular culture and the impact on Asian Americans and modern Chinese youth of the gender stereotyping in such texts are highlighted.

Same as Humanities 6101 3.0.

Women's Studies 6117 3.0: Carribean Feminist Thought. An examination of Carribean feminist thought as it emerges through women's histories, gendered resistances, social and political movements and literature.

Same as Social & Political Thought 6371 3.0.

Women's Studies 6118 3.0: Gender and International Relations.

This course explores both the theoretical and empirical issues raised by the introduction of a consideration of 'gender' in traditional analyses of international relations. Issues covered include gender and the environment, militarism and international political economy. Same as Political Science 5245 3.0.

Integrated with the undergraduate courses Arts Political Science 4245 3.0 and Arts Women's Studies 4802 3.0.

Women's Studies 6119 3.0: Sexualities and Education. This course considers contemporary debates in the study of sexualities. Drawing upon research and literature in the humanities, social sciences and arts, theories of sexuality are placed in conversation with issues in education. Topics to be covered may include: childhood and adolescent sexualities, teacher's sexualities, controversies in sex education, representations of AIDS, lesbian, gay, bisexual and transgendered issues and identities in education, and representations of sexuality across the curriculum. Same as Education 5425 3.0.

Women's Studies 6120 3.0: Urban Identities: Historical Perspectives on Race, Ethnicity, Gender and Class in Canadian and American Cities. This course considers the historical and spatial construction of racial, ethnic, gender and class identities in the broader context of urban development in Canada and the United States in the 19th and 20th centuries.

Integrated with the undergraduate course **Geography 4090 3.0**. Same as **Geography 5109 3.0**.

Women's Studies 6122 3.0: Gender, Equity, New Technologies and Education. This interdisciplinary course examines contemporary cultural conceptions and practices of gender identities in relation to patterns of competency and uses of new technologies, both inside and outside of schools. The course explores contemporary research, theory and online environments in relation to questions about identities, equity and digital media. *Same as Education 5862 3.0.*

Women's Studies 6123 3.0: Critical Sexuality. This course is designed to introduce graduate students to the critical study of gender and sexuality, in order to identify conflicts and areas of contestation within the field. Using feminist theories, methodologies and analysis, the course examines theories of gender and sexuality developed by, for example, Judith Butler, Michel Foucault, Sigmund Freud, Jay Prosser, Eve Kosofsky Sedgwick, Anne McClintock.

Women's Studies 6124 3.0: World Dance: Global and Local Perspectives. This course investigates the spectrum of world dance, particularly as it can be accessed here in one of the world's most multicultural cities.

Same as Dance 5420 3.0.

Women's Studies 6125 3.0: Sex, Race and Caribbean Hybridities. This course aims to interrogate postcolonial discourses of cultural hybridity and nationalism in Caribbean literature and literary theory. *Same as English 6571 3.0.*

Women's Studies 6126 3.0: The Social Construction of Gender in Pre-Modern Literature. This course examines explicit and implicit attitudes toward gender in narrative and dramatic texts written in Europe and Asia before 1600.

Same as English 6020 3.0.

Women's Studies 6127 3.0: Transnational Feminism(s): Globalization, Empire and the Body. This course examines transnational feminist theories on the historical connections of body, nation, gender, racializations, sexualizations and globalization. This course also explores how increasingly global structures of inequality are demanding global structures, movements, and new theorizations by feminists worldwide.

Same as Political Science 6745 3.0.

Women's Studies 6128 3.0: Queer Theory. This course introduces graduate students to queer theory, defined broadly to include a variety of theories concerning sex, gender, and sexuality, with special attention to recent work describing itself as queer.

Women's Studies 6130 3.0: History of Sexuality in the US, Canada & Western Europe. This course explores the history of sexuality in the United States, Canada, Britain, France and Germany. Topics covered include cross-sex and same-sex sexualities; relationships between sex, gender, class, race, ethnicity, nationality and sexuality; sexual preproduction; commercialized sexualities; and sexual disease.\

Same as History 5591 3.0.

Women's Studies 6131 6.0: Research in Life Writing Texts: an Investigation of Race Laws, Gender and the Holocaust. This

course explores gender and race through a historical and literary appreciation of the application of the Final Solution in Central Europe, 1939-1945. The course focuses on experiences of women and girls represented in narrative communities of Central European Jewry, and Roma and Sinti peoples.

Same English 6901 6.0 and Humanities 6112 6.0.

Women's Studies 6132 6.0: Theorizing Conflict: Narratives of Dominance and Resistance in South Asia. This course examines the representations of national conflict in narratives from South Asia. Same as English 6759 6.0.

Women's Studies 6133 3.0: Gender and International Human Rights: Law, Citizenship and Borders. This course introduces students to the structure and the main mechanisms of international human rights law and its impact on women and gender relations. The focus is on the United Nations, its agencies, and its system of international Conventions and Declarations designed to increase gender equality.

Women's Studies 6134 6.0: Canadian, British, and American Women's Drama in English: 1880-1920. This course examines the early dramatic activity of Canadian, British and American women dramatists writing in English, in a variety of genres, and contextualizes this activity within dramatic history and the early women's movement.

Same as Environmental Studies 6138 6.0.

Women's Studies 6201 3.0: Women and Natural Environments.

Exploration of the debates characteristic of analysis and research on women's varied relationships with nature. Emphasis is placed on four overlapping issues: women as "natural" beings; the social construction of gender and nature; women's use and management of natural resources; and women, environment, and development initiatives.

Same as Environmental Studies 6138 3.0.

Women's Studies 6202 3.0: Women and Urban Change.

Examination of the interrelationship between women's changing roles in society and the form and structure of urban areas. The focus is on those problem areas where urban studies/urban planning, women's studies, and the study of the family intersect. This interdisciplinary perspective highlights the issues and emphasizes alternatives for social change.

Women's Studies 6203 6.0: The History of Women and Work in Canada. This course examines how race, class, gender and ethnicity have influenced women's domestic labour and labour force participation in Canada from the seventeenth century to the mid-twentieth century. Students examine current theoretical and methodological issues relating to the field, as well as assess the impact of the major transformations in women's work on their private and public lives. Some reference will be made to the experience of British and American women as well.

Same as History 5560 6.0.

Women's Studies 6205 6.0: Ethnicity, Nationalism and Gender.

This course examines ethnicity, nationalism and gender in an interdisciplinary and crosscultural fashion through a focus on four intertwined issues: ethnic-nationalism, citizenship, militarization and women's rights, and empowerment.

Same as Sociology 6881 6.0.

Women's Studies 6206 3.0: Women Organizing. This course documents and theorizes women's organizing, and analyzes and assesses strategies. It problematizes the relationship between

women's organizing and feminist organizing. It considers the impact of 'diversity' on organizing, and the potential of coalition politics as a strategic response.

Same as Sociology 6685 3.0.

Women's Studies 6207 3.0: The Political Economy of Work and Welfare. This course examines the changing nature of work and welfare in advanced industrialized societies. Framed around leading debates in feminist political economy, it devotes considerable emphasis to examining the relationship between labour market trends, the shifting politics of home and 'family' and welfare regime change in comparative perspective.

Same as Political Science 6775 3.0 and Sociology 6683 3.0.

Women's Studies 6301 3.0: Feminist Issues in Anthropology: History and Current Debates. This course explores literature in feminist anthropology during the past twenty years. Major theoretical contributions and debates discussed include issues that dominated the field during the 1970s (women in the ethnographic literature; the public/private dichotomy; male dominance; impact of colonialism) as well as current concerns regarding feminist methodology, cultural constructions of gender and the female body, and women's resistance. Same as Social Anthropology 5160 3.0.

Women's Studies 6303 3.0: Historical Perspectives on Women and Nature. A study of historical ideas about women and nature, with special reference to work by women in relation to nature in Europe and North America, up to and including the nineteenth century. Topics may include metaphor and cultural associations/ representations, the development of science culture, nature writing and popular science writing, gardens and landscape, and visual representations in art.

Same as English 6052 3.0 and Environmental Studies 6139 3.0.

Women's Studies 6401 3.0 or 6401 6.0: Women in Society. An examination of women's status in society, including a critical analysis of various theoretical perspectives, the historical development of women's roles, and the role of women in social change and revolution.

Same as Sociology 6740 3.0 or 6740 6.0.

Women's Studies 6402 3.0 or 6402 6.0: Families Today. This seminar focuses on theoretical issues in the study of the family. Among topics that may be considered are role theory in family relationships, family and industrialization, concepts in intrafamilial analysis, socialization processes, conceptual frameworks in the analysis of the family.

Same as Sociology 6840 3.0 or 6840 6.0.

Women's Studies 6403 3.0 or 6403 6.0: Selected Topics in Women's Studies. A selected topics seminar may be offered when there is sufficient student and faculty interest for a course not listed in the Calendar.

Women's Studies 6404 3.0: Theoretical Studies of Women's Work. English Canadian theorists have made important contributions to the international debates on how change and lack of change in women's work are to be understood. This course examines this topic within an international context and relates it to developments in Canadian women's work.

Women's Studies 6501 3.0: Problems in Contemporary Feminist Theory. This course focuses each year on different themes in, or currents of, contemporary feminist theory. Topics include feminism and psychoanalysis, liberal feminism, feminist theories of social

reproduction, feminism and marxism, French theorists and theories of sexual politics of families.

Same as Social & Political Thought 6615 3.0.

Women's Studies 6502 6.0: Gender Relations in the Third World.

The course explores a synthesis of concepts drawn from feminist theory on the one hand, and theories of precapitalist modes of production, colonialism and neocolonialism on the other, to arrive at an understanding of the social relations of gender in the Third World. Africa provides the focus for this endeavour, while other areas of the Third World are drawn upon for comparative purposes.

Same as Political Science 6735 3.0 and Social & Political Thought *6314 6.0*.

Women's Studies 6503 6.0: The History and Development of Feminist Theory. This course examines the way the social sciences have conceptualized "women" from the classical mainstream to contemporary feminism. The main theme investigates the emergence, development and elaboration, and current "state of the art" of feminist theory.

Same as Social & Political Thought 6108 6.0 and Sociology 6201

Women's Studies 6504 3.0: Women and Development. Overview of current issues in gender and development analysis as a framework for the integration of women in Third World development. Emphasis is placed on theoretical and conceptual issues as the necessary background to project-oriented approaches to Women and Development.

Same as Environmental Studies 6137 3.0.

feminist social theory.

Women's Studies 6505 3.0 or 6505 6.0: Sex and Gender in Social Theory. This course examines classical and contemporary social theory, from the enlightenment to postmodernism, from the point of view of gender, as well as providing a survey of recent debates in

Same as Sociology 6180 3.0 or 6180 6.0 and Social & Political Thought 6623 3.0 or 6623 6.0.

Women's Studies 6506 3.0: Pedagogy and Social Difference. This course examines what discourses of social difference and theories of representation offer to the rethinking of pedagogy. Topics include psychoanalysis and pedagogy; theories of representing sex, race, and gender; AIDS and education; textuality and social difference; imagined communities; reading practices and the production of difference.

Same as Education 5810 3.0 and Social & Political Thought 6015

Women's Studies 6507 3.0: Feminist Pedagogy. This course explores feminist theories and praxis as these are relevant to pedagogy. It challenges the social, political, economic, and ideological assumptions that underscore theories of learning and teaching, and it looks to transform knowledge as a means to provoke work toward social equity.

Same as Education 5820 3.0.

Women's Studies 6509 3.0: Seminar in Psychoanalytic

Theory and Pedagogy. This seminar engages some key concepts in psychoanalysis to investigate learning and contemporary psychoanalytic debates in education. Concepts such as resistance, trauma, transference, identification and projection, and theories of aggression, hatred, and love are considered, along with the reading of contemporary novels, memories, and research in education. Theses

analytic concepts question the time of learning, its fault lines, and the relations individuals make with the self through the other. The seminar considers foundational methodological writings in the interdisciplinary field of education and psychoanalysis and some contemporary debates posed by more recent pedagogies on education as symptomatic of crisis.

Same as Education 5815 3.0 and Social & Political Thought 6628 *3.0*.

Women's Studies 6601 6.0: Advanced Studies in Women in Politics. Advanced study of the relationship between women and politics, focusing on theoretical analyses of women's political role. Topics include the treatment of women in political theory, empirical analyses of women in the literatures of comparative politics and international relations, feminist critiques of Political Science. Same as Political Science 6700 6.0 and Social & Political Thought *6048 3.0*.

Women's Studies 6602 3.0: Gender and Justice. This course focuses on gender issues and the law. The structure of the legal system and fundamental concepts of common law will form the backdrop for examining the relationship between statutes, case law and public policy. Major Supreme Court of Canada decisions on gender issues will make up about half the course readings, along with complementary literature on feminist legal theory. Students will learn how to use a law library to undertake basic legal research. Prerequisite for Women's Studies 6701 3.0, 6702 3.0, 6703 3.0 and 6704 3.0.

Same as Political Science 6725 3.0 and Sociology 6895 3.0.

Women's Studies 6701 3.0: Law, Gender, Equality. The course examines legal claims for gender equality and tries to assess why the legal process has impeded equality for women. The course also examines various legal strategies for achieving gender equality: law reform and legislative lobbying; judicial decisions; human rights commissions and tribunals. The course also provides an introduction to theories of gender equality and law.

Prerequisite: Women's Studies 6602 3.0 or permission of the instructor.

Integrated with the undergraduate course Law 2390 3.0.

Women's Studies 6702 3.0: Feminist Legal Theory. This seminar examines the theories of equality which are evident in legal classifications based on gender and gender distinction. It also examines the writing of feminist legal theories to assess, at a theoretical level, whether gender is an appropriate classification in law, and if so, on what basis.

Prerequisite: Women's Studies 6602 3.0 and 6701 3.0 or permission of the instructor.

Same as Law 6630 3.0.

Women's Studies 6703 3.0: Sexuality and the Law. This seminar develops an understanding of the role of the law in the social construction and regulation of human sexuality. The seminar explores the extent to which certain assumptions about and attitudes towards sexuality are reflected in and fostered by our legal system. Topics covered include legislative and constitutional prohibitions on discrimination based on sexual orientation, AIDS related legal issues, and the role of the criminal law and family law in regulating sexuality.

Prerequisite: Women's Studies 6602 3.0 or permission of the instructor.

Integrated with the undergraduate course Law 3910 3.0.

Women's Studies 6704 3.0: Discrimination and the Law. This seminar deals with the meaning of "equality" as a philosophical and political ideal, as expressed in the Charter of Rights and Freedoms, and in human rights legislation in Canada.

Prerequisite: Women's Studies 6602 3.0 or permission of the instructor.

Integrated with the undergraduate course Law 3300 3.0.

Women's Studies 6705 3.0: Contemporary Theoretical Debates in Critical Sexuality Studies. This course examines two key areas of conflict in contemporary sexuality studies: between Foucauldian genealogies and psychoanalysis, plus their attempted fusion in queer critique; and between feminism and queer theory, focusing on the figure of the lesbian in each.

Same as Social & Political Thought 6641 3.0.

Women's Studies 6801 3.0 and 6801 6.0: Reading Course.

Individual students or small groups may conduct readings under a faculty member's supervision in one or two selected areas. Students wishing to enrol should contact the Director of the Graduate Program in Women's Studies for permission.

Women's Studies 6805 3.0 or 6.0: Health and Illness. Sociological perspectives on issues regarding disease, health and illness are explored. Topics include the development and structure of health care systems, race, gender, ethics, policy, lifecycle, mental health, the sick role, or the professions.

Same as **Sociology 6831 3.0** or **6.0**.

Women's Studies 6901 3.0 and 6901 6.0: Special Topics. In any given year, a course that is not part of the regular curriculum may be mounted by the Graduate Program in Women's Studies (or by another graduate program and crosslisted with Women's Studies).

Women's Studies 6902A 3.0: Post-Colonial Studies: Race, Gender, Sexuality in the Social Construction of Colonialism and Nationalism. This course provides an introduction to some of the main concerns associated with postcolonialism. Taking a historical approach, this course explores how, in various ways and specific places, the production of racialised difference as a mode of subordination was forged in the context of colonialism and imperialism.

Women's Studies 6903 3.0: Race and Gender in Digital

Technology. In recent years corporate leaders, government officials, and media pundits have portrayed the western restructured socioeconomic near-future as a 'digital' one, forefronting the centrality of digital technology and the digitization of information to the social, economic, and political changes currently sweeping Canada, as well as the rest of the Organisation for Economic Cooperation and Development. In this course, we will examine the ways in which race and gender manifest in the discourses, policy decisions and representations of digital technology in Canada. Same as Communication & Culture 6511 3.0.

Women's Studies MA Thesis Research. No course credit.

Women's Studies MA Research Paper. No course credit.

Women's Studies PhD Dissertation Research.

No course credit.

FACULTY OF GRADUATE STUDIES COURSE OFFERINGS:

UNIVERSITY TEACHING AND LEARNING

The Faculty of Graduate Studies developed the noncompulsory course in University Teaching and Learning in response to an increased interest in enhancing the teaching qualifications of the future professoriate. Graduates may find it helpful to have taken this course when applying for University positions. The course is mounted through the Faculty of Graduate Studies, rather than a particular graduate programme, to encourage student interaction from a wide range of disciplines.

The course is for credit and appears on transcripts. It is normally taken in addition to programme degree requirements. It is not offered every year.

Faculty of Graduate Studies 5000 3.0: University Teaching and Learning. This course explores the research and theory of, and provides opportunities to examine and practice skills required for, effective university teaching. Topics may include philosophy and goals of higher education; ethics; learning theories; critical pedagogy; inclusive pedagogy; teaching strategies; methods for teaching critical thinking and writing skills; the use of audiovisual materials; and evaluation of learning and teaching.

Some prior Teaching Assistant experience is desirable, but not required. The course is primarily intended for graduate students who have completed their course work.

University Teaching Practicum

The University Teaching Practicum is a self-directed programme of professional development in university teaching and learning designed specifically for graduate students. Participants in the programme undertake a process of in-depth learning about their own teaching - reflecting on and analyzing their approach to teaching, experimenting and applying new strategies and techniques, and documenting their teaching accomplishments. At the same time, Practicum participants will have opportunities to deepen their understanding of pedagogical principles and student learning theories, and participate in discussions of all manner of issues relating to teaching and learning at York University.

Participants enrolled in the Practicum gather evidence of their participation in programme components and document their activities by preparing a teaching dossier. Programme components include:

- general principles of pedagogy (25 hours of study, including five hours of discipline-specific study)
- * practice and analysis of teaching, and
- preparation of a teaching dossier.

The programme generally takes about two years to complete, and participants who fulfill all components of the programme receive a letter from the Dean of Graduate Studies confirming that they have successfully completed the University Teaching Practicum.

For more information about the Practicum, please contact the Centre for the Support of Teaching, 1050 Technology Enhanced Learning Building, (416) 736-5754, or cst@yorku.ca. See also http://www.yorku.ca/cst.

READING FRENCH FOR SPECIAL PURPOSES

Faculty of Graduate Studies 5712 3.0: Reading French for Special Purpose (Elementary) and 5713 3.0: Reading French for Special Purpose (Intermediate). This course is designed to enable graduate students to read academic and also other texts in their discipline with reasonable ease, to fulfill French language reading requirements. The first term for near beginners concentrates on reading strategies, basic vocabulary and grammatical structures. In the second term, students work on translation, lexical and grammatical analysis of selected material from their field of interest, to practice reading strategies and improve their reading skills in French. The course will be given in English.

GRADUATE DIPLOMA IN ASIAN STUDIES

AFFILIATED FACULTY/GRADUATE FACULTY MEMBERS

Diploma Coordinator

EAST ASIA

JOSHUA FOGEL, Canada Research Chair: China, Japan MARGO GEWURTZ, Graduate Program in Humanities: China TED GOOSSEN, Graduate Program in Humanities: Japan JAY GOULDING, Graduate Program in Social & Political Thought/ Sociology/Communication and Culture: China, Japan Susan Henders, Graduate Program in Political Science THERESA HYUN, Graduate Program in Humanities: Korea Lucia Lo, Graduate Program in Geography: China and Chinese Diaspora

VALERIE PRESTON, Graduate Program in Geography: East Asia Diaspora

RENITA WONG, Graduate Program in Social Work: Hong Kong, China LORNA WRIGHT, Schulich School of Business: East and Southeast

WENDY WONG, Graduate Program in Design: Hong Kong, China SUZIE YOUNG, Graduate Program in Film: China, Hong Kong, Korea and Taiwan

SOUTHEAST ASIA

LISA DRUMMOND, Graduate Program in Geography: Vietnam PHILIP KELLY, Graduate Program in Geography: Philippines and

JANET LANDA, Graduate Program in Economics and Chinese trade and networks

ROBIN ROTH, Graduate Program in Geography: Thailand ALBERT SCHRAUWERS, Graduate Program in Social Anthropology: Indonesia and Colonial Europe

PETER VANDERGEEST, Graduate Programs in Geography and Sociology: Southeast Asia, Thailand, Laos

Penny Van Esterik, Graduate Program in Social Anthropology: Southeast Asia, Thailand, Laos

LORNA WRIGHT, Schulich School of Business: East and Southeast Asia

SOUTH ASIA

VIJAY AGNEW, Graduate Program in History: South Asia Diaspora HIMANI BANNERJI, Graduate Program in Sociology MARTIN BUNCH, Graduate Program in Environmental Studies RAJU DAS, Graduate Program in Geography SHUBHRA GURURANI, Graduate Program in Social Anthropology Femida Handy, Graduate Program in Environmental Studies Ananya Mukherjee-Reed, Graduate Program in Political Science PETER PENZ, Graduate Program in Environmental Studies HIRA SINGH, Graduate Program in Sociology: South Asia and Diaspora

The Faculty of Graduate Studies and the York Centre for Asian Research offer a Graduate Diploma in Asian Studies that is awarded concurrently with a master's or Doctoral degree for which the student is registered, on completion of all degree and graduate diploma requirements..

The Graduate Diploma in Asian Studies answers the identified need among students who are looking for more Asian content in their studies, and to interest prospective employers who are looking for graduates with certifiable expertise in Asian Studies. It is an interdisciplinary program that offers students a challenging graduate diploma degree with promising career opportunities in the broad area of Asian development.

Given the program's emphasis on non-spatially-contained definition of Asian studies, diaspora, identity, and transnationalism among immigrant communities in Canada, students will acquire a broad knowledge of contemporary Asian research and issues.

ADMISSIONS REQUIREMENTS

All candidates for the Graduate Diploma in Asian Studies must first be admitted to a graduate program at York University. They may register for the Graduate Diploma in Asian Studies once their master's or Doctoral program of study has been clearly defined, normally before the course work has been completed.

DIPLOMA REOUIREMENTS

The Graduate Diploma in Asian Studies is available to graduate students at York who fulfill the following requirements:

Students are required to complete the designated core course: Geography 5700 3.0/Social Anthropology 5500 3.0/Sociology 6745 3.0: The Making of Asian Studies: Critical Perspectives

Students are also required to successfully demonstrate or complete:

- 1) Competency in one Asian language
- 2) Two research papers with clear Asian content
- 3) Fieldwork and other experience in the Asian geographic region

In addition, graduate students can take advantage of a range of courses in Asian Studies available in the departments of Geography, Humanities, History, Political Science, Social Anthropology and Sociology. Each student has a graduate diploma committee of two faculty members of the graduate diploma to advise and assist them in the completion of requirements. For example, the graduate diploma committee helps students in finding institutional affiliations in Asia, and in finding Asia-related readings to enable them to write papers with Asian content.

For more information, contact Professor Wendy Wong, wsywong@ yorku.ca; (416) 736-5821; fax: (416) 736-5688; or the Program Assistant at year@yorku.ca, 230 York Lanes.

GRADUATE DIPLOMA IN DEMOCRATIC ADMINISTRATION

AFFILIATED FACULTY/GRADUATE **FACULTY MEMBERS**

Diploma Coordinator

IAN GREENE (Political Science)

Greg Albo (Political Science) HARRY ARTHURS (Law and Political Science) ISABELLA BAKKER (Political Science) David Bell (Environmental Studies and Political Science) BARBARA CAMERON (Political Science) G.A.P. CARROTHERS (Environmental Studies) JACK CRAIG (Sociology and Environmental Studies) ANN DENHOLM-CROSBY (Political Science) ROBERT DRUMMOND (Political Science) GINA FELDBERG (Interdisciplinary Studies and Sociology) Robert MacDermid (Political Science) Janice Newton (Political Science) LEO PANITCH (Political Science) LIORA SALTER (Law and Environmental Studies) DAVID SHUGARMAN (Political Science) MARTIN THOMAS (Political Science)

This program of study allows students in appropriate graduate programs at York University to specialize formally in the area of Democratic Administration, and to be awarded a Graduate Diploma in Democratic Administration. The diploma is awarded concurrently with the master's or Doctoral degree for which the student is registered. For those students who successfully complete both the degree and diploma, the diploma is noted on the student's transcript and awarded at the convocation at which the degree is awarded or at the subsequent convocation. Students can only receive the diploma if they successfully complete the degree program. The diploma aims to equip students with both the analytical and practical insights needed to help build more democratic and responsive institutions. The diploma is geared to both new and returning students who aspire to leadership positions in popular sector institutions, from trade unions and non-profitable charities, to state administration and quasigovernmental organizations.

Each student is exposed to an in-depth analysis of the parameters which constrain collective institutions and the state, with the goal of ensuring that students are able to both elaborate and critically evaluate policies across a broad range of social and economic issues. Equally important, in keeping with the democratic thrust of the program, students explore alternative methods of policy formation and implementation. Developing techniques for the empowerment of constituencies, usually relegated to client status or perfunctory consultation, is an integral part of the practical, administrative dimensions of the program.

ADMISSIONS REQUIREMENTS

Candidates for the diploma must first be admitted to the Faculty of Graduate Studies as candidates for a master's or Doctoral degree in one of the participating graduate programs. Candidates formally register for the diploma following registration for their degree program, at the time they define their program of studies.

The diploma is an interdisciplinary one, open to students in any relevant graduate program including, for example, Environmental Studies, Law, Political Science, Sociology and Business Administration.

DIPLOMA REQUIREMENTS

Students must complete the program requirements of the degree for which they are registered. In order to receive the Graduate Diploma in Democratic Administration, each student must also satisfy the following requirements:

- For all students except those masters students registered with the Schulich School of Business or the Faculty of Environmental Studies:
 - write a major research paper, thesis or dissertation on a topic related to democratic administration approved by the Chair of the Executive Committee of the Graduate Diploma in Democratic Administration (the Executive Committee will consist of the Graduate Director in Political Science (ex officio), the Coordinator of the Specialized Honours Program in Public Policy and Administration (normally the Chair), the course instructor for the Democratic Administration core course, plus two other members of the Faculty of Graduate Studies appointed annually by the permanent members of this committee.); and

- successfully complete Political Science 6155 3.0: Democratic Administration (core course), the required course for all students registered for the diploma. This course will be open to students outside of the Political Science Graduate Program who are accepted for the diploma. This course is an additional requirement, over and above regular degree requirements and may not be counted toward the course requirement for the master's or Doctoral degrees.
- b) For masters students registered with the Schulich School of Business or Faculty of Environmental Studies:
 - write a research paper beyond the normal degree requirements on a topic related to democratic administration approved by the Chair of the Executive Committee of the Graduate Diploma in Democratic Administration. (The Executive Committee will consist of the Graduate Program Director in Political Science (ex officio), the Coordinator of the Specialized Honours Program in Public Policy and Administration (normally

- the Chair), the course instructor for the Democratic Administration core course, plus two other members of the Faculty of Graduate Studies appointed annually by the permanent members of this committee.); and
- successfully complete Political Science 6155 3.0: Democratic Administration (core course), the required course for all students registered for the Diploma. This course will be open to students outside of the Political Science Graduate Program who are accepted for the diploma. This course is not an additional requirement over and above regular degree requirements for MES and MPA/ MBA students.

For more information, contact Professor Ian Greene, Co-ordinator, S636 Ross Building, York University, 4700 Keele Street, Toronto, Ontario, Canada, M3J 1P3; (416) 736-5265; fax: (416) 736-5686; igreene@yorku.ca.

GRADUATE DIPLOMAS IN ENVIRONMENTAL/SUSTAINABILITY **EDUCATION**

AFFILIATED FACULTY/GRADUATE **FACULTY MEMBERS**

Diploma Co-Coordinators

DON DIPPO (Education) Joe Sheridan (Environmental Studies)

Education

STEVE ALSOP WARREN CRICHLOW Susan Dion DON DIPPO RISHMA DUNLOP STEVE GAETZ Celia Haig-Brown GRAHAM ORPWOOD HARRY SMALLER CAROLANNE WIEN

Environmental Studies

DEBORAH BARNDT MARTIN BUNCH Leesa Fawcett BETH FRANKLIN CHUCK HOPKINS DAVID BELL ROB MACDONALD GERDA WEKERLE

The Graduate Diplomas in Environmental/Sustainability Education are the only ones of their kind in Ontario. They are offered jointly by the Graduate Programs in Education and Environmental Studies.

The concurrent and stand-alone Graduate Diplomas in Environmental/Sustainability Education are designed to meet longstanding graduate student interest, and help to educate teachers in the field of environmental and sustainability education, in both the public and private education systems, and in other organizations and institutions committed to environmental and sustainability education.

The degree concurrent graduate diploma, offered in both programs, formalizes already established areas of environmental/sustainability education within Doctoral and masters degrees.

The direct-entry, stand-alone graduate diploma, is offered only within the Graduate Program in Education. It is not offered in conjunction with a degree. This option is designed to provide opportunities for graduate level study of theory and research in environmental/sustainability education to practising teachers and school administrators, to people working in community organizations and cultural institutions, and to advocacy groups.

DEGREE CONCURRENT OPTION

Registration for the concurrent diploma occurs after the candidate has been admitted to the masters or Doctoral degree in the Graduate Programs in Education or Environmental Studies. Any student admitted to the MEd., MES or PhD degree may register for the concurrent Graduate Diploma in Environmental/ Sustainability Education within the first year of the degree program in which they are registered, if their interest corresponds to this subject area. Admission to the graduate diploma is subject to approval by the joint Education/Environmental Studies Graduate Diploma Committee.

ADMISSIONS REQUIREMENTS

The requirements for admission to the Graduate Program in Education (MEd and PhD) and the Graduate Program in Environmental Studies (MES and PhD) are outlined in this Calendar.

DIPLOMA REQUIREMENTS—EDUCATION

Requirements for the concurrent graduate diploma undertaken within the Graduate Program in Education taken in conjunction with the MEd. or PhD degree are as follows:

- ❖ four half courses in environmental/sustainability education (one half course is in addition to the course requirements for the MEd. and PhD). Two of these courses are required: Environmental Studies 6140 3.0 and Education 5444 3.0.
- ❖ PhD or MEd. thesis or major research project on environmental/ sustainability education topic.

Completion of the Intention to Graduate with the Concurrent Graduate Diploma in Environmental/Sustainability Education form must be submitted to the Graduate Program in Education administrator for the graduate diploma, for review by the Joint Graduate Diploma Committee.

DIPLOMA REQUIREMENTS—ENVIRONMENTAL STUDIES

Requirements for the concurrent graduate diploma undertaken within the Graduate Program in Environmental Studies taken in conjunction with the MES or PhD degree are as follows:

- four half courses in environmental/sustainability education (one half course in addition to basic MES or PhD requirements.) Two of these courses are required: Environmental Studies 6140 3.0 and Education 5444 3.0.
- thesis or research project on environmental/sustainability education topic.

Completion of the Intention to Graduate with the Concurrent Graduate Diploma in Environmental/Sustainability Education form must be submitted to the Graduate Program in Environmental Studies administrator for the graduate diploma, for review by the Joint Graduate Diploma Committee. Environmental Studies students are further required to reflect their intent to graduate with the Diploma in their Plans of Study and to notify their advisor accordingly.

DIRECT ENTRY OPTION

The direct-entry graduate diploma is offered in the Graduate Program in Education only, as a sub-specialization within the field of *Language*, *Culture*, *and Teaching*. This diploma option permits part-time study.

ADMISSIONS REQUIREMENTS

The admissions requirements for the direct-entry Graduate Diploma in Environmental/Sustainability Education are the same as requirements for entry into the MEd. program (as outlined in this Calendar) with one exception: the statement of interest for direct-entry applicants must address issues in environmental/sustainability education. Normally, applicants are required to have an acceptable undergraduate degree with at least a B average. Admission to the direct-entry graduate diploma are subject to approval by the Graduate Program in Education Graduate Diploma Committee.

DIPLOMA REQUIREMENTS—EDUCATION

Requirements for the direct-entry graduate diploma in the Graduate Program in Education are:

• five half courses including the two required courses Environmental Studies 6140 3.0 and Education 5444 3.0.

In addition to the two required courses, students must successfully complete **three half courses** from the approved list below.

Approved Courses in the Graduate Program in Education

Education 5370 3.0: Environmental Themes in Storytelling and First Nations Traditions

Education 5440 3.0: Urban Education

Education 5444 3.0: Education for Sustainability

Education 5445 3.0: Education, Sustainability and the Ecological

Crisis

Education 5446 3.0: Ecology, Ethics and Education

Education 5464 3.0: Issues in Globalization and Education Education 5545 3.0: The Reggio Emilia Approach to Early

Childhood Education

Education 5611 3.0: 'Indigenous' Ways of Knowing Education 5615 3.0: Education and Social Justice in

Postmodernity

Education 5800 3.0: Critical Pedagogy

Education 5850 3.0: Science, Technology, and Society

Approved Courses in the Graduate Program in Environmental Studies

Environmental Studies 5164 3.0: Environmental Economics Environmental Studies 6150 3.0: Popular Education for Social Change, Part 1

Environmental Studies 6151 3.0: Popular Education for Social Change, Part II

Environmental Studies 6149 3.0: Culture and the Environment Environmental Studies 6153 3.0: Native/Canadian Relations

Environmental Studies 6144 3.0: Action Learning

Environmental Studies 6189 3.0: GIS Applications in Planning and Resource Management

Environmental Studies 6114 3.0: Sustainable Development for Canada

Environmental Studies 5010 3.0: Bioregional Field Course

Environmental Studies 6118 3.0: Applied Ecology

COURSES IN THE GRADUATE PROGRAM IN GEOGRAPHY

Geography 5015 3.0: Remote Sensing and Image Processing for Geographical Analysis and Environmental Monitoring

Geography 5310 3.0: Applied Transportation Geography Geography 5350 3.0: Geographic Perspectives on Immigration,

Race, and Ethnicity in Modern Cities

Geography 5360 3.0: Geographies of Globalization and Development

Geography 5370 3.0: Urban Social Policy Geography 5410 3.0: Resource Management

Geography 5410 3.0: Resource Management
Geography 5610 3.0: Biogeochemistry of Stream Ecosystem

Geography 5630 3.0: Physical Hydrology and Water Resources

Geography 5695 3.0: Fluvial Geomorphology

COURSES IN THE GRADUATE PROGRAM IN BIOLOGY

Biology 5096 3.0: Pollution, Invaders and Global Change

Biology 5097 3.0: Pollination Biology Biology 5098 3.0: Conservation Biology

COURSES IN THE GRADUATE PROGRAM IN CHEMISTRY

Chemistry 5710 3.0: Chemistry of the Natural and Polluted Atmosphere

Chemistry 5720 3.0: Transport and Chemistry of Atmospheric Trace Gases

GRADUATE DIPLOMA IN GERMAN & EUROPEAN STUDIES

AFFILIATED FACULTY/GRADUATE FACULTY MEMBERS

Diploma Coordinator

Burkard Eberlein (Political Science)

ISABELLA BAKKER (Political Science)

IAN BALFOUR (English)

ALAIN BAUDOT (Études françaises)

MICHAEL BROWN (Emeritus, History)

NERGIS CANEFE (Political Science)

David Dewitt (Political Science)

HELMAR DROST (Analytic Studies and Information Technology)

SHEILA EMBLETON (Linguistics)

VERA FRENKEL (Emeritus, Visual Arts)

MARCUS FUNK (History)

STEPHEN GILL (Political Science)

Ernie Hamm (Analytic Studies and Information Technology)

Stephen Hellman (Political Science, Social & Political Thought)

RICHARD HOFFMANN (History)

SHELLEY HORNSTEIN (Visual Arts)

Kurt Huebner (Political Science, Economics)

Susan Ingram (Humanities)

CHRISTOPHER INNES (English)

MICHAEL KATER (Emeritus, History)

ROGER KEIL (Environmental Studies)

STEFAN KIPFER (Environmental Studies)

Andreas Kitzmann (Communication & Culture)

THOMAS KLASSEN (Political Science)

T. J. A. LE GOFF (History)

Ute Lehrer (Environmental Studies)

VARPU LINDSTRÖM (WOMEN'S STUDIES)

EDELGARD MAHANT (Political Science)

Brian Morgan (Languages, Literatures & Linguistics)

JOHN O'NEILL (Emeritus, Sociology)

Peter Penz (Environmental Studies)

ALICE PITT (Education; Women's Studies)

Don Rubin (Theatre)

ADRIAN SHUBERT (History)

Harvey Simmons (Emeritus, Political Science)

YVONNE SINGER (Visual Arts)

Joan Steigerwald (Humanities)

IRMGARD STEINISCH (History)

THOMAS TEO (Psychology)

Mark J. Webber (Social & Political Thought)

Gerda Wekerle (Environmental Studies)

BERNARD WOLF (Economics, Business)

CAROL ZEMEL (Visual Arts)

ADMISSIONS REQUIREMENTS

York University's Graduate Diploma in German & European Studies is open to graduate students who are enrolled in an MA or PhD program in fields such as International Business, Economics, Education, Environmental Studies, Film, History, Humanities, Law, Linguistics, Political Science, Sociology, and Social & Political Thought.

The diploma offers the opportunity to:

- develop expertise in the interdisciplinary field of German and European Studies;
- exchange ideas with students and professors in the humanities, social sciences, and professional faculties;
- receive mentoring in academic research and professional skills from leading scholars;
- obtain hands-on experience through study, research, or internships in Europe; and,
- present their work at national and international conferences and research colloquia.

DIPLOMA REQUIREMENTS

In addition to completing relevant courses successfully, Graduate Students must:

- write a major research paper, thesis or dissertation on a topic relevant to the Centre's mandate and approved by the Diploma Coordinator;
- participate in the Centre's annual Summer Seminar which is conducted in German (German & European Studies 6000.03: Topics in Germany in the New Europe; OR German & European Studies 6010.03: Topics in German Cultural Studies in the European Context);
- participate in the Graduate Research Colloquium (while a requirement for the graduate diploma, this colloquium is not graded and carries no course credit);
- develop and demonstrate a knowledge of German appropriate to their specialty and level; and,
- successfully complete a study period/research stay or an internship of at least one semester in Germany. Students may receive credit for such courses according to accepted practice at York.

Students studying abroad within the framework of a Graduate Diploma in German & European studies are eligible to apply for additional financial aid.

Students at either level may take, for appropriate credit as determined by the Coordinator of the Diploma and the Graduate Program Director of the degree program, relevant courses at the Université de Montréal.

For more information, contact Professor Burkard Eberlein, beberlein@schulich.yorku.ca; (416) 736-5695; fax: (416) 736-5696; or the Program Assistant at ccges@yorku.ca, 230 York Lanes.

GRADUATE DIPLOMA IN HEALTH PSYCHOLOGY

AFFILIATED FACULTY/GRADUATE **FACULTY MEMBERS**

Diploma Coordinator

JANE IRVINE

CAROLINE DAVIS (Kinesiology & Health Science) MARY DESROCHER (Psychology) SHERRY GRACE (Kinesiology & Health Science) ESTHER GREENGLASS (Psychology) JANE IRVINE (Psychology) JOEL KATZ (Psychology) JENNIFER MILLS (Psychology) REBECCA PILLAI RIDDELL (Psychology) PAUL RITVO (Kinesiology & Health Science) Fran Wilkinson (Psychology)

The Graduate Diploma in Health Psychology answers the identified need among students who are looking for more focus on the role between health and behaviour in their studies. It is an interdisciplinary program that offers Doctoral students in the Graduate Programs in Psychology and in Kinesiology & Health Science specialized research training in health psychology.

ADMISSION REQUIREMENTS

All candidates for the Graduate Diploma in Health Psychology must first be admitted as Doctoral students in the Graduate Program in Psychology or the Graduate Program in Kinesiology & Health Science.

DIPLOMA REQUIREMENTS

Graduate Diploma in Health Psychology students must successfully complete the following requirements:

1. Dissertation Topic

Completion of a PhD dissertation in a health psychology topic.

Research Projects

Two major health psychology research projects in addition to the PhD dissertation.

Coursework

- (a) At least two graduate level health psychology half courses or one full year course
- At least one biomedical half course relevant to the student's research (e.g., anatomy, physiology, neuroscience)

4. Health Psychology Seminar

A non-course meeting combining an open 'brown-bag' format with support for health psychology students both academically and professionally. The Health Psychology Seminar must be attended for any two years over the course of the student's program of study.

5. Clinical Training

For students in the Clinical or Clinical-Developmental Areas of the Graduate Program in Psychology only, accrual of clinical training in health psychology must be conducted during the student's internship year.

For more information, contact the Graduate Program in Psychology, (416) 736-5290; or the Graduate Program in Kinesiology & Health Science, (416) 736-5728, kahs@yorku.ca.

GRADUATE DIPLOMA IN HEALTH SERVICES & POLICY RESEARCH

AFFILIATED FACULTY/GRADUATE **FACULTY MEMBERS**

Diploma Coordinators

PAT ARMSTRONG (Sociology, Women's Studies) Marcia Rioux (School of Health Policy & Management, York Institute for Health Research)

NAOMI ADELSON (Social Anthropology)

HARRIS ALI (Environmental Studies)

Paul Antze (Social Science)

BARBARA BEARDWOOD (Social Science)

Luiz Marcio Cysneiros (Computer Science)

CAROLYN EWOLDT (Education)

STEPHEN GAETZ (Education)

Lucy Gagliese (Kinesiology & Health Science)

Brenda Gainer (Schulich School of Business)

JEN GILBERT (Education)

JOAN GILMOUR (Osgoode Hall Law School)

SHERRY GRACE (Kinesiology & Health Science)

LESLEY JACOBS (Law and Society)

JOEL KATZ (Kinesiology & Health Science)

Patricia Kazan (Analytic Studies & Information Technology)

JOEL LEXCHIN (School of Health Policy & Management)

SUZANNE MACDONALD (Psychology)

ALISON McPherson (Kinesiology & Health Science)

Peggy Ng (Administrative Studies)

RONALD PEARLMAN (Biology)

Dennis Raphael (School of Health Policy & Management)

PAUL RITVO (Kinesiology & Health Science)

Mary Wiktorowicz (School of Health Policy & Management)

Brenda Zimmerman (Schulich School of Business)

Health services research is intended to inform policy development and decision making regarding the organization, funding, and delivery of health services, or the allocation of resources dedicated to improving health. Increasing the number of health services researchers to address critical issues in effective and efficient health care delivery has been identified as a high priority by national research funding agencies.

Unique features of this graduate diploma include: the availability of courses addressing important issues in health services research at any of six participating universities (Lakehead, Laurentian, McMaster, Ottawa, Toronto and York); linkages with students and faculty across universities and disciplines; and, field placement opportunities in policy and research settings to work with health services researchers and decision makers across the province.

Through the Ontario Training Centre in Health Services & Policy Research, students accepted into this graduate diploma may be eligible for stipends.

ADMISSIONS REQUIREMENTS

Students who apply for the Graduate Diploma in Health Services & Policy Research must be enrolled in one of the following research-focused thesis or course-based graduate degree programs at the master's or PhD level: Education, Environmental Studies, Kinesiology & Health Science, Law, Mathematics & Statistics, Business Administration (Non-profit Management & Leadership), Philosophy, Social Anthropology, Social Work, Sociology, Women's Studies.

Applicants are required to demonstrate the following: academic excellence as evidenced by grades on completed graduate courses, scholarships and academic awards received; aptitude for health services research (letter of recommendation from a graduate faculty member, usually the thesis supervisor in a thesis-based graduate program commenting on the student's academic abilities, communication abilities, oral and written, and likelihood for success as a health services researcher); career plans (autobiographical letter describing why they want to become a health services researcher and their career plans); and a plan of study for the graduate diploma.

DIPLOMA REQUIREMENTS

A student must satisfactorily complete all aspects of the individual learning plan to be awarded the graduate diploma.

Students are required to take at least one summer institute and participate in a research or policy practicum offered by the Ontario Training Centre in Health Services & Policy Research as part of their learning experiences for the graduate diploma. They must demonstrate the competencies required for an effective, entry-level health services researcher.

The minimum course requirement for the graduate diploma is 1.5 full course equivalents over and above graduate degree requirements. The graduate diploma is open to both full-time and part-time students. For full-time students, the expected duration of the program is two terms.

For an application package, contact the York Institute for Health Research at (416) 736-5941; fax (416) 736-5986; or ychs@yorku.ca.

GRADUATE DIPLOMA IN INTERNATIONAL & SECURITY STUDIES

AFFILIATED GRADUATE FACULTY

MEMBERS

Diploma Coordinator

DAVID MUTIMER (Political Science)

AMITAV ACHARYA (Political Science) Nergis Canefe (Political Science) ANN DENHOLM CROSBY (Political Science) DAVID B. DEWITT (Political Science) EDGAR J. DOSMAN (Political Science) Wenona Giles (School of Women's Studies) Susan Henders (Political Science) STANISLAV J. KIRSCHBAUM (Political Science) DAVID R. LEYTON-BROWN (Political Science) SERGEI PLEKHANOV (Political Science) CRAIG SCOTT (Law) DAVID SHUGARMAN (Political Science) OREST SUBTELNY (*History*) SANDRA WHITWORTH (Political Science) Bernard M. Wolf (Economics)

The Graduate Diploma in International & Security Studies provides master's and Doctoral students the opportunity to specialize in the area of international and security studies, and to have this specialization noted on their transcripts.

The diploma is awarded concurrently with the master's or Doctoral degree for which the student is registered. All requirements for the diploma and master's or Doctoral degree must be fulfilled before the diploma is awarded.

For more information, contact Professor David Mutimer, York Centre for International & Security Studies, 375 York Lanes, York University, 4700 Keele Street, Toronto, Ontario, Canada, M3J 1P3; (416) 736-5156; fax: (416) 736-5752.

ADMISSION REQUIREMENTS

All candidates for the diploma must first be admitted to a graduate program at York University. They may register for the diploma once their master's or Doctoral program of study has been clearly defined, normally before the course work has been completed.

DIPLOMA REQUIREMENTS

Students must successfully complete two of the following graduate courses:

Political Science 6216 3.0: Advanced Topics in Security **Studies**

Political Science 6220 3.03: Contemporary Security Studies: **Regional Security and Conflict Management**

Political Science 6225 3.0: Critical Security Studies

Political Science 6230 3.0: Political Economy of Military **Spending**

Environmental Studies 7175: Global Environmental Politics or Sociology 6611 6.0: International Migration, Ethnic Relations and Identity

Any other course from any graduate program that has been approved by the Coordinator of the diploma.

Approval will require that the course be relevant to the aims of the graduate diploma in International & Security Studies.

- ❖ Note: Not all of the designated courses may be offered in any one year.
- Students must successfully complete at least one half-course at the graduate level, above and beyond the requirements of the master's or Doctoral program in which the student is registered. This requirement may be satisfied by one of the courses from regulation 1 above.
- Students must prepare a research paper, on a subject approved by the Coordinator of the Graduate Diploma in International & Security Studies, which must fall within one of the YCISS mandated Security Studies research themes. This paper will not count towards the student's master's or Doctoral program or to the additional half course required for the diploma. This paper must be submitted to the diploma Coordinator, who will send it out in the standard review process for the YCISS Working Paper Series. For the purposes of the diploma, the paper must be judged by the reviewers to be of an acceptable standard for

publication as a Working Paper. The student may, but will not necessarily, be offered the chance to publish acceptable papers in the Series.

- In addition to the research paper for the diploma (item 3 above), students must write a major research paper, thesis or dissertation, supervised by a member of the Faculty of Graduate
- Studies affiliated with the graduate diploma, on a topic approved by the diploma Coordinator. The topic must fall within one of the YCISS mandated Security Studies research themes.
- * Note: This paper normally serves as the major research paper, thesis, or dissertation used to fulfill the requirement of the master's or Doctoral program in which the student is registered.

GRADUATE DIPLOMA IN JEWISH STUDIES GRADUATE DIPLOMA IN ADVANCED HEBREW & JEWISH STUDIES

AFFILIATED GRADUATE FACULTY **Members**

Diploma Coordinator

SARA R. HOROWITZ (English)

IRVING ABELLA (History)

HOWARD ADELMAN (Philosophy)

MICHAEL BROWN (History)

LEO DAVIDS (Sociology)

CARL EHRLICH (History)

JOE GONDA (Philosophy)

SHELLEY HORNSTEIN (Art History, Visual Arts, and Women's Studies)

ERIC LAWEE (History)

Joseph Levy (Social Work)

MARTIN LOCKSHIN (Environmental Studies)

MAYNARD MAIDMAN (History)

STEVE MASON (History and Interdisciplinary Studies)

Brayton Polka (Social & Political Thought)

ALEX POMSON (Education)

RACHEL SCHLESINGER (Education)

STUART SCHOENFELD (Sociology)

STANLEY TWEYMAN (Philosophy)

Mark Webber (Social & Political Thought)

BELARIE ZATZMAN (Theatre)

Courses in Jewish Studies have been taught at York since 1968. York was one of the first universities in Canada to develop offerings in modern Hebrew and in many other areas of Jewish Studies. York currently teaches Jewish Studies courses each year to approximately 1000 undergraduates, which makes this program the largest in Canada. York's Centre for Jewish Studies was established in 1989. Many of the more than sixty faculty members affiliated with the Centre are well known internationally. While embracing Jewish culture in all its richness, and giving full weight to classical Jewish Studies, the Centre has a distinctly modern and interdisciplinary thrust and a strong Canadian core. The Centre has scholarship endowments for graduate and undergraduate students, some of which are tenable in Israel.

GRADUATE DIPLOMA IN ADVANCED **HEBREW & JEWISH STUDIES**

The program of study allows students enrolled in a graduate program at York University to specialize formally in Jewish Studies and to be awarded a Graduate Diploma in Jewish Studies by the Faculty of Graduate Studies upon completion of all degree and diploma requirements.

The Diploma is intended to give recognition to those students who have undertaken a concentrated research and study program in the area of Jewish Studies. It is designed to provide students with interdisciplinary Jewish Studies methodologies. The Diploma will be of special interest to students engaged in research in Jewish education, culture, and history, and on Israel and international relations.

The Diploma will be earned concurrently with the master's or Doctoral degree program for which a student is registered. For those students who successfully complete both the degree program and the Diploma, the Diploma will be noted on the student's transcript and awarded at the convocation at which the degree is awarded. According to Faculty of Graduate Studies policy, this Diploma cannot be earned independently of a degree.

ADMISSION REQUIREMENTS

Candidates for the Diploma must first be admitted to the Faculty of Graduate Studies as candidates for a master's or Doctoral degree in any of the existing graduate programs at York University.

Candidates will formally register for the Diploma following registration in the degree program at the time they define their program of study. Application is made to the Diploma Coordinator, Centre for Jewish Studies.

DIPLOMA REQUIREMENTS

In addition to fulfilling the program or Faculty requirements, students must satisfy the following requirements in order to receive the Diploma:

Research

A major research paper, thesis, or dissertation on a topic approved by the Coordinator of the Diploma. It is expected that the main

supervisor will be a member of the Faculty of Graduate Studies in the student's program who is affiliated with the Graduate Diploma in Advanced Hebrew & Jewish Studies. This paper normally serves as the major research paper, thesis, or dissertation used to fulfill the requirement of the master's or Doctoral program in which the student is registered.

Language

Competence in Hebrew appropriate to the particular field as established by examinations set by the Diploma Coordinator is required. In some circumstances, students will be required to demonstrate competence in Yiddish, Ladino, or Judaeo-Arabic as well as Hebrew. In rare cases, where appropriate, they may be allowed to substitute Yiddish, Ladino, or Judaeo-Arabic for Hebrew.

Israel Study

PhD students will be expected to spend the equivalent of two semesters in Israel doing course work or supervised fieldwork usually affiliated with an Israeli university. Masters students will be expected to spend the equivalent of one semester in Israel doing course work or supervised fieldwork usually affiliated with an Israeli university. Exceptions to this requirement will be made at the discretion of the Diploma Coordinator.

Courses

Two half courses in Jewish Studies, either in the form of reading courses or courses from a list approved by the Diploma Coordinator. Graduate courses at an Israeli university may be accepted in fulfillment of this requirement. The two half courses may be counted towards the coursework required for the degree.

Graduate Seminar

Jewish Studies 6000 3.0: Seminar in Jewish Studies. An introduction to Jewish Studies which offers a thematic and methodological survey of the field.

Open only to students in the Diplomas in Jewish Studies and Advanced Hebrew & Jewish Studies.

Students must successfully complete Jewish Studies 6000 3.0: Seminar in Jewish Studies. This requirement is an addition to work required for the degree. The seminar meets for a total of 36 hours, over the summer and the fall/winter terms. Students complete a research paper which may serve as a basis for the major research paper.

The Seminar is an interdisciplinary, half course (3 credits), open only to candidates for the Diploma. Students explore the problematics of the question, "What is Jewish Studies?", focusing on the historical development and contemporary dimensions of the field through an interdisciplinary, integrating perspective. Through a series of presentations, students will have the opportunity to meet York faculty engaged in different areas of Jewish Studies research. Students will be expected to present their own works in progress, as they work toward the completion of their seminar paper.

Generally, students working on a master's degree would take the Seminar in Jewish Studies in their first year and their work in Israel in the second year of their program. Alternative timetables are possible, if approved by the Diploma Coordinator.

Students working on their PhD degree may choose the best time to fulfil the Diploma requirements subject to the approval of Diploma Coordinator.

Student Support

Student awards (Graduate Assistantship/Research Assistantship)

are available to students enrolled in a full-time graduate degree at York University. Limited scholarships may be available through the Centre for Jewish Studies for study in Israel to fulfil the Diploma requirements.

GRADUATE DIPLOMA IN JEWISH **STUDIES**

The Graduate Diploma in Jewish Studies will be of interest to lay and professional leaders in the Jewish community, to teachers and administrators in Jewish schools and to those with an interest in Jewish Studies who do not wish to earn a formal graduate degree. The Diploma will provide an intellectual grounding for their activities and give them the information needed to put their leadership, teaching, and interests into a broader context.

This is a Diploma for students who meet the requirements outlined below. This graduate Diploma is not additional to a master's or Doctoral degree. It will be offered and granted by the Faculty of Graduate Studies in conjunction with the Centre for Jewish Studies. Students will be admitted directly into the Diploma.

Students may fulfil the requirements of the Diploma through parttime study. Diploma requirements must be completed within four years of enrolment.

ADMISSION REQUIREMENTS

Candidates for the Diploma must be eligible for admission to the Faculty of Graduate Studies and must be accepted by an admissions committee composed of the Diploma Coordinator and faculty members affiliated with the Centre for Jewish Studies who are also members of the Faculty of Graduate Studies. Requirements for admission are a B average in the last two years of academic work or equivalent qualifications such as community or professional experience. Mature students with community or professional experience will be able to draw on their expertise to make a unique contribution both to class discussion and to scholarship in the field.

Applications should be submitted by April 15th each year.

DIPLOMA REQUIREMENTS

Research

Students must write two research papers supervised by a member of the Faculty of Graduate Studies affiliated with the Diploma in Jewish Studies, on topics approved by the Diploma Coordinator. One of these papers may be done in conjunction with the Seminar in Jewish Studies; the other must be in addition to courses taken.

Students must demonstrate basic general competence in Hebrew as established by examinations set by the Diploma Coordinator.

In rare cases, where appropriate, students may be allowed to substitute Yiddish, Ladino, or Judaeo-Arabic for Hebrew.

The Diploma requires and ensures that students have language competence appropriate to this program of study. York University has a full range of Hebrew language courses to which students in the Diploma will have access as special students. Courses taken for language competence do not count towards the Diploma.

Students will take two half courses in Jewish Studies, either in the form of reading courses or courses from a list approved by the Diploma Coordinator. One graduate course from another university may be accepted in fulfillment of this requirement, if approved by the Faculty of Graduate Studies and the Diploma Coordinator.

Jewish Studies Graduate Seminar

Students will take Jewish Studies 6000 3.0: Seminar in Jewish Studies.

The Seminar in Jewish Studies serves as an introduction to Jewish Studies, offering students a thematic and methodological survey of the field. The seminar meets for a total of 36 hours, over the summer and the fall/winter terms.

The Seminar is an interdisciplinary, half course (3 credits), open only to candidates for the Diploma. Students explore the problematics of the question, "What is Jewish Studies?" focusing on the historical development and contemporary dimensions of the field through

an interdisciplinary, integrating perspective. Through a series of presentations, students will have the opportunity to meet York faculty engaged in different areas of Jewish Studies research. Students will be expected to present their own works in progress, as they work toward the completion of their seminar paper.

JEWISH STUDIES/ADVANCED HEBREW & JEWISH STUDIES

Student Support

Some students may be eligible for fellowships to study in Israel as part of their Diploma studies.

CONTACT INFORMATION

For more information, please contact: Professor Sara R. Horowitz, Diploma Coordinator Centre for Jewish Studies, 241 Vanier College, York University, (416) 736-5823; fax: (416) 736-5344; srh@yorku.ca.

GRADUATE DIPLOMA IN LATIN AMERICAN & CARIBBEAN STUDIES

AFFILIATED GRADUATE FACULTY

MEMBERS

Diploma Coordinator ALAN SIMMONS (Sociology)

DEBORAH BARNDT (Environmental Studies)

WARREN CRICHLOW (Education)

HOWARD DAUGHERTY (Environmental Studies)

Andrea A. Davis (Social Science, Humanities)

NINA DE SHANE-GILL (Dance, Music)

EDGAR DOSMAN (Political Science)

CLAUDIO DURAN (Philosophy)

WILLIAM FOUND (Geography, Environmental Studies)

GERALD GOLD (Social Anthropology, Sociology)

Luin Goldring (Sociology)

RICARDO GRINSPUN (Economics)

Judith Adler Hellman (Political Science, Social & Political Thought, Women's Studies)

Peter Landstreet (Sociology)

Paul Lovejoy (History, Social & Political Thought)

David Morley (Environmental Studies, Geography)

LIISA NORTH (Political Science, Social & Political Thought)

VIVIANA PATRONI (Social Science)

LINDA PEAKE (Geography, Women's Studies)

JUDITH RUDAKOFF (Theatre)

Brent Rutherford (Environmental Studies)

SANDRA SCHECTER (Education)

MARILYN SILVERMAN (Social Anthropology)

HARRY SMALLER (Education)

PATRICK SOLOMON (Education)

EDWARD Spence (Environmental Studies)

PATRICK TAYLOR (Social & Political Thought)

DAVID TROTMAN (History)

Penny Van Esterik (Dance, Social Anthropology, Women's Studies)

PAUL WILKINSON (Environmental Studies)

ROBERT WITMER (Music)

Dan Yon (Social Anthropology)

York University offers formal accreditation at the graduate level of specialized knowledge about Latin America and the Caribbean. This is accomplished through the Graduate Diploma, which was established in 1986.

SPECIAL FACILITIES

In addition to the facilities normally available to graduate students, diploma candidates may use the Documentation Centre and other facilities at the Centre for Research on Latin America and the Caribbean (CERLAC), including subscriptions to the LACYORK and GRADLAC listservs. There are regular graduate student seminars and students in the program are welcome to attend any of the CERLAC seminars and workshops. There are also several informal gatherings every year.

For more information on CERLAC, see the Centre's listing in the Research Units section of this Calendar.

ADMISSION REQUIREMENTS

To register for the diploma, a student must first be admitted to a graduate degree program (master's or Doctoral) at York University. Formal registration in the diploma normally takes place once a student's program of study has been clearly defined. Application to enter is made to the Graduate Diploma Coordinator.

SUPERVISION

A three-person committee, whose members are drawn from the list of affiliated graduate faculty members, advises each candidate and certifies that all diploma requirements have been satisfied.

DIPLOMA REQUIREMENTS

1. Language

A working knowledge of Spanish, Portuguese or another language other than standard English needed for research in the region.

2. Course Work and Research Paper(s)

A combination of two courses and/or research papers on Latin American or Caribbean-related topics accepted by the candidate's supervisor. One of these could be the candidate's thesis. The research papers must be written outside of courses being counted toward this requirement. These papers and/or coursework must be done at York University concurrently with the candidate's graduate degree.

3. Experience in the Region

Personal experience for a period of at least two months, beyond simple tourism, in Latin America or the Caribbean.

4. Breadth of Knowledge

Breadth of knowledge in the region beyond what may be inferred from a reading of the candidate's research papers or course work

This requirement may be satisfied in one of two ways:

- a) an oral exam based on a reading list approved in advance by the candidate's supervisor
- b) A third research paper or course on a LAC-related topic different from those satisfying item 2 above. Any research paper counted

towards this requirement must be written outside of any courses being counted towards the Course Work and/or Research Paper(s) requirement.

5. Participation in CERLAC colloquia and related activities Participation in ten CERLAC colloquia and related activities during the candidate's graduate tenure. The candidate must provide written commentary on at least five of these events. The written commentaries must be submitted to the candidate's supervisor for approval.

Upon satisfactory completion of both the diploma and degree requirements, the diploma is normally awarded concurrently with the master's or Doctoral degree.

LATIN AMERICAN & CARIBBEAN STUDIES

For more information, contact Shana Shubs, CERLAC, 240 York Lanes, York University, 4700 Keele Street, Toronto, Ontario, M3J 1P3; (416) 736-5237; fax (416) 736-5737; cerlac@yorku.ca

GRADUATE DIPLOMAS IN MATHEMATICS EDUCATION

AFFILIATED GRADUATE FACULTY **MEMBERS**

Diploma Coordinators

MARGARET SINCLAIR (Education) Walter Whiteley (Mathematics & Statistics)

George Frempong (Education) JENNIFER JENSON (Education) ISRAEL KLEINER (Mathematics & Statistics) MARTIN MULDOON (Mathematics & Statistics) Juris Steprans (Mathematics & Statistics) Byron Wall (Mathematics & Statistics) MICHAEL ZABROCKI (Mathematics & Statistics) The Graduate Diplomas in Mathematics Education focus on mathematics education as an area of study grounded in critical examination of teaching practice, learning theories, and curriculum, and supported by analyses of sociocultural, equity, and gender issues in the teaching and learning of mathematics. The graduate diplomas are designed to provide opportunities for graduate study of theories and research in mathematics education, as well as enriched mathematical experiences, to practising teachers and administrators and to people in the community whose work involves developing mathematical literacies.

The Graduate Diplomas in Mathematics Education are jointly offered by the Graduate Program in Education and the Graduate Program in Mathematics & Statistics. The degree concurrent option is earned in conjunction with masters or Doctoral studies; the direct entry option is offered as a stand-alone graduate diploma.

DEGREE CONCURRENT OPTION

The degree concurrent option allows students in the appropriate graduate programs at York University to specialize formally in the area of Mathematics Education. For those students who successfully complete both the graduate diploma and the masters or Doctoral degree for which they are registered, the diploma is noted on the student's transcript and awarded at the convocation at which the degree is awarded or at the subsequent convocation.

ADMISSION REQUIREMENTS

Registration for the graduate diploma occurs after the candidate has been admitted to the Master of Education, the Master of Arts in Mathematics for Teachers, or the Doctoral program in Education. Applications are assessed on the basis of a statement of interest together with the information contained within the file as a whole. Consideration is given to the combined profile of demonstrated academic standing, background and experience, including professional background and experience, and potential to pursue and benefit from graduate studies. In addition, students should have a strong interest in mathematics education as a component of their plan of study. Successful completion of at least 12 university level credits in mathematics is strongly recommended as preparation for some of the courses offered within the program; however, the graduate diploma may be satisfied by taking other listed courses.

Admission to and continuation in the diploma program for students with no postsecondary background in mathematics will be conditional upon successful completion of Mathematics 2590 3.0/2591 3.0 or equivalent within the first twelve months of graduate study. These 6 credits will be in addition to the normal requirements for the diploma.

DIPLOMA REQUIREMENTS

All students must successfully complete: 1. 12 credits (3 of which are in addition to their degree requirements) as follows:

- Six core credits:
- ❖ Either Education 5840 3.0/Mathematics & Statistics 5840 3.0: Mathematics Learning Environments OR Education 5841 3.0/Mathematics & Statistics 5900 3.0: Thinking about Teaching Mathematics, and
- **❖** Either Education 5210/Mathematics & Statistics 5910 3.0: **Ouantitative Research Methods in Education OR Education 5200** 3.0: Qualitative Research Methods in Education.

- b) An additional 6 credits from the approved course list (see below).
- 2. A **thesis**, **major research paper**, or **survey paper**, (as part of their degree), on a mathematics education topic as outlined below:
- a) All diploma students in the MEd or Doctoral program in Education must write a major research project, major paper, major project, thesis or dissertation, supervised by a member of the Graduate Program in Education on a topic in mathematics education, as approved by the Diploma Coordinator in the Graduate Program in Education.
- b) All diploma students in the MA Program in Mathematics for Teachers must write a survey paper, supervised by a member of the MA program in Mathematics for teachers on a topic in mathematics education, as approved by the Diploma Coordinator in the MA Program in Mathematics for Teachers.

APPROVED COURSE LIST

GROUP 1

Education 5840 3.0/Mathematics & Statistics 5840 3.0: Mathematics Learning Environments;

Education 5841 3.0/Mathematics & Statistics 5900 3.0: Thinking about Teaching Mathematics;

Education 5215 3.0: Research in Mathematics Education;

Education 5845 3.0: Mathematics and Science Understanding in Early Childhood;

Education 5848 3.0: Technology and Mathematics Education Education 5900 3.0: Directed Reading (related to mathematics education):

Education 5860 3.0: Issues in Digital Technology in Education.

GROUP 2

Mathematics & Statistics 5020 6.0/Education 5830 3.0: Fundamentals of Mathematics for Teachers;

Mathematics & Statistics 5100 6.0/Education 5831 6.0: Mathematical Literature Seminar for Teachers;

Mathematics & Statistics 5400 6.0/Education 5833 6.0: History of Mathematics for Teachers;

Mathematics & Statistics 5410 6.0/Education 5834 6.0;: Analysis for Teachers

Mathematics & Statistics 5420 6.0/Education 5836 6.0: Algebra for Teachers

Mathematics & Statistics 5200 6.0/Education 5835 6.0: Problem Solving;

Mathematics & Statistics 5300 6.0/Education 5839 6.0: Computation in Mathematics for Teachers;

Mathematics & Statistics 5430 6.0/Education 5838 6.0: Statistics and Probability for Teachers;

Mathematics & Statistics 5450 6.0/Education 5837 6.0: Geometry for Teachers;

Mathematics & Statistics 5500 6.0/Education 5832 6.0: Topics in Mathematics for Teachers;

NOTE: TO ENROL IN ANY GROUP 2 COURSE:

- 1. Students require permission of the instructor unless a) they have a degree in mathematics, or b) they are enrolled in the MA program in Mathematics for Teachers.
- 2. It is **strongly recommended** that students have completed at least 12 university level credits (2 full courses) in mathematics. For students without this background, the following two undergraduate half courses are suggested as preparation:

- **Arts/Science Mathematics 2221 3.0: Linear Algebra with Applications I, and**
- **❖** Arts/Science Mathematics 2222 3.0: Linear Algebra with Applications II

With the permission of one of the Mathematics Education Diploma Coordinators, students may substitute up to two other elective half courses not on the list above but relevant to mathematics education offered in the Graduate Program in Education or the Graduate Program in Mathematics & Statistics, or other Faculty of Graduate Studies courses at York University.

For additional information contact one of the Coordinators.

DIRECT ENTRY

The Direct Entry option allows students to pursue a Graduate Diploma in Mathematics Education independent of a degree program. It is noted on the student's transcript and awarded at convocation following completion of requirements.

ADMISSION REQUIREMENTS

Admissions requirements for the direct-entry Graduate Diploma in Mathematics Education are the same as requirements for entry into the Masters of Education program with one exception: the statement of interest must address issues in mathematics education.

Normally, applicants are required to have an honours degree **OR** a bachelors degree plus a Bachelor of Education; and a B average over the final two years of study.

Admission to and continuation in the diploma program for students with no postsecondary background in mathematics will be conditional upon successful completion of **Mathematics 2590 3.0/2591 3.0** or equivalent within the first twelve months of graduate study. These 6 credits will be in addition to the normal requirements for the diploma.

DIPLOMA REQUIREMENTS

All students must successfully complete 15 credits (5 half courses) as follows:

- 1. As a core requirement, either Education 5840 3.0/Mathematics & Statistics 5840 3.0: Mathematics Learning Environments, or Education 5841 3.0: Thinking about Teaching Mathematics.
- 2. **12** additional credits from the approved course listing (see below).
- ❖ Note: Students may count for credit only one of Education 5210 3.0/Mathematics & Statistics 5910 3.0: Quantitative Research Methods in Education OR Education 5200 3.0: Qualitative Research Methods in Education.

APPROVED COURSE LIST GROUP 1

Education 5840 3.0/Mathematics & Statistics 5840 3.0: Mathematics Learning Environments;

Education 5841 3.0/Mathematics & Statistics 5900 3.0: Thinking about Teaching Mathematics;

Education 5215 3.0: Research in Mathematics Education;

Education 5845 3.0: Mathematics and Science Understanding in Early Childhood;

Education 5900 3.0: Directed Reading (related to mathematics education):

Education 5860 3.0: Issues in Digital Technology in Education.

GROUP 2

Mathematics & Statistics 5450 6.0/Education 5837 6.0: Geometry for Teachers;

Mathematics & Statistics 5100 6.0: Mathematical Literature Seminar for Teachers;

Mathematics & Statistics 5200 6.0: Problem Solving:

Mathematics & Statistics 5300 6.0: Microcomputers for Teachers;

Mathematics & Statistics 5500 6.0: Topics in Mathematics for Teachers;

Mathematics & Statistics 5020 6.0: Fundamentals of Mathematics for Teachers;

Mathematics & Statistics 5400 6.0: History of Mathematics for Teachers;

Mathematics & Statistics 5410 6.0: Analysis for Teachers;

Mathematics & Statistics 5420 6.0: Algebra for Teachers;

Mathematics & Statistics 5430 6.0: Probability, Statistics and Computing for Teachers.

NOTE: TO ENROL IN ANY GROUP 2 COURSE:

1. Students will require permission of the instructor unless they have a degree in mathematics.

- 2. It is **strongly recommended** that students have completed at least 12 university level credits (2 full courses) in mathematics. For students without this background, the following two undergraduate half courses are suggested as preparation:
 - **❖** Arts/Science Mathematics 2221 3.0: Linear Algebra with Applications I, and
 - ❖ Arts/Science Mathematics 2222 3.0: Linear Algebra with Applications II.

With the permission of one of the Mathematics Education Diploma Coordinators, students may substitute up to two other elective half courses not on the list above but relevant to mathematics education offered in the Graduate Program in Education or the Graduate Program in Mathematics & Statistics, or other Faculty of Graduate Studies courses at York University.

For additional information contact one of the Coordinators: Professor Margaret Sinclair, 3150 Technology Enhanced Learning Building, York University, 4700 Keele Street, Toronto, Ontario, M3J 1P3; (416) 736 2100, extension 20344.

Professor Walter Whiteley, S518 Ross Building, York University, 4700 Keele Street, Toronto, Ontario, M3J 1P3; (416) 736 2100, extension 22598.

GRADUATE DIPLOMAS IN POSTSECONDARY EDUCATION: COMMUNITY, CULTURE & POLICY

AFFILIATED GRADUATE FACULTY

MEMBERS Diploma Coordinator

THERESA SHANAHAN (Education)

PAUL ANISEF (Sociology)

Paul Axelrod (Education/History)

Warren Crichlow (Education)

DON DIPPO (Education)

George Fallis (Economics/Social Science)

PAUL GRAYSON (Sociology)

ALISON GRIFFITH (Education)

CELIA HAIG-BROWN (Education)

MICHIEL HORN (History)

Neita Israelite (Education/Critical Disability Studies)

Carl James (Education/Sociology)

JAN NEWSON (Sociology)

Janice Newton (Political Science/Women's Studies)

RON OWSTON (Education)

BETTY JANE RICHMOND (Education)

RICHARD WELLEN (Social & Political Thought)

WILLIAM WESTFALL (History)

QIANG ZHA (Education)

The new Graduate Diploma in Postsecondary Education: Community, Culture and Policy invites students with an interest in the study of universities, colleges, adult and community-based education to deepen their knowledge of and research expertise in these areas. Course themes include:

- the history and philosophy of postsecondary education;
- student transitions from schooling to college, university and the world of employment;
- access, equity and the education of new Canadians;
- the student experience;
- disabilities and postsecondary education;
- adult and community education;
- gender and postsecondary education;
- the political, economic and legal dimensions of university and college life;
- professionalization; the scholarship and practice of teaching and learning;
- the scholarship and practice of teaching and learning; and,
- the internationalization of higher education.

Graduate diploma students either enrol in conjunction with their master's or Doctoral degrees (degree-concurrent) or in a stand-alone non-degree diploma (direct entry). All graduate diploma students are required to take a core course.

DEGREE CONCURRENT

This option .is open to graduate students at York University who are enrolled in an MA, MEd or PhD program.

ADMISSION REQUIREMENTS

The requirements for admission to the MEd and PhD in Education are outlined in the Graduate Program in Education section of the Faculty of Graduate Studies' calendar and at edu.yorku.ca/GradProgram.

DIPLOMA REQUIREMENTS

Graduate diploma students must successfully complete the regular course and research requirements in their program, **plus** the core course, **Education 5412 3.0 Changing Currents in Postsecondary Education**. Three of the courses which must be completed for master's or Doctoral requirements must be drawn from an approved list of courses linked to the study of postsecondary education.

With the permission of the Graduate Diploma Coordinator, graduate diploma students may substitute up to two half-courses relevant to postsecondary education offered in graduate programs outside education in the Faculty of Graduate Studies at York University or in graduate programs at other universities.

Graduate diploma students must write a major research project, thesis or dissertation on a topic in postsecondary education as approved by the Coordinator of the Graduate Diploma in Postsecondary Education: Community, Culture and Policy.

DIRECT ENTRY

This option is offered as a direct-entry non-degree diploma in the Graduate Program in Education.

ADMISSION REQUIREMENTS

Admission requirements are the same as requirements for entry into the master's or Doctoral program in the Graduate Program in Education and are outlined in the York University calendar and at edu.yorku.ca/GradProgram. Applications are assessed on the basis of a statement of interest together with the information contained within the file as a whole. Consideration is given to the combined profile of demonstrated academic standing, background and experience, including professional background and experience, and potential to pursue and benefit from graduate studies.

DIPLOMA REQUIREMENTS

Students must successfully complete the core course **Education 5412 3.0: Changing Currents in Postsecondary Education** plus three or four half-courses from the approved list of courses linked to the study of postsecondary education. Research requirements for all of the courses must be successfully completed.

Required Course (both options)
Education 5412 3.0: Changing Currents in Postsecondary
Education

Electives

Degree-concurrent graduate diploma students must successfully complete three courses and direct entry graduate diploma students must successfully complete four courses from the list below. These courses may not all be offered in the same term.

Education 5230 3.0: Textual Analysis in Education

Education 5260 3.0: Research Practicum on Focus Groups and Surveys for Higher Education

Education 5409 3.0: Ontario Postsecondary Education Policy, 1985 to the Present

Education 5410 3.0: History of Higher Education in Canada Education 5414 3.0: Higher Education and Economic Life Education 5416 3.0: Globalisation and Comparative Higher Education

Education 5436 3.0: Transitions, Access, and the Education of New Canadians

Education 5449 3.0: Adult and Community Education

Education 5451 3.0: Women in Higher Education

Education 5455 3.0: Students Experiences and Outcomes in Colleges and Universities

Education 5461 3.0: Education and the Sociology of Professions Education 5715 3.0: Students with Disabilities in Postsecondary Education

Education 5860 3.0: Issues in Digital Technology in Education University Teaching & Learning Course: 5000 3.0 University Teaching and Learning

For more information, please contact: Graduate Program in Education, S865 Ross Building, 416 736 5018, http://www.edu.yorku.ca/Grad

GRADUATE DIPLOMA IN REFUGEE & MIGRATION STUDIES

AFFILIATED FACULTY/GRADUATE **FACULTY MEMBERS**

Diploma Coordinator

LAWRENCE LAM (Sociology)

HOWARD ADELMAN (Philosophy) Vijay Agnew (Social Science) David Dewitt (Political Science) Wenona Giles (Social Science) Luin Goldring (Sociology) IAN GREENE (Political Science) Bonnie Kettel (Environmental Studies) C. MICHAEL LANPHIER (Sociology) Paul Lovejoy (History) D. PAUL LUMSDEN (Anthropology) Susan McGrath (Social Work) Haideh Moghissi (Sociology) JUDY NAGATA (Anthropology) LIISA NORTH (Political Science) Peter Penz (Environmental Studies) Val Preston (Geography) ALAN SIMMONS (Sociology) PATTY STAMP (Social Science) PENNY VAN ESTERIK (Anthropology)

The program of study allows students enrolled in a graduate program at York University to specialize formally in refugee and migration studies and to be awarded a Graduate Diploma in Refugee & Migration Studies by the Faculty of Graduate Studies upon completion of all degree and diploma requirements.

The graduate diploma will be awarded *concurrently* with the master's or Doctoral degree program for which a student is registered. For those students who successfully complete both the degree program and the diploma, the diploma will be noted on the student's transcript and awarded at the convocation at which the degree is awarded. According to Faculty policy, it is not possible to receive only the diploma.

The graduate diploma is intended to give recognition to those students who have undertaken a concentrated research and study program in the area of refugee and migration studies, to encourage students to undertake such a concentration and to provide graduates who can serve both the Canadian and international communities in the vital area of public and humanitarian policy.

ADMISSION REQUIREMENTS

Candidates for the diploma must first be admitted to the Faculty of Graduate Studies as candidates for a master's or Doctoral degree in any of the existing graduate programs at York University. Candidates will formally register for the diploma following registration in the degree program at the time they define their program of studies. Application is made to the Associate Director, Education, Centre for Refugee Studies.

DIPLOMA REQUIREMENTS

In addition to fulfilling the program or Faculty degree requirements, students must satisfy the following additional requirements to receive the diploma:

- completion of two of the courses approved by the Faculty Council of the Centre for Refugee Studies. Only one of these two courses may also be used to satisfy master's or Doctoral degree requirements;
- as an alternative to one of the courses, the student may complete a directed reading course to be supervised by a faculty member affiliated with the Centre for Refugee Studies which must be approved by the Associate Director, Education, of the Centre for Refugee Studies as well as the Director of the graduate program in which the student is enrolled for a degree;
- attendance for at least one year in the Centre's weekly seminar series and special colloquia of the Centre;
- field or community work, the nature of which must be approved by the Associate Director, Education, of the Centre for Refugee Studies, with refugees or refugee organizations;
- a major research paper, thesis or dissertation supervised by a member of the Faculty of Graduate Studies affiliated with the Centre for Refugee Studies on a topic to be approved by the faculty member, the Associate Director, Education, of the Centre, the Director of the Graduate Program in which the student is enrolled for a degree and the Dean of Graduate

Studies in the case of a thesis or dissertation. Normally, this will be the major research paper, thesis or dissertation used to complete the degree and must be successfully completed and defended.

For more information, please contact:
Professor Lawrence Lam
Coordinator, Education
Centre for Refugee Studies
(416) 736-5663 or 317 York Lanes
larrylam@yorku.ca

RESEARCH UNITS

http://www.yorku.ca/grads/calendar/runits.pdf

THE CANADIAN CENTRE FOR GERMAN & EUROPEAN STUDIES

The Canadian Centre for German and European Studies is a cooperative initiative of the German Academic Exchange Service, the Université de Montréal, and York University. The Centre is a Canada-wide research and teaching resource, focusing on contemporary Germany in its European context. Part of the Centre's core mandate is the creation of an active network of affiliated universities in North America and Europe. The Graduate Diploma in German & European Studies is open to all students enrolled in the Faculty of Graduate Studies at York. Graduate diploma students benefit from financial aid as well as from mentoring by faculty members associated with the Centre. The Centre regularly organizes guest lectures and conferences.

The Centre's work is internationally and interdisciplinary oriented. The Centre's research agenda highlights where Canadian and European interests intersect: policy, economics, governance, law, business and the environment; and history and studies of culture, gender, ethnicity and identity.

For more information, contact the Co-Director, Mark Webber, mwebber@yorku.ca; (416) 736-5695; fax: (416) 736-5696; or the Centre's Program Assistant, Dagmar Schnell, at ccges@yorku.ca, 230 York Lanes; http://www.yorku.ca/ccges.

YORK CENTRE FOR ASIAN RESEARCH

The York Centre for Asian Research supports York University's engagement with Asia and Asian diasporas in research, teaching, and community work. The Centre works to enhance the profile of Asian Studies at York through research, seminars, workshops, conferences, and public forums. It offers memberships to scholars and community members, and fosters the collaborative efforts among faculty, graduate students, community groups, and policy-makers in research matters of mutual interest.

One of the Centre's priorities is the support of graduate student research and training. The Centre has recently launched a graduate diploma in Asian Studies, and offers a number of fellowships to support research travel and language training. Many students are also able to find support for their research through research grants administered by the centre. It also provides graduate assistantship; research assistantships for specific projects; graduate student workstations; and help for students in finding faculty members who support their work. The Centre encourages graduate students to contribute to the life of the Centre through participation in committee work and the organization of events.

For information, contact the Director, Peter Vandergeest, (416) 736-2100, extension 44076; Associate Director, Wendy Wong, (416) 736-2100, extension 66121; the Diploma Coordinator Shubhra Gururani (extension 33716) and the Coordinator, Rhoda Reyes, (416) 736-2100, extension 44068; fax (416) 736-5688; ycar@yorku.ca http://www.yorku.ca/ycar.

CENTRE FOR ATMOSPHERIC **CHEMISTRY**

The Centre is involved in laboratory studies on chemical

processes occurring in the atmosphere, ground based and airborne measurements of important chemical species, toxicology studies of atmospheric pollutants, computer modelling to describe the present atmosphere and to predict the effect of future changes. The Centre coordinates undergraduate and graduate education in atmospheric chemistry, in cooperation with the Departments of Chemistry and Earth & Atmosphere Science. The Centre's members interact with the international atmospheric chemistry community through their strong ties with MSC, CRESTech, CFCAS, the Research Centre Juelich and the Max Planck Institute, among others.

For information, contact the Director, Geoff Harris; and the Administrative Assistant, Carol Weldon; (416) 736-5410; fax (416) 736-5411; 006 Steacie Science Building; gharris@yorku.ca; http://www.cac.yorku.ca.

CENTRE FOR FEMINIST RESEARCH/LE CENTRE DE RECHERCHES FEMINISTES

The York Centre for Feminist Research/Le centre de recherches feministes à York was formally launched as a bilingual organized research unit in the Spring of 1991. Its membership consists of more than one hundred feminist scholars with accomplished backgrounds in all fields. The mandate of the Centre is to promote feminist activities and collaborative research at York University as well as to establish research linkages between York scholars and the larger national and international communities.

The Centre sponsors a feminist lecture series and provides feminist graduate students an opportunity to share and discuss their research. Graduate students are represented on the Centre's Executive Committee. Graduate students are encouraged to gain valuable experience as volunteers working on various projects and committees. The Centre also offers a directory of feminist teachers, scholars and researchers at York, a research report and publications. Each year the Centre also publishes a special graduate edition of its newsletter.

For more information, call Meg Luxton, Director, (416) 736-5915, or write to: 206 Founders College; fax (416) 736-5416; cfr@yorku.ca; http://www.yorku.ca/cfr.

YORK INSTITUTE FOR HEALTH RESEARCH

The York Institute for Health Research is a university-based organized research unit that promotes interdisciplinary health research. It is home to a new breed of health researcher who actively conducts research from within interdisciplinary teams and crosssectoral networks. Researchers at the Institute bridge the divide between the sciences and the social sciences. The Institute draws together a range of social, environmental, biomedical and behavioural scientists, as well as researchers from business, law, education, and the physical sciences.

Research is organized along five streams:

- determinants of health
- lealth, law, ethics and social justice
- ❖ health behaviour and health education over the lifespan
- ❖ health and the environment
- * access to health care, health governance, law and policy

The Institute supports both quantitative and qualitative studies exploring the full range of social, biological, political, behavioural, economic, cultural and historical barriers to health and wellness. It also undertakes evidence-based research into the effectiveness of health intervention strategies and the unique combinations of strategies that will deliver real success.

The Institute maintains and attempts to build strong ties with community-based and grassroots agencies, and fosters links between research, teaching and community action. The Institute sponsors a graduate student symposium and open house to foster communication and exchange among students from diverse disciplines engaged in health research.

The Institute is a member of the Canadian Consortium for Health Promotion Research. It houses the Ontario Training Centre Graduate Diploma in Health Services & Policy Research, and the National Network on Environments and Women's Health, one of four Canadian Centres of Excellence for Women's Health funded by the federal government. It also houses Disability Rights Promotion International, a collaborative project to establish an international monitoring system to address disability discrimination world wide.

Contact the Director Marcia Rioux or Coordinator Wendy Winters at (416) 736-5941; 019 Health, Nursing and Environmental Studies; http://www.yorku.ca/ yihr .

CENTRE FOR INTERNATIONAL & SECURITY STUDIES

The York University Centre for International & Security Studies is a research unit dedicated to the study of international peace and security issues. The activities of the Centre range from large, interdisciplinary collaborative research projects involving experts from across Canada and beyond to individual faculty projects, supported by a variety of seminar series, publications, and conferences.

Research at the Centre falls within four broad research themes.

Non-traditional analyses of conflict and security seeks to develop new approaches to the study of conflict and peace that go substantially beyond the conventional focus of security studies on military force and inter-state relations. It examines issues such as the social construction of security perceptions, the subjective underpinnings of security policy, and the role of gender and ecological factors in security thinking.

Strategic studies covers issues which traditionally lie at the heart of strategic and defence studies, *e.g.*, Canadian defence policy, North Atlantic security cooperation, the global arms trade, arms control, nonproliferation, confidence-building and verification measures, and human security.

Political economy of security explores the linkages between economics and security issues in the changing global order. It covers a range of topics such as new forms of conflict arising from economic globalization, the political economy of international security cooperation, the relationship between economic development, interdependence, and security, and the economic tools of conflict management.

Regional conflict focuses on the regionalization of conflict in the post-Cold War period, the problem of post-conflict peacebuilding, the role of humanitarian intervention in regional conflicts, and the role of regional security institutions in conflict management.

The Centre pursues an active publication program, and is responsible for its own series of edited books, monographs, and working papers, all of which receive wide distribution. In addition to research and publication activities, the Centre sponsors student-oriented workshops on broad issues of interest to graduate students and faculty, and holds conferences and public seminars to broaden Canadian participation and research in the field of security studies.

Launched in the fall of 1996 under the auspices of the Centre for International & Security Studies, the Post-Communist Studies Program is an interdisciplinary research and teaching program, designed to explore political, economic, social, and international security aspects of transition from communism in the former Soviet Union and Eastern Europe. The Post-Communist Studies Program includes, seminars, conferences and joint research projects with scholars in ex-Communist countries, as well as undergraduate and graduate instruction.

The Centre, in conjunction with the Faculty of Graduate Studies, administers the Graduate Diploma in International & Security Studies. The graduate diploma — the first in Canada — provides York master's and Doctoral candidates the opportunity to specialize in the area of international and security studies and to have this specialization so noted on their transcripts. The graduate diploma is awarded concurrently with the master's or Doctoral degree in which the student is registered. For more information, see the section in this Calendar on the Graduate Diploma in International & Security Studies

The Centre also has a specialized library collection of books, periodicals, and other resources such as Canadian government documents. A database of holdings is available online.

A close working relationship has been established with the Graduate Program in Political Science, and a number of graduate students hold research assistantships at the Centre, which also provides some research funds to doctoral students to pursue their dissertation research. The Centre, in conjunction with Graduate Studies, established the John Gellner Scholarship in Security Studies for an incoming master's student in Political Science. The George G. Bell Doctoral Scholarship is awarded to an incoming Ph.D student. The Martin Cohnstaedt Graduate Research Award for Studies in Non-Violence is also administered by the Centre.

Financial support for the Centre and its projects is currently provided by the Security and Defence Forum of the Department of National Defence, Foreign Affairs Canada, the Canadian International Development Agency, and other sources.

The Centre currently has five resident faculty members, ten affiliated faculty, eight research associates, and seventeen researchers. It also employs an administrative officer, a conference and information coordinator, and an administrative secretary. Members of the Centre also contribute to undergraduate and graduate teaching in the areas of international relations and security studies, as well as related disciplines.

Offices, library, and other facilities are located on the third floor of York Lanes on the York University campus. Other information can be obtained from 375 York Lanes; (416) 736 5156; fax: (416) 736-5752; yciss@yorku.ca; http://www.yorku.ca/yciss .

CENTRE FOR JEWISH STUDIES

The Centre for Jewish Studies was established by the Senate of York University in November of 1989. Built on a foundation of nearly a

quarter of a century of course offerings and degree programs (BA and BEd) in the field of Jewish Studies, the Centre aspires both to strengthen existing areas of teaching and research and to open up new ones. The Centre, like the programs, has an interdisciplinary orientation. While the interests of the Centre range over the totality of Jewish culture, it has a strong Canadian core. In 1993, York's Centre and Concordia University's Jewish Studies Program were each awarded an endowment fund by the Ministry of Multiculturalism and Citizenship to develop the field of Canadian Jewish studies. In addition to a chair in Canadian Jewish Studies, the Centre has a Chair in Jewish Teacher Education and a Chair in Holocaust and Eastern European Jewish Studies. In recent years the Centre has had a growing involvement in graduate studies, and now offers two graduate diplomas.

Projects to be developed by the Centre include, among others: the Jewish community in Canada (including Jewish education and Yiddish culture); public policy; the history and traditions of Sephardim; the impact on Canada of the Holocaust and Canadian Holocaust survivors; literature and film; and Jewish intellectual history. As a result of external initiatives, a good start has already been made in several of these areas.

The Centre has encouraged productive relationships between scholars at York and scholars engaged in Jewish Studies in other parts of the world, particularly Israel. York has long had a formal arrangement of student exchanges with the Hebrew University in Jerusalem, and is engaging in forging international ties with other Israeli universities. The Centre organized a number of international conferences including one on Public Policy, jointly sponsored by York and the Jerusalem Centre for Public Affairs, and a workshop (perhaps the first of its kind) on Jewish Special Education, jointly sponsored by York and Tel Aviv University. Both of these conferences focused on developing research agendas for the future. The Centre also supports a variety of university and community lectures and seminars, including the annual Leonard Wolinsky Lectures, made possible by a generous endowment, which brings to York distinguished scholars from different parts of the world.

The Centre, in conjunction with the Faculty of Graduate Studies, administers the Graduate Diploma in Advanced Hebrew & Jewish Studies, for students enrolled in graduate studies at York; and the Graduate Diploma in Jewish Studies, which is a stand-alone offering. The graduate diplomas—the first of their kind in Canada—provide York master's and Doctoral candidates the opportunity to specialize in the area of Jewish studies and to have this specialization so noted on their transcripts. For more information, see the diplomas section of this Calendar.

For further information contact Sara R. Horowitz, Director; 241 Vanier College; (416) 736-5823; fax: (416) 736-5344; cjs@yorku.ca http://www.yorku.ca/cjs.

CENTRE FOR PRACTICAL ETHICS

The Centre for Practical Ethics was established in 1994 to further research in the field of practical ethics and to support the teaching of practical ethics throughout York University. The Centre's goals include raising awareness of practical ethics and facilitating the integration of ethics into the everyday life of the community it serves, including businesses, government and the professions.

The Centre for Practical Ethics organises workshops and conferences on practical ethics, and develops professional programs to service community organizations. The Centre also produces an internal newsletter to keep the research community in practical ethics at York

University informed of its activities and the developments in the field. It also lends support to grant applications.

Areas of research interest include ethical theory and practical ethics, ethical politics, legal ethics, ethics of public policy and administration, environmental ethics, business ethics, research ethics, developmental ethics and health care ethics.

For more information regarding the Centre or to inquire about upcoming conferences, publications, etc., please contact: the Director, Centre for Practical Ethics, 119 McLaughlin College; or Vicky Carnevale, Secretarial Assistant at (416) 736-5128; ycpe@ yorku.ca; http://www.yorku.ca/ycpe.

YORK CENTRE FOR PUBLIC LAW & PUBLIC POLICY

The York University Centre for Public Law and Public Policy was established at Osgoode Hall Law School in the summer of 1986, with a mandate to pursue interdisciplinary research on the role and impact of law in the formation and expression of public policy. The Centre provides a focus for collaborative work by scholars from a variety of disciplines, and encourages interested students to participate in research on law and public policy. The primary function of the Centre is to provide a forum for the production and dissemination of independent, reliable and scholarly research on emerging and current issues of public policy. To this end, the Centre coordinates and sponsors research, hosts conferences and seminars, and publishes papers and reports.

Since 1992, the Centre has published Canada Watch, a journal devoted to timely and scholarly analysis of emerging public policy issues of national significance. The Centre has published numerous reports over the years, including a study of the Quebec Secession Reference and the rule of law, a comprehensive review of proposals for a new Ontario Legal Aid Plan, a series of studies on constitutional reform issues, several studies of the impact of the Charter of Rights and Freedoms on the public policy process, an empirical study of public attitudes towards the exclusion of evidence under the Charter, a study of the regulation of children's advertising in Canada and the United States, and a study of women's international human rights and development.

The Centre organizes conferences, workshops and symposia on a variety of topics. Over the past few years, the Centre has organized conferences on globalization, governance and reconfigurations of law and policymaking; civil disobedience, civil liberties and civil resistance; new world legal orders; government/police relations; the implication of 9/11 for Canada; and the new international criminal court. Since 1998, the Centre has organized an annual "Constitutional Cases" conference examining the Supreme Court of Canada's constitutional rulings from the previous calendar year. The conference, the largest annual conference of its kind in Canada, brings together leading academics, practising lawyers, government officials, and media representatives to discuss major developments in the Supreme Court of Canada's constitutional jurisprudence in the previous year.

The Centre also organizes seminars and colloquia each academic year. Recent seminar series have focused on globalization and law, and the war on terrorism. In 2004, the Centre launched the Oputa Lecture series on governance in Africa.

Students may associate themselves with various activities of the Centre, and are encouraged to consider pursuing research in areas RESEARCH UNITS

of interest to the Centre. For more information about current and prospective activities of the Centre, please contact the Director, Bruce Ryder; (416) 736-5515; fax (416) 736-5548, 320 Osgoode Hall Law School; bryder@osgoode.vorku.ca; http://www.yorku.ca/publiclaw.

CENTRE FOR REFUGEE STUDIES

The Centre for Refugee Studies, unique in North America, houses a full range of scholarly pursuits. The Centre is engaged in research on refugee issues; it informs public discussion as well as policy development and practice innovation by international, governmental, advocacy and service organizations; and it supports teaching in refugee and migration studies. Refugee studies is conceived in broad terms, as being concerned with the displacement of populations and individuals across and within borders, for reasons of persecution, expulsion, violence, violation of fundamental human rights and loss of essential human security and livelihood. It covers not only accommodation, protection and assistance for refugees through asylum, settlement, resettlement, repatriation, integration and reintegration, but also the prevention of displacement. Its approach is necessarily interdisciplinary and it respects diversity in perspectives.

The Centre publishes Refuge, a periodical on topical refugee issues and research reports. With major publishing houses, the Centre co-publishes books in refugee policy and case studies. The Andrew Forbes Documentation Centre maintains a collection of specialized documents and is electronically linked to other documentation centres throughout the world. These resources, in addition to a faculty complement of some fifteen members, support the Graduate Diploma in Refugee & Migration Studies, available to interested students in the Faculty of Graduate Studies.

Graduate students are welcome to use the Centre's study and lounge areas. There is an active student caucus that organizes a number of student activities including an annual graduate student conference.

For information, contact the Director, Susan McGrath; Coordinator, Michele Millard; or the Education Program Coordinator M. Khalis Hassan (416) 736-5663; fax: (416) 736-5837; 321 York Lanes; crs@ vorku.ca; http://www.yorku.ca/crs.

CENTRE FOR RESEARCH IN EARTH & SPACE SCIENCE

The Centre for Research in Earth & Space Science (CRESS), which was established by Senate in 1965, is an interdisciplinary organized research unit of the Faculty of Science & Engineering. It provides a means for members of the Departments of Chemistry, Earth & Space Science and Engineering, Physics & Astronomy and their research students, postdoctoral fellows, project scientists, research associates and international collaborators to work together on a broad range of topical problems in earth science, upper and lower atmospheric science, planetary science, astronomy and astrophysics. Current research programs include observational, laboratory experimental, theoretical, modelling and data processing projects. The Centre's scientists, engineers, students and technologists are currently involved in studies in astronomy and astrophysics, atmospheric chemistry, atmospheric dynamics, earth science, remote sensing and geographic information systems, geomatics and the space environment. Its space missions include the provision of the Wind Imaging Interferometer instrument WINDII as the Canadian contribution to the NASA Upper Atmosphere Research Satellite UARS (the WINDII operations centre is in CRESS), and participation in the Hubble Space Telescope Program. CRESS faculty are involved in providing major support

and scientific analysis for the Canadian OSIRIS instrument, on the Swedish ODIN satellite, the NASA Earth Observing System satellite (Terra) containing the Canadian MOPITT instrument, the NASA TIMED mission and the Gravity Probe B mission. They are also involved with Canada's first scientific mission since the ISIS-II satellite in 1971, the Canadian Space Agency's SciSat-1 mission (ACE), launched in July 2003. A major numerical global atmospheric transport model called CMAM (Canadian Middle Atmosphere Model) has been developed in collaboration with other universities and is used to support the data analyses from the atmospheric space missions as well as other atmospheric models. CRESS scientists are leading the Canadian contribution to the NASA Phoenix mission, to place an atmospheric lidar on the surface of Mars—this will be launched in 2007. Other missions are in the development phase, including the Stratospheric Wind Interferometer For Transport studies (SWIFT), intended to measure winds and ozone in the stratosphere, and ARGO, to measure temperature in the stratosphere and water vapour in the troposphere; these are proposed to fly on the Canadian Space Agency Chinook mission.

The Centre was a major York University contributor to one of the Ontario Centres of Excellence: the Centre for Research in Earth and Space Technology, and continues its relationship with the Ontario Centres of Excellence.

With funding from the Canadian Foundation for Innovation, the Ontario Innovation Trust and other partners CRESS has established a Space Instrumentation Laboratory, and a recent enhancement to it, a test facility comprising a thermal-vacuum chamber and a vibration facility. A more recent award has established an Atmospheric Lidar Laboratory. Associated with these laboratories are two Canada Research Chair appointments, in Geomatics and in Atmospheric Lidar. A very recent CFI award has brought \$5.8 million to implement research in A Community Approach to Multiscale Air Quality Modelling and Forecasting, which has established High Performance Computing for Atmospheric Modelling and an Atmospheric Observatory on the top of the Petrie Science and Engineering Building.

CRESS is housed in the Petrie Science & Engineering building. More than 32 faculty members, 15 adjunct faculty members and 32 research students are members. For information, contact the Director of the Centre; fax: (416) 736-5626; http://www.cress.yorku.ca . For more information on the related Graduate Program in Earth & Space Science, see the relevant section of this Calendar.

CENTRE FOR RESEARCH ON LATIN AMERICA & THE CARIBBEAN

The Centre for Research on Latin America & the Caribbean at York University is Canada's foremost university-based research centre specializing in Latin American and Caribbean studies. It was established in 1978 with a generous grant from the Canadian Donner Foundation. The need for such an institution had long been indicated by a steadily increasing public awareness of the importance of Latin America and the Caribbean for Canada.

The purpose of the Centre is to contribute to knowledge about the social and political organization, economic development, and culture of Latin America and the Caribbean. The Centre works to build academic and cultural links between these regions and Canada; to inform researchers, policy advisors, and the public on matters concerning the regions; and to assist in the development of research and teaching institutions that directly benefit the peoples of the regions. Interdisciplinary work is emphasized, normally carried out

collaboratively with scholars and research institutions in these two regions.

The Centre's research projects have been supported financially by various agencies and institutions, including the Social Sciences and Humanities Research Council of Canada, the International Development Research Centre, the Canadian International Development Agency, the Canadian Donner Foundation, the Ford Foundation, the Rockefeller Foundation, the International Centre for Human Rights and Democratic Development (Montreal) and the Ministry of Training, Colleges and Universities (Ontario).

Currently, the Centre coordinates the new Latin American Human Rights Education and Research Network which includes this Centre as well as Osgoode Hall Law School and a number of Latin American universities and civil society organizations. In addition to the wide range of activities underway as part of RedLEIDH, the Centre is engaged in a number of projects related to migration issues, and works closely with other researchers and organizations in Toronto and throughout the Latin American and Caribbean region.

York University has a large number of graduate students with strong research interests in Latin America and the Caribbean, the majority of whom are under the supervision of the Centre's Fellows. A number of graduate students are also involved in CERLAC projects and research activities. The Centre also hosts York University's Graduate Diploma in Latin America & the Caribbean and awards the annual Baptista Essay Prize. This essay prize awards \$500 to both a graduate and an undergraduate student at York University in recognition of an outstanding scholarly essay of relevance to the area of Latin American and Caribbean Studies, from a humanities, social science, business or legal perspective. The LACS Program and the Dominican Republic Summer Exchange Program are for undergraduate students who wish to pursue interdisciplinary studies in Latin American and Caribbean issues.

The Centre receives visiting scholars and public figures from Latin America and the Caribbean for stays ranging from a single day to a year. The visitors provide public lectures and opportunities for informal consultations. Conferences are also periodically held, as are cultural events such as plays, concerts, art exhibitions and poetry readings.

The Centre also sponsors a regular graduate seminar series, two annual lecture series, maintains an electronic news and announcement list, and collaborates with other organizations and community groups in the production of various public events throughout the city.

The CERLAC Documentation Centre contains an extensive and unique collection for use by students, faculty and the general public. The Documentation Centre includes the valuable and comprehensive Canada Latin America Resource Centre collection, donated by the Latin American Working Group whose research work from 1966 to 1991 resulted in the collection's creation.

The primary means of association with the Centre is through the appointment of qualified faculty members as fellows. In early 2004 there were more than 150 CERLAC members including fellows, associate and honorary fellows, and research associates. Most members are based at York University while others are based at various universities across Canada. Fellows represent the fields of anthropology, economics, education, environmental studies, geography, history, law, literature, philosophy, political science, social and political thought, and sociology. The Centre also has associated visiting scholars, postdoctoral fellows and graduate students.

The Director is Viviana Patroni, vpatroni@yorku.ca. For information, contact the Administrative Assistant, John Carlaw, at (416) 736-5237; fax: (416) 736-5737; 240 York Lanes; cerlac@yorku.ca; http://www.yorku.ca/cerlac.

CENTRE FOR RESEARCH IN MASS SPECTROMETRY

Research in mass spectrometry is becoming an increasingly important and multidisciplinary scientific activity worldwide. The recent growth in this area within the Department of Chemistry has been substantial, with collaborations among members of the Department of Biology. Mass spectrometry has also gained increasing importance in the research of a number of faculty within the Centre for Research in Atmospheric Chemistry. The Centre for Research in Mass Spectrometry fosters a vibrant and ongoing program of collaborative research, offers a richer environment for graduate student learning and research, provides increased visibility of ongoing research excellence in mass spectrometry at York University, facilitates greater grant support for collaborative research and generally improves the opportunities for the education and training of future researchers in mass spectrometry at all levels of activity.

Professor K.W. Michael Siu, Director; 124 Chemistry and Computer Science Building; (416) 650-8021; fax: (416) 736-5936; kwmsiu@yorku.ca; http://www.chem.yorku.ca/CRMS.

CENTRE FOR RESEARCH ON WORK & SOCIETY

The Centre for Research on Work & Society is an organised research unit within York University founded to address the issues arising out of recent transformations within the Canadian labour market and the world of work. Committed to furthering the university's service to the community, the Centre links members of the labour union movement and academics in research, education, training and policy formation; trade unionists have parity on the Centre's governing bodies.

The Centre is very active in training graduate and undergraduate students and it supports the Working Students Centre, a student-managed education and advocacy service. The Centre's activities include international conferences, workshops, seminars, and speakers' series. The Centre supports an electronic journal, *Just Labour*, and publishes *CRWS News* and a "Working Paper" Series.

Associated faculty and labour partners carry out research on a broad range of issues related to the workplace and labour movement, and currently, are particularly involved in studying the ways in which the nature of work and the shape of the labour market have been transformed in the so-called 'new economy.' Some of our recent research projects focused on the following themes:

- * the nature, shape and demographics of the 'new economy'
- unions and economic restructuring;
- * the new economy and the breakdown of secure employment;
- part-time and contingent work
- * education, training and skills for new economy workers, and
- the changing nature of the state and employment practices and standards.

The Centre serves as a clearing house on labour and trade union issues. It also maintains a reading room.

For further information, call Norene Pupo, Director; or Robin Smith, Administrator; (416) 736-5612; fax: (416) 736-5916; crws@yorku.ca; http://www.yorku.ca/crws.

RESEARCH UNITS YORK UNIVERSITY FACULTY OF GRADUATE STUDIES 2007-2009 CALENDAR

YORK CENTRE FOR VISION RESEARCH

The York Centre for Vision Research at York University was founded in 1992 and has a mandate that is threefold: to pursue interdisciplinary research in the broadly-defined visual sciences; to provide an effective infrastructure that will provide members with maximal freedom in pursuing long-term research programs while encouraging collaboration among members and across disciplines; and to provide interdisciplinary educational and training programs to future scientists.

Vision as a sense does not stand alone: it is the primary input not only for understanding the world around us, but also for guiding action in the world and for determining interaction with the world and integrates with the other sensory systems. Visual sciences encompass many disciplines: neuropsychology, computer vision, computer graphics, psychology, neuroscience, neural networks, kinesiology, *etc.* The clear strength of the Centre is its research record in many of these areas, including significant crossovers.

The visual system is easily the most complex sensory system in humans and primates, and indeed the visual system occupies almost half of macaque neocortex. At the same time vision research is perhaps the most highly quantitative area of brain research in the world today, requiring skills in computer simulation, image processing, geometry, nonlinear dynamics, computer graphics and statistics. In addition, four major experimental approaches are currently employed in vision research: primate electrophysiology, visual psychophysics, quantitative modelling and functional brain imaging. The Centre for Vision Research at York University includes faculty members from computer science, mathematics, engineering, biology, psychology, philosophy and kinesiology and health sciences who jointly cover this entire range of experimental and computational skills.

It is clear that vision research can benefit enormously from the integration of multiple experimental, computational, engineering and mathematical approaches. When these approaches are brought together in a supportive research and training environment, as they are at York, they produce a cooperative dialogue: theoretical approaches lead to detailed experimental predictions, while experimental results critique and refine theories.

Although graduate students must register in a home program, they can participate fully in the Centre's research infrastructure if their supervisor is a Centre member. It is the Centre's goal to equip students with the requisite mathematical, computational, neurophysiological and psychophysical techniques to conduct sophisticated quantitative research on primate or human vision or in machine vision and robotics.

For information, contact the Acting Director, Hugh Wilson (416) 736-2100, extension 33140; or the Administrative Assistant, Teresa Manini, (416) 736-5659, manini@cvr.yorku.ca; fax (416) 736-5857. The Centre's administrative offices are at 0009 Computer Science & Engineering Building. More details about the centre's activities can be found at http://cvr.yorku.ca.

Institute for Research & Innovation in Sustainability

The York Institute for Research & Innovation in Sustainability was established by York University in 2004 to create an interdisciplinary university-wide research institute that embraces the sustainability-related activities of all eleven faculties at York. York has identified

sustainability as one of its four overarching strategic priorities for research, along with health, international studies and culture and entertainment.

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The Centre builds on the experience and accomplishments of a number of important sustainability programs and activities including the Faculty of Environmental Studies; the York Centre for Atmospheric Chemistry; the Erivan K. Haub Program in Business & Sustainability; the Faculty of Education, housing the UNESCO chair in Education & Sustainability; the Faculty of Science & Engineering; and the former York Centre for Applied Sustainability.

For more information, contact Director Dawn Bazely, (416) 736-5784, 347 York Lanes; irisinfo@yorku.ca; http://www.iris.yorku.ca.

INSTITUTE FOR RESEARCH ON LEARNING TECHNOLOGIES

The Institute for Research on Learning Technologies (IRLT) is a university-based research centre whose members engage in systematic inquiry, discussion, and information sharing on the pedagogical uses of technology. IRLT encourages collaborative, multidisciplinary approaches to research problems by bringing together researchers from across the York University campus, other universities, schools, non-profit organizations, government, and industry. The specific goals of the Institute are:

- * to engage in research, study, and public discussion of issues related to the pedagogical uses of computers and to the moral, ethical, and educational implications of their use;
- to undertake major research projects in areas that are consistent with its general mandate;
- ❖ to maintain an active program to disseminate findings of its projects, its activities, and developments in the field to educators and other interested parties; and,
- to foster collaboration between academics, educators, and industry and government personnel on research and development problems and issues of mutual concern and interest.

Projects in which members are actively engaged include:

- ❖ an implementation evaluation of the *Teacher eLearning Project* sponsored by The Learning Partnership;
- * research on the CANARIE-funded national *Advanced Broadband Enabled Learning* (ABEL) project aimed at transforming teaching and learning in schools;
- ❖ participation in the *Simulation and Advanced Gaming Environments* (SAGE) national collaborative research network, based at Simon Fraser University, that is exploring the potential of games, simulations, and simulation games to support learning;
- evaluation of online modules developed by Health Canada for public health professionals across Canada; and,
- evaluation of blended learning courses in eight Canadian universities

For further information, contact the director, Dr. Ron Owston, at (416) 736-5019 or visit http://www.yorku.ca/irlt .

INSTITUTE FOR SOCIAL RESEARCH

General Information

Founded in 1965, the Institute for Social Research (ISR) houses the largest university-based survey research unit in Canada, providing consultation and support services to the University administration and York faculty, students, and staff conducting research primarily in the social sciences. ISR annually conducts between twenty and thirty research projects at the local, provincial and national levels in such

areas as education, housing, health and medical services, politics, law, gender issues, energy and the environment, social interaction, and other social issues. Institute staff perform all stages of the survey research process from questionnaire design, sample selection, data collection, editing and coding, data entry, the preparation of machinereadable data files, statistical analysis, and report writing. Since 1987 the majority of the Institute's projects have been conducted from ISR's centralized Computer Assisted Telephone Interviewing laboratory at York.

The Institute regularly conducts seminars in social research methods including questionnaire and sample design, the implementation of mail and telephone surveys, data analysis, focus groups, and interpreting qualitative data. With partial support from the Natural Science and Engineering Research Council, ISR's Statistical Consulting Service provides consultation on research design and statistical analysis. SCS also sponsors short courses on statistical analysis, research methodology, and the use of statistical software.

Survey data collected at the Institute and selected data sets from other major Canadian surveys are kept in the data archive at ISR for the purpose of secondary analysis and teaching. The Institute has a publication series with more than 100 titles in such areas as education, health studies, policy research, research methodology, gender issues, quality of life studies, and ethnic and immigration studies. The newsletter of the Institute, usually published three times a year, keeps academics and policy makers up-to-date on the research studies in which the Institute is engaged.

Statistical Consulting Service

The Institute's Statistical Consulting Service provides consultation on a broad range of statistical problems and on the use of computers for statistical analysis. Consultation is available to assist in research design, data collection, data analysis, statistical computing, and the presentation of statistical material.

Consultation is provided by a group of faculty drawn from York University's Departments of Sociology, Psychology, Geography, Environmental Studies and Mathematics & Statistics, in conjunction with full-time professional staff at ISR. Topics for which assistance is available include: regression analysis, multivariate analysis, stochastic processes, probability theory, exploratory data analysis, scaling and cluster analysis; analysis of categorical data, survey data, and longitudinal data; experimental design; survey sampling; and statistical computing.

Three times a year, the Statistical Consulting Service offers short courses on various aspects of statistics and statistical computing, including regular introductions to the SPSS and SAS statistical packages. Recent course offerings have included regression diagnostics, bootstrapping techniques, an introduction to the LISREL module in SPSS, graphical methods for categorical data, confirmatory factor analysis, model-based approaches to cluster analysis, and visual methods for statistical data analysis.

The Statistical Consulting Service maintains a regular schedule of office hours during the academic year, serving primarily the York University community.

Data Archive

ISR's data archive houses data sets from studies conducted by the Institute, including major national election studies, quality of life surveys, studies of attitudes toward education, health, housing, multiculturalism, recreation, and other social policy questions. Data from selected major Canadian surveys are also maintained and are

used primarily for secondary analysis and teaching. Faculty, students, and staff conducting research at York University have access to archival material.

For further information, please contact the Institute at (416) 736-5061; fax (416) 736-5749; 5075 Technology Enhanced Learning Building; isrnews@yorku.ca; http://www.isr.yorku.ca.

LAMARSH CENTRE FOR RESEARCH ON VIOLENCE & CONFLICT RESOLUTION

The LaMarsh Centre for Research on Violence & Conflict Resolution was established at York University in 1980 with assistance from the Ontario government. The Centre is named in honour of the late Honourable Judy LaMarsh, who was the first female full-time law professor at York University. Professor LaMarsh led a Royal Commission on violence and the media, which highlighted the need for evidence-based knowledge to promote nonviolence in society.

The aim of the LaMarsh Research Centre is to conduct and disseminate social science research that is relevant to the societal concerns of Canadians, with a particular focus on youth development, health promotion and violence prevention. This goal is achieved through research, education and knowledge transfer with our community partners.

Projects of the Centre evolve in response to societal issues and faculty expertise. Current projects examine: bullying and harassment in schools, anti-bullying interventions, dating and dating violence, peer pressure, drug and alcohol abuse in adolescence, sport violence, promotion of healthy life styles and positive youth development, AIDS/HIV risk and prevention.

The LaMarsh Centre publishes reports, maintains a website, sponsors seminars, supports graduate students and engages in community outreach activities, to transfer empirically-based, scientific knowledge into the community.

For information, contact Jennifer Connolly, Director, (416) 736-2100, ext. 66245; Irene N. Backhouse, Centre Coordinator, (416) 736-5528; 217 York Lanes; (416) 736-5528; fax: (416) 736-5647; lamarsh@yorku.ca; http://www.arts.yorku.ca/lamarsh.

JACK & MAE NATHANSON CENTRE ON TRANSNATIONAL HUMAN RIGHTS, CRIME & SECURITY

The focus of the Nathanson Centre is the development of a crossdisciplinary programme of research and project initiatives in order to enhance knowledge of issues related to a variety of transnational phenomena that are now, and for the foreseeable future, rapidly changing (and challenging) society, law and governance. York researchers-from law, criminology, political science, law and society, sociology, geography, environmental studies, business, philosophy, health and beyond-are active in the evolving scholarly and policy debates. The Centre seeks to harness that critical mass of talent and energy, along with developing a network of Centre associates from universities around the world and from non-university sectors, by focusing on three thematic pillars: human rights, crime and security. Consistent with an emphasis at the university on pan-York collaborative research and associated initiatives, the renewed Nathanson Centre mandate includes the objective of productive cooperation with several other York research centres whose mandates are complementary such as the York Centre on International and

Security Studies. The involvement of Osgoode and other York graduate students and, eventually, of qualified upper-year LLB students in Centre activities is an essential dimension of the Centre's work.

The Centre seeks as much as possible to make its contribution by studying, seeking to understand and constantly querying the relationships between crime, security and human rights, as informed by transnational perspectives. This relational and triangulated approach is intended to produce fresh analysis that is attendant to the multiple dimensions—the criminal justice, the security and the human rights angles-of a variety of transnational phenomena. This is not to say, however, that any one of the three thematic pillars of the Nathanson Centre cannot receive separate attention in any given research project, program or activity. Most notably, the study of organized crime, with emphasis on its transnational dimensions, will remain a central focus of the Nathanson Centre. With respect to research activity that would focus entirely on one of the concerns or have one of these concerns as a core component in a broader project, the main criterion for evaluating a research project's fit with the Centre will be the potential for the research to contribute to general knowledge (or 'pure theory') in relation to that concern in such a way that new vistas, whether challenges, new research questions, or interdisciplinary insights, may be opened with respect to the study of either or both of the other concerns. Similarly, one overarching ambition of the Nathanson Centre is to foster general research on the "transnational" in both its empirical and normative dimensions, including research that may not have particular, or at least not immediate, application to any one of the three pillars. Legal (both theoretical and doctrinal) analysis and cognate interdisciplinary analysis are particularly important to the Centre's work, but by no means the exclusive focus.

For information, contact the Director, Craig Scott; (416) 736-5907; at 409 Osgoode Hall Law School; fax (416) 650-4321; orgcrime@yorku.ca; http://www.yorku.ca/nathanson.

ROBARTS CENTRE FOR CANADIAN STUDIES

The Robarts Centre for Canadian Studies was established in the Fall of 1984, endowed through generous support from the private sector and matching grants from the Secretary of State and the Province of Ontario. The mandate from the outset has been to promote and support interdisciplinary and discipline specific research pertinent to the study of Canada. Over the years the Centre has expanded to encompass a theme of "Canada in the World." In practice, this has meant an orientation toward broader Canadian and international scholarly and policymaking communities, inquiries into comparative perspectives on the Canadian mosaic, and assistance to York scholars in working with their counterparts in other countries.

While there is no formal teaching component in the Robarts Centre's activities, the Director, the Associate Director, the Robarts Chair and other Robarts researchers regularly teach courses and contribute to curriculum development in areas pertaining Canadian and North American as well as comparative studies. The Robarts Centre also provides supervised research and writing opportunities for graduate students from a wide range of York graduate programs.

The Robarts Centre offers a strong program of high-level seminars, workshops and conferences on major issues focusing on Canadian perspectives on communications, culture, the fine arts, history, political economy, public policy and international relation. Participants include York faculty and students, Canadian

and international scholars as well as the larger community of Metropolitan Toronto.

Ongoing work at the Centre includes research initiatives on the public domains and international standards, Canadian culture, issues pertaining to media perspectives on Canada and Canadian issues as well as major international projects such as "Global Cultural Flows, New Technology and the Re-Imagining of National Communities" and "Canadian Culture Abroad." Robarts researchers and grad students have authored joint papers on topics including the role of the World Trade Organization, media coverage of the SARS outbreak, and issues in Canadian cinema.

With the York University Centre for Public Law and Public Policy, the Robarts Centre produces *CanadaWatch*, a periodical on Canadian affairs and the changing national agenda.

The Robarts Centre is managed by a Director reporting to an Executive Committee. Visit http://www.robarts.yorku.ca which features the Robarts Lecture series, *CanadaWatch* online, additional publications, upcoming Centre events, and more information on our projects and activities.

Further information may be obtained from the Director, Seth Feldman, sfeldman@yorku.ca, the Associate Director, Daniel Drache, drache@yorku.ca, or Project Coordinator Laura Taman, llt@yorku.ca; 227 York Lanes; hours: Monday-Friday 9:00 to 5:00 pm; (416) 736-5499; fax: (416) 736-5739.

FELLOWSHIPS, ASSISTANTSHIPS, SCHOLARSHIPS, AWARDS AND PRIZES

http://www.yorku.ca/grads/calendar/fellowshipsassistantshipsscholarshipsawardsandprizes.pdf

Various forms of financial assistance are available to students. York University and external agencies offer numerous fellowships, assistantships, scholarships, awards, prizes, and grants. Graduate students are encouraged to consult with their particular program for advice on financial matters. Unfortunately, space does not permit a complete listing, but below is a directory of some of the assistance that may be of particular interest to graduate students. The office responsible for coordinating financial matters for Graduate Studies is the Administrative Office, Faculty of Graduate Studies, 283 York Lanes, (416) 736-5328.

* Note: For more information regarding external awards, the Faculty of Graduate Studies has developed a scholarship database, which is available for students to use in 283 York Lanes.

ENTRANCE SCHOLARSHIPS GRADUATE FELLOWSHIPS FOR ACADEMIC DISTINCTION

The Graduate Fellowships for Academic Distinction are awarded to incoming students with high potential for future leadership in international affairs. The students eligible for these awards will be those engaged in research in the Social Science aspects of environmental protection, Canada as a pacific nation, fine arts, or political economy. Fellowships include a scholarship (\$7,000 for master's students; \$15,000 for Doctoral students), a graduate assistantship valued at \$7,000, and all tuition fees.

INTERNATIONAL TUITION FEE SCHOLARSHIPS

The Faculty of Graduate Studies at York University offers International Tuition Fee Scholarships to highly qualified international students. There are a limited number of these Scholarships and they are awarded on the recommendation of the graduate program to which the student is applying. These scholarships are applied directly to the international differential tuition fee in varying amounts (up to approximately \$4,800 in 2006-2007) and are awarded at the time an offer of admission is made to the applicant.

YORK SCHOLARSHIPS

York University offers a limited number of scholarships to students entering programs at the master's and Doctoral level. There are no application forms for these scholarships. Offers are made by the Graduate Program Directors to selected applicants who have unequivocal "A" standing in their previous two years of study.

ASSISTANTSHIPS

GRADUATE ASSISTANTSHIPS

A stipend may be paid to a full-time degree candidate for various types of activity. The duties of a graduate assistant may include participation in a practicum, as an apprentice in a laboratory or applied setting, library work for the department or for a research group (normally in cases where it is possible for students to make small but constructive contributions to group research projects), administrative, clerical and research work. Formal arrangements for work in this category are made with the program director after admission. It should be noted that neither a master's nor a Doctoral candidate is permitted, while registered as a full-time student, to

accept more than ten hours of paid work per week through the University.

RESEARCH ASSISTANTSHIPS

A stipend may be paid to a full-time degree candidate for research or academic activities relevant and related to the student's field(s) of study within the academic program. Formal arrangements are made with the program director after admission.

TEACHING ASSISTANTSHIPS

A stipend may be paid to a full-time degree candidate who teaches in one of the York Faculties or colleges. Normally, such teaching will consist of a tutorial or seminar work in a timetabled course in which the lectures are given by a full-time member of Faculty, this teaching being considered equal, when preparation is counted, to no more than ten hours of work per week.

YORK UNIVERSITY AWARDS, GRANTS AND PRIZES

The Faculty of Graduate Studies and individual graduate programs offer various awards, prizes, and grants. As application deadlines and procedures vary, students are urged to consult their individual graduate program for specific information.

CHANCELLOR BENNETT BURSARY

This award was established to recognize and celebrate the naming of Avie J. Bennett as the 10th Chancellor of York University. The purpose of this award is to recognize a student's commitment and excellence in the study of Canadian Literature to Master's of Arts candidates. Eligible applicants must be incoming Master's of Arts students with financial need. This annual bursary is valued at \$500.

THE CCCJ- JOHN LOCKWOOD MEMORIAL **AWARD**

The CCCJ- John Lockwood Memorial Award, which is valued biannually at \$3,750, is to be given to a graduate student who is focusing her or his studies on issues related to cultural diversity or crosscultural understanding in Canada. Among other things, the student's research may focus on prejudice in Canadian society and/or proposals for its elimination. Nominations must be received by April 1st, each year, in the Faculty of Graduate Studies, 283 York Lanes.

ÉCOLE POLYTECHNIQUE MONTRÉAL WOMEN'S MEMORIAL SCHOLARSHIP

In memory of the 14 women who died tragically at the École Polytechnique on December 6, 1989, York University has established this graduate award. The award is designed to encourage women to enter science disciplines. The scholarship valued at \$5,000 will be offered to an entering, full-time, female candidate in a program of study leading to the degree of master of Science.

MARIANO A. ELIA SCHOLARSHIP

The Mariano A. Elia Chair in Italian-Canadian Studies offers annually three \$1,000 awards to students whose research contributes to our understanding of the Italian-Canadian (or related) experience. These scholarships may be applied for by graduate students currently pursuing a degree in any program. The deadline date is in early February.

JOHN GELLNER GRADUATE SCHOLARSHIP IN STRATEGIC STUDIES

The Centre for International & Security Studies offers the above scholarship to a student entering a master's program at York University, who will be working in an area related to strategic studies. The award is valued up to \$10,000 and the deadline for submission is March 1st.

DAVID HUNTER JORGENSEN MEMORIAL AWARD

David Hunter Jorgensen was a graduate of the master's program in English at York University and a member of the Doctoral program. His family has established this award in his honour valued at \$5,000 biannually to candidates who at the time of taking up the award, will be enrolled in a master's or Doctoral program at York University and who are physically disabled. The deadline date for completed applications is April 15th every other year.

E. LYNN KIRSHNER MEMORIAL SCHOLARSHIP

This scholarship was established in memory of E. Lynn Kirshner, an accomplished and promising graduate student in Visual Science. The annual award of \$1,000 will be offered to an Experimental Psychology doctoral candidate, specializing in Visual Science, as an incentive and encouragement of professional excellence. The scholarship will be awarded in early May of each year.

DAVID LEYTON-BROWN AWARD

This award will be offered annually to an entering graduate student at the masters or Doctoral level, with preference given to students specializing in international relations. The student will be judged, according to his/her academic excellence and financial need, by the Director and the Admissions Committee of the Graduate Program in Political Science. This award is valued at \$1,200.

SUSAN MANN DISSERTATION SCHOLARSHIPS

These scholarships are awarded to encourage and assist outstanding students in their final year of doctoral study to concentrate exclusively on their dissertations. Candidates must be nominated by their graduate program and all nominations must be submitted by April 1st. The value of the award is a \$15,000 stipend, \$1,000 accountable research grant and \$1,000 additional stipend payable upon successful defence.

MARY JANE MOSSMAN GRADUATE SCHOLARSHIP IN FEMINIST LEGAL STUDIES

This scholarship was established in recognition of the contribution made by Mary Jane Mossman to issues of legal scholarship and education, and particularly as they relate to concerns of women. To be considered for this award, candidates must be admissible to the master of Laws or the Doctor of Jurisprudence program and must focus their studies and research on feminist theory.

JOHN A. PRICE FIELDWORK AWARD

This award was established by the Department of Anthropology in memory of their colleague, John A. Price. This annual award will be awarded to students in the Graduate Program in Social Anthropology on the basis of merits of a field research proposal. The amount of the award will be determined at the time that the decision is made.

GRAHAM F. REED MEMORIAL FUND

Established to honour the late Graham F. Reed, the fund will assist a qualified student in the Graduate Program in Psychology, who has demonstrated financial need. The bursary will be between \$500-\$1,000, but may fluctuate from year to year.

AMBASSADOR GARY J. SMITH AWARD

Vice-President Smith is pleased to show his support for York University by establishing an award for an excellent master's or Doctoral student in need whose area of specialization includes an international focus, preferably relative to Canadian foreign policy. Preference will be given to a Glendon College graduate studying in this area. The value of this annual award is \$1,750 and the deadline date for receipt of applications is mid-January.

ZDENKA VOLAVKA RESEARCH FELLOWSHIP

The goal of this award is to stimulate and support the study of art history of the indigenous people of Africa and North America through fieldwork and to provide opportunities for comparative study through field activities and related collections research. The annual award of \$6,000 has an application deadline of April 15th.

FIELDWORK COSTS FUND

This is a program of funding for master's and Doctoral students to defray the cost of thesis and dissertation research which must be carried out "in the field." Up to \$50,000 will be available and a maximum of \$5,000 will be awarded to each individual recipient. The deadline for graduate programs to submit applications is April 2nd. Students should check for earlier deadlines in their graduate program office.

GRADUATE DEVELOPMENT FUND

The Graduate Development fund subsidizes travel costs for students who are presenting their scholarly or creative work outside the Toronto area. Funding is awarded early Spring and early Fall.

RESEARCH COSTS FUND

The Research Costs Fund helps subsidize students' own research expenses that are *above and beyond* those costs that are typically associated with graduate work, such as travel to sources of research, payment of subjects, supplies, services, photocopying, *etc*.

The Fund *generally* does not cover books, conference costs, subsistence and tuition fees. ("Generally" means that the Committee will award funds if they are convinced that the expenses are essential for the completion of the research and/or a cheaper alternative is not available.) All full-time registered graduate students who are members (past and present) of CUPE are eligible for a grant. Master's students should note that Doctoral students take priority. Funding is awarded early Spring and early Fall. Application forms are available for printing on the FGS website from mid-August through September and from mid-January to February. Deadline for application submissions are set by individual program offices.

EXTERNAL SCHOLARSHIPS

Applicants to the Faculty of Graduate Studies are urged to apply for scholarships, fellowships, and other awards tenable at York University. The following are some of the more high-profile external scholarships.

ABELLA AWARD FOR STUDIES IN EQUITY

Named in honour of the twentieth anniversary of the Abella

Commission on Equality in Employment and in celebration of the appointment of Rosalie Abella to the Supreme Court of Canada, this scholarship is designed to provide support for an outstanding fulltime graduate student at York University whose thesis, dissertation or major research paper touches on issues that relates directly or indirectly to the theme of equality. To be eligible, students must have successfully completed all degree requirements but the major research paper, thesis or dissertation. The award is valued up to \$5,000 and the deadline for applications will be March 15.

HARRY W. ARTHURS FELLOWSHIP

Harry W. Arthurs was Dean of Osgoode Hall Law School (1972-1977) and President of York University (1985-1992). He established these fellowships upon his retirement in 2005. The Fellowships are awarded to highly qualified candidates with excellent academic records who propose to pursue doctoral degrees in the broad fields of public law, with preference given to candidates proposing to undertake interdisciplinary work. All entering and continuing doctoral candidates are eligible. At the discretion of the Director of the Graduate Program in Law, recipients may be considered for a second or subsequent award. Recipients must be Canadian citizens/ permanent residents/protected persons and residents of Ontario and must demonstrate financial need. There are four awards available every year, valued at \$8,500 each.

HENRY AND BARBARA BANK FELLOWSHIP IN JEWISH STUDIES

This fellowship is awarded to annually to one graduate student enrolled in the Graduate Diploma in Jewish Studies who is a Canadian citizen, permanent resident or protected person and a resident of Ontario, and who demonstrates financial need and academic merit. The Awards Committee of the Centre for Jewish Studies selects the student. Students may apply or be nominated by a faculty member. The award is valued at \$5,000.

CANADA GRADUATE SCHOLARSHIPS PROGRAM—DOCTORAL SCHOLARSHIPS AND SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL DOCTORAL FELLOWSHIPS

Social Sciences and Humanities Research Council offers two types of awards for doctoral-level study to students who have demonstrated a high standard of academic achievement in undergraduate and graduate studies: (i) SSHRC Doctoral Fellowships; and (ii) Canada Graduate Scholarships Program - Doctoral Scholarships. Applicants apply for both awards by completing one application form. SSHRC considers all eligible applicants for both awards. SSHRC Doctoral fellowships, tenable at Canadian universities or abroad, are valued at \$20,000 per annum. CGS Doctoral Scholarships are valued at \$35,000 per annum, and are tenable only at recognized universities in Canada. The deadline for the submission of applications from fulltime registered students is set by the Graduate Program office in early fall. Applicants not registered at a university must apply directly to the Council by November 15th. In the 2006-2007 academic year, 69 SSHRC Doctoral awards and 77 CGS Doctoral scholarships were held by York University students. For more information is available at http://www.sshrc-crsh.gc.ca.

COMMONWEALTH SCHOLARSHIP AND FELLOWSHIPS PLAN

These funds are available to graduate students for study in a Commonwealth country other than their own. The scholarships and fellowships include funds for tuition, travel, living expenses and books. They are generally tenable for two academic years. The

deadline date for most countries is October 25. For New Zealand it is December 27.

FELLOWSHIPS, ASSISTANTSHIPS, SCHOLARSHIPS, AWARDS AND PRIZES

COTTON GINNY INTERNATIONAL RESEARCH AND INNOVATION FUND AWARD IN **ENVIRONMENTAL STUDIES**

This award enables a graduate student in the Faculty of Environmental Studies to conduct research abroad. To reflect Cotton Ginny's commitment to the environment and to the communities supporting cotton production, this award is available to students in the master's or PhD programs in the Faculty of Environmental Studies whose area of study is related to sustainable commodity production, environmental sustainability, global citizenship and/or poverty reduction. Preference is given to students who are proposing to use a documentary format. This award is valued at \$5,000.

ENVIRONMENTAL STUDIES DEAN'S DOCTORAL DISSERTATION AWARD

This award is open to incoming doctoral students at the Faculty of Environmental Studies who demonstrate both academic merit and research potential as compared to their peers. Students are automatically considered as part of the admissions process; no application is required. This award is valued at \$3,000.

FOREIGN GOVERNMENT AWARDS PROGRAM

These awards are intended to assist Canadian students to further their studies or conduct research abroad at the master's, Doctoral or Post-Doctoral level and usually cover a period of at least six months. Participating countries include: Chile, Colombia, Finland, France, Germany, Italy, Japan, Mexico, Netherlands, Peru, Russia, Spain & Venezuela. The deadline date for receipt of applications varies but can be as early as October 25th.

GREAT-WEST LIFE, LONDON LIFE AND CANADA LIFE AWARD

This award is given annually to a second year full-time MBA student specializing in financial services. Preference is given to a student with previous experience in the insurance industry and a minimum 6. 0 (B+) average grade. Students apply each fall to the division of Student Services and International Relations, Schulich School of Business. Award is valued at a minimum of \$2,250.

LINDA LAMONT-STEWART SCHOLARSHIP IN CANADIAN LITERATURE

This scholarship is in honour of Dr. Linda Lamont-Stewart (1949-1998), a member of the Department of English and a Canadian Literature specialist. The award is given annually to doctoral students in the Graduate Program in English who have demonstrated outstanding academic achievement in the field of Canadian Literature, have successfully completed their comprehensive examinations and are embarked on the research for and/or writing of a dissertation in the field of Canadian Literature. This award is valued at \$5,000.

MORGUARD AWARD

This award is provided each year to a second-year full-time or parttime MBA student who places in the top quartile of the class. The recipient will have identified Real Property Development as the focus or major area of study. Demonstrated leadership and/or contribution to the Real Property industry is identified through a short detailed resume and cover letter. The award recipient must also interview for internship matching at Morguard Investments. The internship

component of the award is optional. Applicants may apply in the fall semester. Information regarding this award may be obtained through the division of Student Services and International Relations, Schulich School of Business. This award is valued at \$2,000.

ONTARIO GRADUATE SCHOLARSHIPS

The Ontario Ministry of Education and Training offers the Ontario Graduate Scholarships to individuals intending to pursue master's or Doctoral studies in a wide variety of disciplines. Applicants need not be accepted to graduate school at the time of application but must apply a year before planning to undertake their studies. International students are also welcome to apply. The value of the scholarship is currently \$5,000 per term or \$15,000 per year. Full-time registered students in their last year of undergraduate studies must apply through their university. At York they must submit their applications to their graduate program by their preset deadline.

THE JOHN CHARLES POLANYI PRIZES

In honour of the achievement of John Charles Polanyi, co-recipient of the 1986 Nobel Prize in Chemistry, the Government of Ontario has established a fund to provide annually up to five prizes to outstanding young researchers who are continuing to postdoctoral studies at an Ontario University. The value of the award is \$15,000. The deadline date for applications is in early January.

ONTARIO GRADUATE SCHOLARSHIPS IN SCIENCE & TECHNOLOGY

Established by the provincial Ministry of Training, Colleges and Universities, these scholarships are awarded to Canadian citizens or permanent residents who are studying full-time or part-time in approved master's or Doctoral programs in science and technology at Ontario universities. Recipients must exhibit overall academic excellence, having maintained an overall average of at least A minus or equivalent during their last 20 one-term/semester courses (or equivalent) of postsecondary study. Applicants entering third year or beyond of graduate studies must have an average of A minus on all graduate courses completed. Recipients will also exhibit research ability or potential; excellent communication skills; and interpersonal and leadership abilities. The scholarships are valued at \$15,000 annually or \$5,000 per term. The deadline date for nominations by graduate programs is February 15th. Recipients may hold other awards of up to \$10,000 but may not hold an Ontario Graduate Scholarship in the same year of study in which they hold an Ontario Graduate Scholarship in Science & Technology.

ORGANIZATION OF AMERICAN STATES

The objective of this program is to promote the economic, social, scientific and cultural development of the Member States. Fellowships are for periods of three months to two years. The benefits include a round trip ticket, study materials and tuition fees, health insurance and a subsistence allowance. The deadline date for applications is January 24th.

REALPAC AWARD

This award is provided each year to a second year full-time graduate student MBA student who places in the top quartile of the class. The recipient will have identified Real Property Development as the focus or major area of study. Demonstrated excellence, leadership, citizenship and/or contribution to the real property industry is identified through a short detailed résumé and cover letter. REALpac will have the opportunity to meet the student and have their photos taken together by a professional photographer, to be used in any REALpac publication. By accepting the award, the student agrees to have their name and photograph published in REALpac materials.

Applicants may apply in the fall semester. Information regarding this award may be obtained through the division of Student Services and International Relations, Schulich School of Business. This award is valued at \$2,000.

E. B. ROWE COMMUNICATION AND CULTURE POLITICS AND POLICY SCHOLARSHIP

This scholarship is given annually to a graduate student in the Graduate Program in Communication & Culture, with preference given to students specializing in politics and policy. The recipient will have demonstrated academic excellence (minimum A average), financial need, and needs to be a Canadian citizen/permanent resident/protected person and an Ontario resident. The Graduate Program Director or associate director and/or admission committee will make the selection. The award is valued up to \$2,000.

SCHOLARSHIPS AND SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL CANADA GRADUATE SCHOLARSHIPS PROGRAM—MASTER'S SCHOLARSHIPS

The Canada Graduate Scholarships master's program offers non-renewable twelve-month awards valued at \$17,500, and tenable only at recognized Canadian universities, to applicants who will be registered as full-time students at the master's level in a discipline supported by Social Sciences and Humanities Research Council. The deadline for the submission of applications from full-time registered students is set by the Graduate Program office in early fall. Applicants not registered at a university must apply directly to the Council by December 1st. In the 2007-2008 academic year, 54 scholarships were awarded to York University students. For more information is available at http://www.sshrc-crsh.gc.ca .

THE TORONTO REHABILITATION INSTITUTE SCHOLARSHIP IN REHABILITATION-RELATED RESEARCH FOR GRADUATE STUDENTS WITH DISABILITIES

This scholarship for students with disabilities provides \$20,000 and an individual supplement for educational expenses incurred as a result of the student's disability. Applicants must plan to be enrolled in a rehabilitation-related graduate program leading to a master's or Doctoral degree. Fields of study must relate to rehabilitation but are not limited to any particular discipline. Eligible disciplines may include but are not limited to biochemistry, biology, biomedical science, biostatistics, chemistry, computer science, disability studies, early childhood education, engineering, kinesiology, labour studies, music therapy, nursing, physical education, physics, psychology, public administration, rehabilitation sciences, social work, sociology and women's studies. Application deadlines for the subsequent academic session are usually in May of each year. For more details visit http://www.torontorehab.com/research/disabilityscholarship.htm

GENERAL INFORMATION

http://www.yorku.ca/grads/calendar/general.pdf

ART GALLERY

The Art Gallery of York University is a publicly funded art gallery specializing in the professional exhibition of contemporary Canadian and international art. The gallery offers exhibitions, off-site and educational programs. As one of Canada's leading university art galleries, the gallery is committed to enriching the cultural and intellectual environment of York University. In keeping with this educational focus, the gallery offers research, internship, and work study programs to York students, and publishes exhibition catalogues available at the gallery.

The gallery is open from September to June: Monday, Tuesday, Thursday and Friday, 10:00 a.m. to 4:00 p.m.; Wednesday 10:00 a.m. to 8:00 p.m.; Sunday, 12:00 to 5:00 p.m.

83 York Boulevard, Accolade East, agyu@yorku.ca; (416) 736-5169; http://www.yorku.ca/agyu

BOOKSTORES

YORK CAMPUS

The York University Bookstore is conveniently located in York Lanes. Over 50,000 titles of general interest, (including academic remainders, journals, magazines, sale books, audio books, CDs), and new and used textbooks prescribed for courses are stocked. In addition the Bookstore carries a wide range of stationery, insignia items, gifts and electronics accessories.

The York Shop, located next to the bookstore, carries York insignia clothing, gifts, and many other accessories, (hats, scarves etc.), for all ages.

Bookstore hours of operation are Monday to Thursday, 9:00 a.m. to 7:00 p.m.; Friday, 9:00 a.m. to 5:00 p.m.; Saturday, 10:00 a.m. to 5:00 p.m., closed Sunday. The York Shop hours are Monday to Thursday, 10 a.m. to 6:30 p.m.; Friday, 10:00 a.m. to 5:00 p.m.; Saturday, 10:00 a.m. to 5:00 p.m.: closed Sunday. For both stores, the September, January and May rush periods, extended hours are announced in advance online. Both outlets accept for payment: cash, debit card, and the following credit cards: Visa, MasterCard, American Express.

http://www.bookstore.yorku.ca offers a variety of services for York students including, course text look-up, buying textbooks, selling textbooks online as well as textbook buyback alerts, information on special events and sales, as well as sales of general books, clothing, gifts and other accessories. Contact the bookstore at 416-736-5024 or bookstor@yorku.ca .

GLENDON CAMPUS

The Glendon Bookstore is located in 030 York Hall. Required textbooks, stationery and other merchandise are carried as well as a variety of general books in both French and English. Regular hours of operation are Monday to Thursday, 9:00 a.m. to 6:00 p.m.; Friday 9:00 a.m. to 5:00 p.m.; closed Saturday and Sunday. Extended hours in September, January and May are announced on the web.

Contact the bookstore at (416) 487-6702 or at glenbook@yorku.ca .

CAREER CENTRE

The Career Centre offers support services for master's and Doctoral students to help understand the new career paradigm; develop career self-management skills; and build confidence to construct careers. The Career Centre is committed to the success of students.

The Career Centre is located in 202 McLaughlin College; (416) 736-5351; career@yorku.ca; http://www.yorku.ca/careers.

CHILDCARE/DAY CARE CENTRES

LEE WIGGINS CHILDCARE CENTRE AT YORK UNIVERSITY

The Lee Wiggins Childcare provides childcare in a family group setting to the York community with priority to students and CUPE 3903 members.

It provides licensed part-time and full-time care for children 18 months to 5 years old. Some over age and underage care may also be granted. The Childcare can also provide care for emergency situations, March break, conference care and occasional care.

On Saturdays there is a drop-in activity for a free "play and learn" program offered through Early Years, for children 0 to 6 years from 9:00 a.m. to 12:00 p.m.

Located in 201 Student Centre; (416) 736 5959; lpowell@yorku.ca; http://www.yorkchildcare.ca.

CO-OPERATIVE DAY CARE CENTRE

The co-operative day care centre located in Atkinson Residence on the main campus, is licensed to serve 119 children between the ages of 6 weeks to 10 years.

Monthly fees are \$434–\$1044 (see website for details) plus participation duties. The Centre offers quality childcare, nutritious meals prepared on site, and three new playgrounds. The Centre has a subsidy agreement with the City of Toronto for parents in financial need who qualify for subsidy. CUPE members have a subsidy arrangement through their contract with York.

For further information, contact daycare@yorku.ca, (416) 736-5190; http://www.yorku.ca/daycare.

COMPUTING FACILITIES

Computing and Network Services is made up of technical support groups and administrative service units that provide experience in technology management, information management and strategic planning to help the university to work toward a comprehensive and coordinated IT strategy. CNS comprises the following areas: Service Development and Delivery, Office of Project Management, Development Services, Student Information System, Information Security, and Network Services. Network Services houses the functions of network operations and telecommunications. Service Development and Delivery supports university-wide applications and services such as email, the York web site, central computer labs, the help desk and houses the following functions: client support services for faculty, staff and students, service management, classroom

GENERAL INFORMATION

instructional technology support, Unix systems support, Novell and microcomputer (desktop) support.

Contact (416) 736-5800; helpdesk@yorku.ca; located in the William Small Centre Computer Commons; http://www.yorku.ca/computing.

COUNSELLING AND DEVELOPMENT CENTRE

The Counselling and Development Centre helps students to realize, develop and fulfill their personal and academic potential through an assortment of diverse programs.

PERSONAL COUNSELLING

York students are invited to discuss their personal concerns with a counsellor. In order to make an appointment, come to 145 Behavioural Sciences Building between 9:00 a.m. to 5:00 p.m. September to April, and 8:30 a.m. to 4:30 p.m. May to August, Monday to Friday or telephone (416) 736-5297. All interviews are confidential.

GROUP PROGRAM

The Centre offers groups and workshops with a variety of focuses and themes, including: assertiveness training, effective presentation skills, eating and body image, anger management, achieving goals, stress management, building self-esteem and self-confidence and avoiding procrastination. Most groups are offered during both the fall and winter terms depending on enrolment.

LEARNING SKILLS PROGRAM

Through individual consultation and workshop series, students can work at improving reading, listening, note-taking, memory, time management, exam preparation, essay writing skills and academic stress management.

LEARNING DISABILITIES PROGRAM

The Learning Disabilities Program provides a range of specialized services to students with learning disabilities, including advice on courses and academic programs, orientation to campus facilities and services, diagnostic assessment of psychological and educational profiles, learning skills counselling, and advocacy and ombudsperson services regarding evaluation and examinations.

PSYCHIATRIC DIS/ABILITIES PROGRAM

Educational support for students with psychiatric illnesses such as depression, bipolar disorder, anxiety disorder and schizophrenia. Services include: yearly orientation to campus facilities and resources, learning skills workshops, weekly peer group, peer mentors, advocacy and linkages to community.

COMMUNITY MENTAL HEALTH CONSULTATION AND OUTREACH

The staff of the Centre are available to consult with any member of the York University community with regard to aspects of campus psychological wellbeing and development. Outreach programs may be tailored to community needs.

The Counselling and Development Centre, in N110 Bennet Centre for Student Services (as of May 2007) is open from 9:00 a.m. to 5:00 p.m. Monday to Friday; (416) 736-5297); http://www.yorku.ca/cdc.

OFFICE FOR PERSONS WITH DISABILITIES

The Office for Persons with Disabilities provides information. support and advocacy on behalf of students, staff and faculty members with physical and sensory disabilities as well as medical conditions. Some of the services provided by the office include; assistance with course selection, advising on academic and financial matters, mobility orientation, and referral to the Ontario March of Dimes Independent Living Assistance Program and other University services and community resources. Students should contact the office as soon as possible after acceptance to the University.

To obtain more information regarding the Office for Persons with Disabilities, please contact (416) 736-5140 (voice), (416) 736-5263 (TTY), or opd@yorku.ca. The office is located at N108 Ross Building and the office hours are Monday to Friday, 9:00 a.m. to 1:00 p.m. and 2:00 p.m. to 4:00 p.m. (closed 1:00 p.m. to 2:00 p.m.). Obtain information via the office's web site at http://www.yorku.ca/opd.

GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association is the representative student government of most graduate students at York University and is a member local of the Canadian Federation of Students (Local 84). There are over thirty member programs from the Faculty of Graduate Studies and graduate students outside of the Faculty are members as determined by agreements with the Graduate Business Council, the Graduate Environmental Studies Students' Association and the Legal & Literary Society. Full members are students who are enrolled in graduate programs within the Faculty of Graduate Studies. Each full member program elects a representative to sit on the GSA Council, which meets once a month. Executive Officers are elected in March of each year, and are listed on the website below.

The Association is funded primarily by student government fees collected through tuition payments. Each member program receives a grant on a per capita basis to support internal academic and social activities. Central funds are used for activism and advocacy work, political participation in York University governing bodies, and maintaining campaigns addressing issues pertinent to the York graduate student community. As well, funds are used for maintaining daily office expenses, an Emergency Loan Fund, (short term interest free loans for graduate students in financial difficulty), the Academic Fund, sponsoring various events and speakers, producing a handbook and paying staff salaries and Executive honoraria.

The GSA also provides a health plan for graduate students not covered under CUPE 3903. Office hours are Monday to Wednesday, 10:00 a.m. to 1:00 p.m. and 2:00 p.m. to 4:00 p.m.

For more information, contact (416) 736-5865; fax: (416) 736-5729; gsa@yorku.ca; 325 Student Centre; or http://www.yugsa.ca .

GRADUATE STUDENT LOUNGE

An oasis from the turmoil of a hectic schedule awaits all students at 166 South Ross Building. The Graduate Students' Lounge is fully licensed by the LLBO and provides a wide variety of food and beverages; from fresh baked breads, muffins, and cookies, to more substantial meals like lasagne and other home-style meals, as well as vegetarian and vegan choices. A discount on most food items is given to graduate students upon presentation of a valid York card. The Lounge serves Fair Trade Coffee only.

The Lounge also provides catering services for morning meetings, working lunches and evening receptions. A catering menu is available. Contact (416)736-5495 or gsaloung@yorku.ca.

Lounge hours (summer hours may differ): Monday to Wednesday 9:30 a.m. to 10:30 p.m.; Thursday 9:30 a.m. to 12:00 a.m.; Friday 9:30 a.m. to 7:30 p.m.

GRADUATE STUDENT CONFERENCE AND **BOARD ROOMS**

Located directly above the Graduate Students' Association office on the fourth floor of the Student Centre are a large open conference room and two boardrooms. The conference room is used as multipurpose space that can be booked for any large conference or meeting as well as an area for graduate students to meet, read and hang out. The boardrooms can be booked for smaller meetings or study groups. GSA Council meetings are held once a month in the large conference room. The rooms' availability can be checked via the calendar at http://www.yugsa.ca. To book a conference or for more information, contact (416) 736-5865 or gsa@yorku.ca.

Housing

ON CAMPUS

On campus apartment-style accommodation, both furnished and unfurnished, is available to York graduate students. Apply on line and obtain further information about housing eligibility and rates at http://www.yorku.ca/stuhouse/yorkapts; (416) 736-5152.

OFF CAMPUS

The Off-Campus Housing Service offers descriptions of rental units, updates on the Landlord Protection Act, tenants' rights, information about public transportation routes and guides and other related matters. Off-campus listings may be viewed on the internet at http://www.yorku.ca/och. There is a small fee for landlords to place an advertisement for available housing.

Students who require assistance in seeking off-campus housing can call Off-Campus Housing, (416) 736-5141.

ASSOCIATE VICE-PRESIDENT INTERNATIONAL (OFFICE OF)

Internationalization is a strategic academic priority of York University. The Office of the Associate Vice-President International works collaboratively and pro-actively with faculty members, students, staff and institutions and governments abroad to form strategic partnerships:

- ❖ to implement the strategic plan of the Associate Vice-President (International);
- to gather, analyze and apply intelligence from national and international networks and contacts;
- to advise on developing programs, policies and processes that will be successful in advancing academic opportunities and increasing the profile of York University internationally;
- * to advise and support international students in their academic programs at York;
- * to foster international student mobility and collaboration of faculty with partner universities; and,
- * to facilitate the link with international collaborative research projects and networks.

York is home to a diverse community, which includes approximately 3200 international and exchange students from over 130 different

countries. York International programs enhance the academic (both in/out classroom) experience of international, exchange and domestic students.

International Student Services & Programs

As part of the Office of the Associate Vice-President International, York International provides a range of international student services and programs that further the achievements of York's individual international students, while providing the university community at large with learning opportunities to further their understanding of world knowledge and cultures.

York International provides the following services and programs: "COMPASS: Charting New Paths At York"; orientation and reception services; a 'buddy' program for new international students; individual advising; the University Health Insurance Plan (see the section on Medical Insurance on the next pages); and immigration updates and application forms. There are workshops on academic skills and social adjustment, and workshops for international teaching assistants, about funding opportunities, for income tax, and a seminar and reception for graduating students.

Further information on annual services and programs for international students is available at http://international.yorku.ca .

Study/Work Abroad

York University has over 150 official academic exchanges with universities in Asia, Europe, Latin America and the Caribbean; http://international.vorku.ca provides a full list and application details. The York International Resource Centre in 108 Vanier College maintains an extensive collection of multimedia materials on these exchanges as well as other study, work and volunteer opportunities.

For a full description of the Office of the Associate Vice-President International, see http://international.yorku.ca; 108 Vanier College; (416) 736-5177; yiinfo@yorku.ca.

LIBRARIES

LIBRARIES

York's libraries are housed in five buildings. The Scott Library, Peter F. Bronfman Business Library, Steacie Science and Engineering Library and Law Library are located on the York campus and the Leslie Frost Library is situated at Glendon College. The Scott Library is home to the Clara Thomas Archives and Special Collections, the Map Library and the Sound and Moving Image Library. These five buildings house over 6.5 million items including books, print periodicals, theses, archival materials, microforms, maps, films and video collections. The libraries are accessing more and more electronic resources in support of research on the campus. Currently over 22,000 ejournals are accessible through the Library's website. Librarians also provide research consultations with graduate students as well as offer assistance in accessing statistical, business, law, government, geospatial, and other types of specialized information and data files.

Library support for graduate students includes extended borrowing privileges at York University, direct borrowing privileges at academic libraries across Canada, partially subsidized interlibrary loan services, subject-specific library assistance, information literacy workshops and short-term access to study carrels.

❖ Graduate students writing a master's thesis or PhD dissertation may request extended borrowing privileges at the Scott circulation desk.

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- ❖ Graduate students may also borrow directly from Canadian university libraries. All that is required for borrowing is a valid university identification card or a valid participating regional consortia card. Students, faculty members and staff should check with the library to ensure they have the appropriate identification before visiting another Canadian university library.
- ❖ Interlibrary loans are partially subsidized. Book loans are free while photocopies have a flat five dollar fee. Interlibrary loan charges for graduate students are eligible for reimbursement from the research costs fund at the Faculty of Graduate Studies.
- ❖ Each department and school at York has designated a Liaison Librarian whom students can contact for individualised assistance with library research.
- * Teaching assistants should contact their Liaison Librarian to arrange library instruction workshops for class assignments or to obtain assistance in the preparation of reading lists.
- * Quiet study space, the Graduate Student Reading Room, is available on the fourth floor of Scott Library. Entrance requires a weekly code which is provided on the Libraries' graduate student webpage. As well, beginning summer 2007, graduate students (only) are able to book desks on a day-by-day basis in office spaces on the fifth floor of Scott Library.

For more information, refer to http://www.library.yorku.ca where services directly supporting graduate students are described.

LOST AND FOUND

The University regrets that it cannot be responsible for items of personal property left unattended on the grounds or within buildings.

A Lost and Found Office is maintained on the York Campus in N101 Ross Building, telephone (416) 736-2100, extension 33369, Monday, Tuesday and Friday from 11:00 a.m. to 3:00 p.m.; and Wednesday and Thursday from 11:00 a.m. to 3:00 p.m. and from 5:00 p.m. to 7:00 p.m.. Items turned in are retained for up to 90 days only; http://www.yorku.ca/goSAFE/lostfound.html .

On the Glendon Campus, enquires should be directed to the Security & Parking Office, Greenhouse Building, which is open during normal office hours; (416) 487-6808.

MEDICAL INSURANCE

Permanent residents of Ontario are covered under OHIP provided they have not been out of Canada for more than six calendar months. Permanent residents of other Canadian provinces should check with their own provincial health care plan about coverage in Ontario (most provinces provide one hundred per cent portability of benefits). Enquiries should be addressed to the Ministry of Health office, 2195 Yonge Street, Toronto, Ontario, M4S 2B2; (416) 482-1111.

TEACHING ASSISTANTS

Graduate Students who are hired by the University as Teaching Assistants are represented in their employment by the Canadian Union of Public Employees Local 3903. The Union maintains benefit plans covering dental and drug costs and eyeglasses. These benefits are negotiated by the Union for eligible members and there is no additional cost. Plan details are mailed out by the insurer and further information may be obtained from the Union Office, at (416) 736-5154.

GRADUATE STUDENTS' ASSOCIATION HEALTH **PLAN**

All graduate students at York have access to low-cost extended health and dental coverage. This plan will provide graduate students with

coverage which would otherwise be several times more expensive. The plan covers all full-time graduate students except those covered by the CUPE plan. Students who provide proof of other coverage can opt out of the plan. For more information, contact the Health Plan Office, 325 Student Centre; (416) 736-5213; gsahp@yorku.ca; http://www.yugsa.ca.

HEALTH INSURANCE FOR INTERNATIONAL **STUDENTS**

The University Health Insurance Plan (UHIP) provides eligible participants with coverage of medical expenses due to visits to the doctor and hospitals. It is a mandatory plan for international students and their dependants.

Students will be charged for health insurance once they arrive at York University. However, students **must** enrol every year to receive proof of coverage. Charges will appear on the monthly statement issued by the University. To register, students must bring their passport and York identification to York International, 108 Vanier College. For current rates, and more information about what is covered and details on the insurance policy, see http://www.uhip.mercer.ca.

Some graduate students are eligible for a UHIP bursary. Contact the Faculty of Graduate Studies for details (416) 736-5328; uhip@yorku.ca. For more detailed information, see http://international.yorku.ca/uhip.

OFFICE OF THE OMBUDSPERSON & CENTRE FOR HUMAN RIGHTS

This Office provides an independent, impartial and confidential process through which any current student or employee of the York University community may pursue the just, fair and equitable resolution of complaints about University-related concerns. Such complaints may be about:

- ❖ alleged unfairness in a University process, application of a process or absence of a process as outlined in its policies, procedures, rules or directives:
- ❖ alleged discrimination and/or harassment as defined in the Ontario Human Rights Code or York University's human rights policies.

Services include impartial information, advice, referrals, problem solving and informed intervention. Staff are available to listen to concerns, issues, and complaints, to clarify university policy and procedure, to explore informal and alternative conflict resolution options and to help find the person or department that can address specific inquiries. The Office conducts investigations, but more often facilitates resolutions through mediation. It collaborates with other offices across York as needed to solve problems and correct miscommunication.

The Office of the Ombudsperson can be a last resort, offering assistance when existing channels, processes, and procedures have failed to adequately address or bring resolution to a problem. Alternatively, it may be a first stop for those who do not know where to begin.

The Office assists individuals and groups in order to address and resolve allegations of discrimination and harassment as defined by the Ontario Human Rights Code and York's human rights policies and provisions. Allegations may pertain to any of several grounds including sexual harassment or racial discrimination.

The Office plays a significant role in promoting Human Rights through the distribution of information and educational programming. It houses an extensive and expanding collection of print and audiovisual resources.

The Ombudsperson and Director of the Centre for Human Rights at York University reports to the President of the University but has an arms-length relationship and is independent of all administrative structures.

Located at S327 Ross Building, open Monday to Friday from 9:00 a.m. to 5:00 p.m. and other hours by arrangement, (416) 736-5682, TTY (416) 650-8023; ombuds@yorku.ca; http://www.yorku.ca/ombuds.

PARKING

A limited supply of parking permits are available to **all** community members on a first come, first-serve basis. Parking Services encourages early purchases for the availability of space and to avoid line-ups. Parking permits are less expensive than daily fee parking.

A fully completed application form is required. Incomplete applications are returned to the applicant and result in unnecessary delays. The purchase of a parking permit requires valid vehicle ownership or registration (photocopy of the front and back of vehicle ownership is sufficient for mail-in and drop-off applications). Parking permits can not be issued to persons or vehicles with outstanding violations on their parking account. For information regarding outstanding violations please call (416) 736-5705 and speak with a violations officer.

Acceptable payment methods to purchase the permit are cash, cheque, debit, Visa, Mastercard and AMEX. To avoid line-ups and the need to apply in person, applications can be processed by mail.

Applicants renewing their parking permits may be eligible to renew at http://www.yorku.ca/parking .

Daily parking is also available in selected lots and parking garages on a first-come, first served basis.

Parking and Transportation Services, 222 William Small Centre, 155 Campus Walk, (416) 736-5335.

RECREATION

To assist people to meet the challenge of how to utilise leisure time. York University's School of Kinesiology & Health Science has developed programs to provide the York University community with the opportunity and guidance to participate in physical recreation activities through which a continuing positive attitude toward physical recreation and personal fitness is established. It is provided through: a) casual recreation, which consists of open use of the fitness centre and facilities for badminton, hockey, skating, squash, swimming, tennis, volleyball and basketball; b) instructional programs led by qualified instructors, the object of which is fitness, fun and skill learning. It includes regularly scheduled classes in a variety of sports, dance, martial arts, aquatics and mind/body fitness, suitable for varying skill levels; c) a variety of intramural sports offering various tiers of play based on skill level; d) sports clubs which provide the opportunity to foster interest in a particular sporting activity that may not be offered at the varsity or intramural level; and, e) physical fitness testing in which a person's physical fitness level is assessed and evaluated with recommendations for a proper fitness program.

An interuniversity sport program allows students with superior athletic ability to develop it fully and use it in organized competition with students of similar ability from other universities. The multipurpose Tait McKenzie building on the York Campus provides the necessary facilities for implementing the department's sport program, including three large gymnasia, a 25 metre swimming pool and a state of the art fitness training centre. Playing fields, tennis courts, an international track and field facility and a skating arena are adjacent to this building. York offers interuniversity sport programs in badminton, basketball, cross-country, field hockey/indoor hockey, ice hockey, football, rugby, soccer, swimming, tennis, track and field, volleyball and water polo.

Call (416) 736-5184 for more information, or see http://www.recreation.yorku.ca.

SECURITY CONTROL CENTRE

Operated by York Security Services, the Security Control Centre is staffed 24 hours a day throughout the year to provide a means of rapid communication between members of the York community and security services personnel. The Centre's fully-trained officers are equipped to coordinate the appropriate level of response in the shortest possible time, arranging, where necessary, to meet emergency vehicles (police, fire, ambulance) at the main entrance to campus. Emergency personnel are then escorted directly to the scene of an incident. All security personnel are trained in first aid, Automated External Defibrillator and CPR.

Security actively upgrades and sustains an emergency response plan, which is designed to protect life and property, prevent injury, and reduce the negative impact of an emergency on the University community

In a life-threatening emergency, call 911 directly. For other urgent campus matters arising at York or Glendon, call 33333 or (416) 736-5333, or simply pick up the receiver of any Emergency Blue Light Telephone or elevator emergency telephone. The latter connect directly to Security Control Centre. Free calls may be made to the Centre from any campus pay phone.

On occasion, a personal emergency may require a student to be contacted quickly. Security Services will only consider contacting students when a request is deemed urgent or life-threatening. Students are urged to provide those who may need to reach them in an emergency with an up-to-date copy of their class timetable specifying days, times and locations.

For non-emergencies or general security information, call (416) 650-8000, or extension 58000; http://www.yorku.ca/security.

YU-CARD

The YU-card is York University's official photo ID card. In time, it will be the only card needed to access services across campus.

The YU-card:

- ❖ can be used as photo ID on campus for exams and OSAP pick-up;
- * is the library card;
- * may be used as a meal plan card;
- can be used as a 'student ID' card (e.g., for student discounts);
- will eventually eliminate the need for sessional identification cards;
- * is used for access to York athletic facilities and services and eventually additional campus services, retail and vending; and,
- ❖ the YU-card itself is free but there is a \$20 replacement fee if lost.

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SMOKING REGULATIONS

Smoking is prohibited by the provincial Tobacco Control Act in any of the buildings and enclosed public places at York University. All postsecondary institutions in Ontario are covered by this Act. The only exception under the Act relates to the use of tobacco by aboriginals for religious ceremonial purposes.

STUDENT LEADERSHIP & COMMUNITY DEVELOPMENT (CENTRE FOR)

The Centre for Student Community & Leadership Development exists to help students connect to the York community. The Centre strives to enrich and improve the quality of student life at York by: promoting education, awareness and growth; celebrating diversity; encouraging collaboration; and developing citizenship. A student's connection to the York community, academically and socially, can be a great indicator of success. Students begin to find their paths in life through facing intellectual challenges and exploring the world around them. The Centre helps to create a comfortable and safe place for students to do so through its programs and support of student life.

The Centre is committed to supporting a vibrant student cocurricular life at York. Activities evolve to meet the needs of York's diverse student community. The Centre administers the following programs (all of the links are available through the main site as well):

- ❖ Aboriginal Student Community http://www.yorku.ca/scld/abserv
- ❖ Health Education & Promotion http://www.yorku.ca/scld/healthed
- ❖ Off Campus Housing http://www.yorku.ca/scld/offcampushousing
- Orientation http://www.yorku.ca/scld/orientation
- * Residence Life http://www.yorku.ca/scld/reslife
- Student Leadership http://www.yorku.ca/scld/leadership
- Student Organizations http://www.yorku.ca/scld/organizations
- ❖ York is U http://www.yorku.ca/yorkisu

The Centre for Student Leadership & Community Development is located at N200 Bennett Centre for Student Services; (416) 736-5144; TTY/TTD: 416-736-5940; 8:30 a.m. to 4:30 p.m. Monday to Friday; http://www.yorku.ca/scld .

TRANSCRIPTS OF ACADEMIC RECORDS

Transcripts may be obtained on request from the Office of the Registrar. In accordance with University policy, no transcript can be released if fees owing to the University are outstanding.

All requests must be made at least 10 business days before the transcript is required. The cost of transcripts is \$10.00 (graduate or undergraduate); cheques are not accepted.

Transcripts can be ordered at http://www.yorku.ca/roweb/services/everything/transcripts, and following the instructions. Transcripts can also be ordered in person at the Student Client Services area in the Bennett Centre for Student Services (photo identification is required to place an in-person order, or to pick up a completed order). As well, orders can be sent by mail or by fax; order forms are available on the 'Current Students' website.

TRANSPORTATION

YORK UNIVERSITY TRANSPORTATION SERVICES goSAFE & Van GO

Student Security Officers meet students at campus bus stops, parking lots, buildings and residences, and escort them to campus destinations (by foot, bicycle or vehicle). The goSAFE Service (formerly the

Student Escort Service) operates daily from September to April from 6 p.m. to 2 a.m. (3 a.m. Thursdays), and May to September from 8 p.m. to 2 a.m. For information, call (416) 736-5454 or extension 55454. Van Go is a service designated to assist persons with disabilities with their transportation needs in and around the Keele campus. For more information, call (416) 736-2100, extension 82646 (VANGO) or the Office for Persons with Disabilities, (416) 736-5140

http://www.yorku.ca/trnsprt/shuttle.htm http://www.yorku.ca/goSAFE/gosafe.html

Glendon College-Keele Campus Shuttle Service

Security, Parking & Transportation Services offers a complimentary Glendon-Keele Shuttle Service for the community travelling between the two campuses. For information, call (416) 736-2100, extension 22541.

PUBLIC TRANSPORTATION

York University is a major public transportation hub. Students should consult with schedules provided by the following services:

Toronto Transit Commission

(416) 393-INFO; http://www.ttc.ca

GO Transit

1 (888) GET ON GO; (416) 438-6646; http://www.gotransit.com

York Region Transit/VIVA

1 (866) MOVE YRT; (905) 668-3978; http://www.yorkregiontransit.com

WOMEN'S AND TRANS PEOPLE CENTRE

The Centre for Women and Trans People is a student-funded, collectively run, volunteer-driven organization at York University. The Centre is a progressive, pro-choice, antiracist, queer-positive, transpositive, feminist organization committed to:

- breaking the social isolation that women and trans people face on campus through programming, socials and networking events;
- individual and collective empowerment through esteem building, education and decolonization;
- * providing services such as peer-to-peer crisis intervention, peer counselling, advocacy & referrals from a feminist, anti-oppressive framework;
- acting as a resource base for understanding, exposing and organizing on issues around gender violence and social justice;
- creating working relationships between students and the University administration, where students are directly involved in developing programs and policies that make the campus safer for everyone; and,
- * developing a culture of resistance and celebration by supporting initiatives by local artists.

The Centre offers a comfortable lounge with couches and chairs, free phone, computer and internet access, a fridge, a microwave and the opportunity to socialize, eat lunch, relax, read and/or get involved.

Contact information: (416) 736-2100, extension 33484; ywc@riseup.net; http://www.yorku.ca/ywc.

University Policies and Regulations

Updated University policies and procedures, Presidential regulations and Senate policies can be found at: http://www.yorku.ca/univsec/policies

STUDENT CODE OF CONDUCT

1. INTRODUCTION

York University is a place of research, teaching and learning where people value civility, diversity, equity and respect in their interactions with one another. Freedom of speech, freedom of association, freedom to study and to learn, freedom to engage in research, and the freedom to write and to publish are all recognized as central to the mission of the institution. It is acknowledged that these values can only be meaningful, and these freedoms fully realized, in an atmosphere of safety and security.

Since their inception, universities have been recognized as clearly distinguishable communities within the larger community and have dealt with issues of misconduct internally. Under the York University Act, 1965, 13(2)(c), the President has the power to formulate and implement regulations governing students and student activities. The President has assigned to the Vice-President Students, through the Office of Student Conduct and Dispute Resolution, the responsibility for the administration of this Code of Student Conduct.

This Code has been developed through extensive consultation with students, staff, and faculty, and affirms their stated values of equity and respect. It is based on a model that supports a progressive discipline approach that encourages appropriate conduct (see Note 1). The process the Code outlines for dealing with transgressions is designed to be perceptibly fair, easy to understand, and transparent. In addition, the sanctions it proposes have been developed through community consultation and are understood to be reasonable and suitable for a wide variety of misconduct. Wherever possible and appropriate, sanctions will be corrective rather than punitive.

2. REASON FOR A STUDENT CODE OF CONDUCT

This Student Code of Conduct identifies those behaviours which, if left unchallenged and unchecked, would disrupt the academic purposes of the University, make the campus (see Note 2) less safe, diminish the dignity of individuals and groups, or erode essential freedoms. It applies specifically to students because the behaviours of non-student members of the University community are held to comparable standards of account by other statutes, policies, and contracts.

Nothing in this Code is intended as a method or excuse to suppress peaceful protest, civil debate, or lawful conduct, so long as that conduct is not prohibited by this Code.

3. APPLICATION OF THIS CODE

This Code applies to non-academic student conduct. Academic student conduct is governed by University Senate policies and is beyond the scope of this Code.

This Code applies to students and student groups, and all references to "student" include "students" and "student groups." Student hosts are responsible for the conduct of their guests and the University expects and requires that they discourage inappropriate behaviour. For the purposes of this Code, "student" means a person who is registered and enrolled as a student at York University and who is therefore bound by University policies and regulations.

This Code applies to (a) conduct on University premises, and (b) conduct not on University premises (see Note 3) but which has a real and substantial link to the University. Examples of such a link would be events where students are acting as delegates or designated representatives of the University, events held off-campus by a recognized student group, or events held off-campus by an unrecognized student group that is readily identifiable with the University or any part of it.

There may be additional community standards required of persons choosing to live in University residences. A breach of residence rules is a breach of this Code and will be dealt with in the same manner and process as breaches of rules on the rest of the campus.

The University reserves the right to determine if a matter should be addressed under this Code regardless of the actions of external agencies, such as the police, and may use information provided by such agencies.

4. STANDARD OF STUDENT CONDUCT

Students are expected to conduct themselves in a way that supports research, teaching and learning, and that promotes an atmosphere of civility, diversity, equity and respect in their interactions with one another. They should strive to make the campus safe, to support the dignity of individuals and groups, and to uphold essential freedoms.

The following behaviours are prohibited. This list is not exhaustive but provides examples of breaches of the standard of conduct. This Code deliberately does not place violations in a hierarchy. The University views all complaints made under the provisions of this Code as serious.

- a. Breaking federal, provincial or municipal law, such as: breaking into University premises; vandalism; trespassing; unauthorized use of keys to space on campus; unauthorized possession or use of firearms, explosives, or incendiary devices; possession or consumption of, or dealing in, illegal drugs; smoking of legal substances outside designated areas; cruelty to animals; theft of University or private property including intellectual property; unauthorized copying of documents; possession of stolen
- b. Threats of harm, or actual harm, to a person's physical or mental wellbeing, such as: assault; verbal and non-verbal aggression; physical abuse; verbal abuse; intimidation; sexual assault; harassment; stalking; hazing (see Note
- c. Disruption of, or interference with, University activities such as: causing a substantial disorder; bomb threats; creating dangerous situations; making or causing excessive noise; proffering false identification; setting off false fire alarms; blocking exit routes.
- d. Damage to the property of the University or its members such as: damaging or defacing University or another person's property including computer systems and intellectual property; tampering with University fire extinguishing or prevention equipment.
- e. Violation of University Policies, Procedures, or rules, such as: Temporary Use of University Space Policy; Policy on Computing and Information Technology Facilities; Policy on the Sale, Service and Use of Alcoholic Beverages on campus; Parking and Transportation Policy; unauthorized use of identification to obtain goods or services.
- f. Abuse of, or disrespect for, the processes of this Code, such as: bringing unfounded complaints with malicious, frivolous, or vexatious intent; failure to comply with the reasonable requests of a University official; failure to attend meetings or hearings regarding alleged breaches of this Code; failure to comply with Code sanctions. As a general principle, impairment by alcohol or illegal drugs is not a defence for prohibited behaviours.

5. PROCESS FOR DEALING WITH A COMPLAINT

The University recognizes that many disputes can be resolved without resorting to the provisions of this Code. Wherever it is possible and proper to do so, members of the University community are encouraged to continue to use simple requests for corrective behaviour rather than invoking the following complaint process.

Initially every complaint made under this process will be directed to a Local Adjudicator in the relevant College, Faculty, Residence or Administrative Unit. For complaints that do not inherently belong in one of those areas, the Local Adjudicator will be a representative of the Office of Student Conduct. The Local Adjudicators will be appointed by the Vice-President Students.

The standard of proof required for a determination that there has been a breach of the Code will be "on a balance of probabilities," meaning that the person(s) deciding a case must find that it is more probable than not that a contested allegation is established as fact, or not.

The Complainant has the right to attend any hearing on the matter where evidence he or she has provided is being used. The Complainant also has the right to know the outcome of the complaint process, unless the Local Adjudicator or University Tribunal finds that there are grounds to order otherwise.

a. Filing a Complaint

- i. Any person (a Complainant) may file a complaint (a Complaint) under this Code, alleging a violation of the standard of student conduct by a
- ii. The Complaint must be in writing with the Complainant's name attached to it; anonymous Complaints will not be taken forward.
- iii. The Complaint must be filed within three months of the alleged violation of the Code unless the Local Adjudicator or the University Tribunal, upon first addressing the Complaint, considers it reasonable to extend that time limit.
- iv. A Complaint must be filed with a Local Adjudicator.
- v. When a Local Adjudicator receives a Complaint, he or she will assess whether it should be dismissed, or whether an investigation is warranted. Where an investigation is warranted, the student against whom the Complaint is made (the Respondent) will be given a copy of this Code so that he or she may be informed of his or her rights and responsibilities. The Respondent will also be given a copy of the Complaint including the name of the Complainant. Contact information for the Complainant will be kept confidential.

b. Investigation of a Complaint

The Local Adjudicator will gather the facts of the case by holding whatever meetings are appropriate.

The Respondent will be allowed a reasonable amount of time to consider the Complaint against him or her and to respond to it, and will be advised in advance, and given an opportunity to comment on, any sanctions that are being considered.

Both Complainant and Respondent are required to be present for meetings and hearings held under this Code when required. The Respondent must not retaliate against the Complainant.

If, after the investigation, the Local Adjudicator determines that there has been a breach of this Code, sanctions may be imposed. The Local Adjudicator will issue a written decision stating the reasons upon which it is based, within 10 days from the date on which the Respondent is advised orally of the decision.

The written decision of the Local Adjudicator will be provided to the Complainant and the Respondent and will be filed with the Office of Student Conduct.

If, at any time after receiving a Complaint, the Local Adjudicator is of the opinion that the nature of the Complaint makes resolution by the Local Adjudicator inappropriate, the Local Adjudicator will refer the Complaint to the University Tribunal for a hearing to be held.

c. Request for a University Tribunal Hearing following a Local Adjudicator's Decision

- i. Following a decision of a Local Adjudicator, a Respondent may request a hearing before the University Tribunal on the grounds that:
 - 1. the Local Adjudicator had no power under this Code to reach the decision or impose the sanctions he or she did;
 - the Local Adjudicator made a fundamental error in procedure prejudicial to the Respondent;
 - the Respondent has new evidence to present that could not reasonably have been presented earlier; or
 - the Respondent is entitled to relief on compassionate not considered by the Local Adjudicator.
 - The request must include detailed reasons and be in writing delivered to the University Tribunal within 10 days after the date on which the Local Adjudicator's written decision was issued.
- ii. The request for hearing will be considered in written form only, and will either be granted or denied, by a single member of the University Tribunal, with written reasons.
- iii. All sanctions ordered by the Local Adjudicator will be suspended pending

the decision of the University Tribunal as to whether a hearing will be granted. In cases which involve issues of safety and security of person or property, the Local Adjudicator may determine that the sanctions imposed will stay in effect from the time that the decision was made pending the completion of the University Tribunal proceedings.

iv. If the University Tribunal denies the request for a hearing, the sanctions will immediately become enforceable as of the date of that decision.

6. UNIVERSITY TRIBUNAL

University Tribunal Composition

The members of the Tribunal are students, faculty, and staff volunteers appointed by the Vice-President Students to serve for a two-year term, renewable once, unless terminated earlier by the Vice-President Students.

Each Tribunal Hearing panel will be comprised of three persons, one of whom will be a student. They will elect a Chair for the proceedings.

University Tribunal Hearing Process

Tribunal Hearings provide an opportunity for a balanced airing of facts. The hearings are held in "private", i.e. restricted to persons who have a direct role or interest in the hearing, or persons who are acting as witnesses. At the discretion of the Chair other persons may be admitted to the hearing for training purposes, or other reasonable considerations.

The Tribunal Hearing panel is not bound to observe strict legal procedures, but in order to ensure that its procedures are as fair as possible in the context of University circumstances and traditions it shall comply with the following procedural guidelines.

- i. The Office of Student Conduct presents the Complaint and any supporting documentation and witnesses, including the Complainant, to the Tribunal Hearing panel.
- ii. The Respondent has the opportunity to ask questions of any witnesses. Members of the Tribunal will also have the opportunity to ask questions of the presenter and the witnesses.
- iii. After the Office of Student Conduct has presented the Complaint, the Respondent will have the opportunity to present his or her response to the Complaint, including any supporting documentation, and witnesses.
- iv. The Office of Student Conduct and the Tribunal panel will have the opportunity to ask questions of the Respondent and of any witnesses.
- v. Both the Office of Student Conduct and the Respondent then explain their respective interpretations of the evidence presented.
- vi. Both the Office of Student Conduct and the Respondent will have the opportunity to suggest what sanctions, if any, they believe are appropriate to the matter before the Tribunal.
- vii. Whenever possible, decisions of the Tribunal will be made orally immediately following the hearing. The decision will then be put in writing no more than 14 days from the end date of the hearing and delivered to the Respondent and the Complainant by regular mail, express post, or email. and filed with the Office of Student Conduct.

Student Rights at a University Tribunal Hearing

Respondents have the following rights:

- i. The right to bring an advocate or adviser. This may be any person chosen by the Respondent to help present his or her case. Where possible, the name of the advocate or adviser should be provided to the Office of Student Conduct at least two days prior to a hearing.
- ii. The right to see all the evidence that the Office of Student Conduct will present and to know what sanctions, if any, the Office will request. iii. The right to challenge the suitability of any member of the Tribunal panel based on a reasonable apprehension of bias against the Respondent's case. The Tribunal panel will determine if a reasonable apprehension of bias is warranted. Its decision will be final. If it does find a reasonable apprehension of bias, it will direct the Office of Student Conduct to reschedule the hearing with a new panel.
- iv. The right to have his or her case heard in a timely manner, meaning that except in exceptional circumstances (such as University holiday closure) the Respondent will have a hearing within 20 business days (see Note 5) of the determination that the Complaint will be heard by the University Tribunal.
- v. The right to prior notice of hearing of at least seven days, unless there are special circumstances (as determined by the Office of Student Conduct), in which case the matter may be heard before the seven-day notice period has elapsed.

vi. The right to notice: hearing notice will be hand-delivered, or sent by email or regular mail or Express Post. It is the student's responsibility to ensure that the University has his or her current contact information. If a student fails to receive any notice under this Code by reason of the student's own failure to meet this requirement, such notice will still be treated as valid and effective.

vii. The right to a "private" hearing as explained in section 6 (b).

APPEALS OF UNIVERSITY TRIBUNAL DECISIONS

- a. The Respondent or the University may appeal a University Tribunal decision to the Appeal Panel only on the following grounds:
 - that the University Tribunal had no power under this Code to reach the decision or impose the sanctions it did;
 - that the University Tribunal panel made a fundamental procedural error seriously prejudicial to the Respondent;
 - iii. the Respondent has new evidence to present that could not reasonably have been presented earlier; or
 - iv. that the Respondent is entitled to relief on compassionate grounds not considered by the University Tribunal panel.
- b. Appeals must be made in writing to the Director of Student Conduct within 14 days following the date on which the written decision of the University Tribunal was issued. The Respondent must provide a written statement setting forth the grounds upon which the Respondent intends to rely. It is the Respondent's responsibility to ensure that the University has his or her current contact information. Any notice not received because the Respondent has failed to meet this requirement will have no bearing on the proceedings.
- c. Non-monetary sanctions apply pending the outcome of any appeal (monetary sanctions are automatically suspended pending the outcome of the appeal). No compensation will be made if a non-monetary sanction is overturned on appeal. The Respondent may apply to the Appeal Panel to stay the operation of the sanctions pending the outcome of the appeal. The Appeal Panel will convene a hearing at the earliest possible date to deal with the request for a suspension of sanctions. Where some more immediate response is required, application may be made to the Director of Student Conduct.
- d. The Appeal Panel will be comprised of three members from the University Tribunal. They will not be any of the same members who heard the original case.
- e. The Appeal Panel will hear the appeal within 20 business days except in exceptional circumstances, and will give the Respondent, and the Office of Student Conduct notice of the time and place of the appeal hearing.
- f. The Appeal Panel will render a written decision no more than 14 days from the end of the Appeal Panel Hearing, disposing of the appeal by:
 - allowing the appeal;
 - ii. affirming or modifying the Tribunal decision;
 - affirming, reducing or increasing the sanctions appealed against;
 - requiring that the Tribunal conduct a new hearing or reconsider some pertinent aspect of its decision.
- The written decision of the Appeal Panel will be delivered to the Respondent and the Complainant by regular mail, express post, or email and filed with the Office of Student Conduct.
- h. The Appeal Panel decision is final and binding.
- i. Respondents have the following rights at an Appeal Panel Hearing:
 - The right to bring an advocate or adviser. This may be any person chosen by the Respondent to help present his or her case. Where possible, the name of the advocate or adviser should be provided to the Office of Student Conduct at least two days prior to a hearing.
 - The right to challenge the suitability of any member of the Appeal Panel based on a reasonable apprehension of bias against the Respondent's case. The Appeal Panel will determine if a reasonable apprehension of bias is warranted. Its decision will be final. If it does find a reasonable apprehension of bias, it will direct the Office of Student Conduct to reschedule the hearing with a new panel.
 - iii. The right to have the appeal heard in a timely manner.
 - The right to a "private" hearing as explained in section 6 (b).

8. RECORDS

A record of final decisions made under this Code will remain in the Office of Student Conduct and Dispute Resolution.

9. SANCTIONS

The following sanctions may be imposed for a breach of the Code. More than one sanction may be imposed concurrently for a single breach. When imposing a sanction, prior breaches of the Code may be considered.

Sanctions that may be imposed by Local Adjudicators

The following sanctions may be imposed by Local Adjudicators:

- i. reprimand.
- an apology and/or statement of regret to the person making the ii. complaint.
- an apology and/or statement of regret to a larger community (e.g., iii. team, classmates),
- community service, reflective essay, or research on a specified topic,
- behavioural undertaking which may be secured by a deposit of money up to \$500,
 - fines up to \$250, vi.
 - full restitution for damage up to \$500,
 - viii. withdrawal of non-essential Services (see Note 6),
 - ix. relocation to other University housing.

Additional Sanctions that may be imposed by the University Tribunal

In addition to the sanctions listed in 8(a) above, the University Tribunal may impose the following sanctions:

- fines up to \$1000, i.
- ii. restitution,
- campus restrictions. iii.
- removal from University residence,
- V. notation on student record,
- suspension, vi.
- expulsion. vii.

Notes

6. In this Code, "non-essential services" means services that, if withdrawn, may restrict a student's full participation in campus life, but do not make it impossible for a student to complete their academic requirements.

10. EMERGENCY SUSPENSION

If the Director of the Office of Student Conduct determines that the presence at the University of a Student poses a risk to safety and security, he/she may impose an immediate suspension of up to 10 days. The Student will be notified of the decision to invoke an emergency suspension.

If, after further investigation, it is determined that the Student continues to pose a risk to safety and security, the Director of the Office of Student Conduct can, with the agreement of the Vice-President Students, suspend a student for more than 10 days to a maximum of 60 days. A Tribunal hearing must be commenced within the 60 days.

11. REVIEW OF THIS CODE

This Code will be reviewed after one year and thereafter every two years.

Notes

- 1. In this Code, "progressive discipline" means an incremental and proportionate approach to applying
- 2. In this Code, "campus" includes all York University campuses, namely, Keele, Glendon, and York Professional Centres
- 3. In this Code, "University Premises" means buildings and/or land owned and/or occupied by the
- 4. In this Code, "hazing" means an act that endangers the mental or physical health and/or safety and/or dignity of a student, and done as a condition of membership.
- 5. In this Code, "business days" means Monday to Friday, except for the holidays stated in the University Calendar or unforeseen closures due to weather, emergencies, or work stoppages
- 6. In this Code, "non-essential services" means services that, if withdrawn, may restrict a student's full participation in campus life, but do not make it impossible for a student to complete their academic requirements

STUDENT DISCIPLINE - COMPLAINTS AND ADJUDICATION

1. University Complaint Centre

The Provost shall establish in the Office of Student Affairs a University Complaint Centre. The Centre may receive complaints concerning all aspects of student non-academic conduct, including those matters for which special procedures have been provided, shall advise complainants of the alternative forms of redress which may be available to them, and shall assist them in pursuing the form of redress preferred. The Complaint Centre shall also be a "complaints officer" within the meaning of that term in Presidential Regulation Number 2, and as such may itself process complaints.

2. University Discipline Tribunal

- The University Discipline Tribunal shall exercise the powers delegated to it under Presidential Regulation Number 2.
- b) The Tribunal shall comprise eighteen members, to be appointed for staggered two-year terms by the President, including:
 - i) three faculty members and three students nominated by the Dean of Osgoode Hall Law School;
 - ii) three faculty members nominated by the Council of Masters;
 - three student members nominated by CYFS [YFS] following consultation with all duly constituted student governments;
 - iv) three faculty members and three student members nominated by the Provost.
- c) Nominations and appointments shall be made so as to effect a balance of male and female members on the Tribunal and, over time, among the categories. Normally, male and female members shall be nominated and appointed in succession to each other
- d) The Tribunal shall sit in panels of three members, chosen by lot by the Secretary of the University, to hear trials and appeals. At least one member of each panel shall be a student, and one a faculty member, and at least one member of each panel shall be a male and one a female.
- e) In any case involving a student of Glendon College who wishes proceedings to be conducted in French, and in any other case where it may be necessary so to do, the President may appoint members ad hoc as required. The quorum requirements of paragraph d) shall apply in the case of such ad hoc appointments.
- f) No one shall sit as a member of a panel if, in the opinion of the Chair of the Discipline Tribunal, there are reasonable grounds to believe that member will not be, or be seen to be, impartial. No one shall sit as a member of an Appeal Panel who was a member of the Trial Panel which heard the matter under appeal.
- g) The Chair of the University Discipline Tribunal shall designate a president for each panel from amongst its members.

3. General

- a) The University Complaint Centre, the University Discipline Tribunal and all other complaints officers and local hearing officers appointed under Presidential Regulation Number 2, shall have power to adopt procedures and policies, and to make rulings and give directions, to enable them to discharge their respective functions. All such policies and procedures should be recorded in writing, approved by the Provost acting under the direction of the President, and filed in the office of the Secretary of the University.
- b) When a vacancy occurs, or insufficient members of the University Discipline Tribunal are available to act, the President may appoint additional members ad hoc to the University Discipline Tribunal.
- c) The members of the University Discipline Tribunal shall meet annually in April to select their respective Chairs for the coming academic year. The Chair shall have responsibility for ensuring the effective operation of the Tribunal. The Secretary of the University or his/her delegate is ex officio the secretary of the Tribunal.
- d) The members of the University Discipline Tribunal, and of all bodies and individuals concerned with discipline, may meet from time to time to discuss general questions relating to student discipline with a view to ensuring that the system of student discipline at York is coherent, fair and efficient.

4. The Provost

The Provost of the University, acting on behalf of the President, shall have administrative responsibility for the operation of the system of student discipline. The Provost shall report annually to the President on the operation of the system, and may make recommendations for its improvement.

SENATE POLICY ON ACADEMIC HONESTY

SENATE POLICY ON ACADEMIC HONESTY

The Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards

Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation), nor attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document

Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist. A student who is charged with a breach of academic honesty shall be presumed innocent until, based upon clear and compelling evidence, a committee determines the student has violated the academic honesty standards of the university. A finding of academic misconduct will lead to the range of penalties described in the guidelines which accompany this policy. In some cases the University regulations on non-academic discipline may apply. A lack of familiarity with the Senate Policy and Guidelines on Academic Honesty on the part of a student does not constitute a defence against their application. Some academic offences constitute offences under the Criminal Code of Canada; a student charged under University regulations may also be subject to criminal charges. Charges may also be laid against York University students for matters which arise at other educational institutions.

2. SENATE GUIDELINES ON ACADEMIC HONESTY

- 2.1 Summary of Offences Against the Standards of Academic Honesty The following summary of offences is not exhaustive, nor are the definitions provided for each offence confined to the examples cited.
- 2.1.1 Cheating is the attempt to gain an improper advantage in an academic evaluation. Forms of cheating include:
- * Obtaining a copy of an examination before it is officially available or learning an examination question before it is officially available;
- * Copying another person's answer to an examination question;
- * Consulting an unauthorized source during an examination;
- * Obtaining assistance by means of documentary, electronic or other aids which are not approved by the instructor;
- * Changing a score or a record of an examination result;
- * Submitting the work one has done for one class or project to a second class, or as a second project, without the prior informed consent of the relevant instructors;
- * Submitting work prepared in collaboration with another or other member(s) of a class, when collaborative work on a project has not been authorized by the instructor;
- * Submitting work prepared in whole or in part by another person and representing that work as one's own;
- * Offering for sale essays or other assignments, in whole or in part, with the expectation that these works will be submitted by a student for appraisal;
- * Preparing work in whole or in part, with the expectation that this work will be submitted by a student for appraisal.
- 2.1.2 Impersonation is to have someone impersonate one's self in class, in a test, examination or interview, or in connection with any other type of assignment or placement associated with a course or academic program. Both the impersonator and the individual impersonated may be charged.
- 2.1.3 Plagiarism is the misappropriation of the work of another by representing another person's ideas, writing or other intellectual property as one's own. This includes the presentation of all or part of another person's work as something one has written, paraphrasing another's writing without proper acknowledgement, or representing another's artistic or technical work or creation as one's own. Any use of the work of others, whether published, unpublished or posted electronically, attributed or anonymous, must include proper acknowledgement.

- 2.1.4 Improper research practices. Academic research includes the collection, analysis, interpretation and publication of information or data obtained in the scientific laboratory or in the field. Forms of improper research practices include:
- * Dishonest reporting of investigative results, either through fabrication or falsification;
- * Taking or using the research results of others without permission or due acknowledgement;
- * Misrepresentation or selective reporting of research results or the methods used
- 2.1.5 Dishonesty in publication. It is a violation of academic honesty to knowingly publish information that will mislead or deceive readers. This includes the falsification or fabrication of data or information, as well as the failure to give credit to collaborators as joint authors or the listing as authors of others who have not contributed to the work. Plagiarism is also considered a form of dishonesty in publication.
- 2.1.6 Dissemination of information without permission. Information or experimental data that was collected with a member of faculty or another student, and other works that involved the participation of a faculty member or another student, should not be submitted for publication or otherwise disseminated without their permission.
- 2.1.7 Abuse of confidentiality. Taking or releasing the ideas or data of others that were given with the expectation that they are confidential is inappropriate. This includes the ideas or data obtained via the evaluation of confidential grant proposals, award applications or manuscripts that will be or may have been submitted for possible funding or publication. Unless one is authorized to do so, it is improper to obtain a password assigned to another or to copy or modify a data file or program belonging to someone else. Proper authorization means being granted permission either by the owner or originator of that material, or by an appropriate faculty member or administrator.
- 2.1.8 Falsification or unauthorized modification of an academic document/record. It is a breach of academic honesty to falsify, fabricate or in any way modify, either through omission or commission, an application to the University or a program, course student examination or test, transcript, grade, letter of recommendation or related document, a degree, a physician's letter/form or any other document used in support of an academic application, record, petition/appeal or endeavor.
- 2.1.9 Obstruction of the academic activities of another. It is a violation of academic honesty to interfere with the scholarly activities of another in order to harass or gain unfair academic advantage. This includes interference or tampering with experimental data, with a human or animal subject, with a written or other creation (e.g., a painting, sculpture or film), with a chemical used for scientific study, or with any other object of study.
- 2.1.10 Aiding and abetting. Encouraging, enabling or causing others to do or attempt any of the above.

2.2 Summary of Penalties for Academic Misconduct

When verified, violations of academic honesty may lead to the following range of penalties, which may be imposed singularly or in combination for any offence. The following penalties are listed in ascending order of severity.

- 2.2.1 Written disciplinary warning or reprimand.
- 2.2.2 Required completion of an academic honesty assignment.
- 2.2.3 Make-up assignment, examination or rewriting a work, subject to a lowered grade.
- 2.2.4 Lower grade on the assignment, examination or work.
- 2.2.5 Lower grade in the course.
- 2.2.6 Failure in the course.
- 2.2.7 Permanent grade of record. The grade assigned shall remain as the one grade of record for the course, even if the course is repeated. This penalty can be added to any other penalty, but shall always be attached to the penalty of failure in the course.
- 2.2.8 Notation on transcript. Notation on transcript can be a separate penalty or it can be added to any other penalty. Transcript notation shall always be included in cases of suspension, withholding or rescinding a York degree, diploma or certificate and expulsion from the University. Transcript notation can be for a limited period, at the end of which the notation will be removed from the student's transcript. When no period is specified for a transcript notation, a student may petition to the Faculty Petitions Committee to have the notation removed after a period of five years from the date at which the notation was entered, with the exception of notation of expulsion from the University.
- 2.2.9 Suspension from the University for a definite period, not to exceed 5 years, with transcript notation. Suspension is defined as a penalty of a variable but limited period during which the student may not register in the

- University, imposed for serious academic offences such as plagiarism and cheating. A student who is otherwise eligible to graduate, but is suspended, may not graduate until the suspension expires or is lifted. This penalty may be awarded only by a Faculty-level committee which is recognized by a Faculty Council as the responsible body to assign this penalty.
- 2.2.10 Expulsion from the University with transcript notation. Expulsion is defined as permanently terminating a person's right to continue as a student in the University. This penalty may be awarded only by a Faculty-level committee which is recognized by a Faculty Council as the responsible body to assign this penalty.
- 2.2.11 Withholding or rescinding a York degree, diploma or certificate with transcript notation. When a Faculty decides to rescind a degree, diploma or certificate, the decision, with supporting documentation, must be forwarded to the Senate Appeals Committee for approval on behalf of Senate.

2.3 Factors Considered When Imposing Academic Penalties

The circumstances surrounding each case of academic misconduct may vary to a significant degree. The penalty imposed should reflect, reasonably, these circumstances. These guidelines are not intended to restrict the authority or flexibility of Faculty committees in imposing the penalties contained in this Policy. In each case, Faculties shall exercise their discretion, taking into consideration the relevant factors, as outlined below. For the benefit of students, however, Faculties shall provide an explanation in their written decision of the major reason(s) the penalty imposed was deemed warranted. Important factors to be considered by committees in imposing penalties or reviewing penalty recommendations are:

- 2.3.1 Extent of violation: The actions which constitute specific offences of academic honesty (i.e., plagiarism, cheating) vary in terms of severity. Some instances of academic dishonesty constitute only minor infractions while others represent the most extreme form of violation. Penalties should correspond to the nature of the offence. Penalties may be imposed singularly or in combination for any offence.
- 2.3.2 Basic considerations include:
- * The level of the student's academic experience;
- * Extenuating circumstances may help explain the action taken by a student, and due weight should be attached to those circumstances;
- * If the student admits guilt, accepts responsibility for their action, and is amenable to educative remedies, committees may find it justified to levy a less severe penalty.
- 2.3.3 Prior/multiple incidents: If the offence is a second (or subsequent) one for the student and/or is in combination with another offence, then a severe penalty should be considered.
- 3. Procedures Governing Breach of Academic Honesty

Each Faculty shall ensure that its procedures are consistent with the following standards, approved by the Senate Committee on Curriculum and Academic Standards, published in the Calendar and available at the appropriate Faculty offices.

3.1 Purpose

The following procedures are provided for the investigation and resolution of cases of alleged violations of the Senate Policy on Academic Honesty. In these procedures, the term "student" includes a York graduate or undergraduate student, a York graduate, a former York student, or a student who is applying to take, is taking or has taken a York course.

3.2 Jurisdiction

- 3.2.1 Allegations of a breach of academic honesty in a course shall be dealt with by the Faculty offering the course. In cases where the course is in other than the student's home Faculty, then the student's home Faculty (or Faculties) shall have observer status at a hearing and may make submission as to penalty. For students in joint programs or where allegations arise in more than one Faculty, the Faculties can agree on which Faculty will have jurisdiction over the proceedings.
- 3.2.2 All allegations of breaches of academic honesty other than those in course work shall be communicated by the administrator, committee or other person with direct knowledge (faculty, staff, clinical supervisor, etc.,) to the student's home Faculty.
- 3.2.3 Should a matter arise for which there appears to be no clear Faculty jurisdiction, the Senate Appeals Committee shall determine which Faculty shall have carriage of the matter.
- 3.2.4 Appeals of decisions of a Faculty committee are considered by the

Senate Appeals Committee.

3.3 Investigating Potential Academic Misconduct

If a person (or persons) suspect(s) a breach of academic honesty:

3.3.1 on assignments, term papers, essays, theses and dissertations, etc., the matter shall be reported to the concerned course director or supervisor. For courses, if the evaluator is not the course director, the evaluator shall retain possession of the suspect material and provide a written report, together with the confiscated material, to the course director;

3.3.2 on non-course work, the person discovering the potential breach of academic honesty, shall retain possession of the suspect material and provide a written report, together with any confiscated material to the program/division/department chair (or his/her designate) or graduate program director or the Associate Dean of the Faculty;

3.3.3

in an examination, the invigilator, who is normally the course director, in cases of suspected impersonation, shall ask the student concerned to remain after the examination and shall request appropriate University identification or shall otherwise attempt to identify the student. In other cases of suspected breach of

academic honesty the invigilator shall confiscate any suspect material. In all cases, the student will be

allowed to complete the examination. The invigilator,

if other than the course director, shall give a full report, together with any confiscated material, to the course director (See the Senate Policy on Invigilation of Examinations for further information);

- 3.3.4 for research not conducted as part of a course, major research papers/projects, comprehensive examinations, theses and dissertations, person(s) suspecting potential academic dishonesty shall report the matter to the student's supervisor and, as appropriate, the supervisory and examination committees and/or the Associate Dean of the Faculty.
 - 3.4 Initiating an Investigation of Potential Academic Misconduct
- 3.4.1 When a faculty member directing a course, or having or sharing responsibility for a student's research, examination, or dissertation preparation, becomes aware of a possible violation of academic honesty, it is the responsibility of the faculty member to forthwith notify the designated unit or Faculty office and initiate an investigation of the matter.
- 3.4.2 It is the responsibility of the faculty member to collect or assist in the collection of the necessary information, to participate in the exploratory meeting and to be prepared to act as a witness at any committee hearing of the matter.
- 3.4.3 Once notified of a potential breach of academic honesty, the designated Faculty office shall post a block on enrolment activity in the course. The student may not drop or be deregistered from the course for any reason, nor withdraw from the University, nor may transcripts be released to the student until a final decision is reached. A request by a student for a transcript to be sent to another institution or to a potential employer will be processed, but, if the student is found guilty of a breach of academic honesty, the recipients of the transcript will be provided automatically with an updated transcript.
- 3.4.4 If the investigation relates to work already presented for evaluation but not yet evaluated, the faculty member may elect to defer the evaluation of the work until after the matter has been dealt with. Normally, any evaluation of a work which relates to a charge will not be entered into the student's record until after the matter is concluded.
- 3.4.5 If the faculty member or person designated by Faculty policy decides to proceed with a formal complaint alleging a breach of academic honesty, the complaint shall be submitted in writing to the appropriate office as soon as is reasonably possible. The complaint shall contain a full, but concise, statement of the facts as perceived by the complainant and be accompanied by all available supporting evidence.

3.5 Exploratory Meeting at the Unit Level

3.5.1 When a complaint is received at the unit level an exploratory meeting shall be arranged to determine whether or not there are reasonable and probable grounds to proceed with a charge of breach of academic honesty. At least seven calendar days written notice of the meeting and a brief description of the reason for the meeting shall be provided. At this meeting, convened and chaired by the appointed representative, the student may be accompanied by a representative and the faculty member may have another

- person present. If the student elects not to attend the meeting, the meeting may proceed without the student present.
- 3.5.2 The exploratory meeting at the unit level will result in one of the following:
- It is agreed by all parties that no breach of academic honesty occurred.
 No records of the matter shall be retained.
- ii) If the student wishes to admit to a breach of academic honesty, a document signed by the student and the faculty member which includes the admission, a summary of the matter and a joint submission as to penalty shall be forwarded to the Faculty committee which deals with allegations of breach of academic honesty. In such cases, the agreed-upon penalty shall not exceed failure in the course. The responsible Faculty committee receiving such a joint submission will normally impose the penalty suggested, but if it is of the opinion that some other penalty would be more appropriate, it shall arrange for a hearing of the matter, to which the student and faculty member will be invited.
- iii) If the student wishes to admit to a breach of academic honesty but no agreement is reached on recommended penalty, a document signed by the student and the faculty member, which includes the admission, a summary of the matter and individual submissions by the student and faculty member as to penalty shall be forwarded to the responsible Faculty committee, which shall arrange a hearing of the matter, to which the student and faculty member will be invited.
- iv) If the student elects not to attend the meeting, and if those present find sufficient grounds to proceed with a charge of breach of academic honesty, a summary of the matter shall be forwarded to the responsible Faculty committee, which shall arrange a hearing of the matter, to which the student and the faculty member will be invited.

If it is decided that sufficient grounds exist to proceed with a formal charge of academic misconduct and the student does not admit to this alleged breach of academic honesty, a formal charge shall be prepared and submitted to the responsible Faculty committee. The charge shall contain a full, but concise, statement of the facts as perceived by the complainant and be accompanied by all available supporting evidence. The person chairing the exploratory meeting at the unit level will forward the documents contemplated in items iii and iv above and this section to the responsible Faculty committee.

- 3.6 Formal Hearing at the Faculty Level
- 3.6.1 The responsible Faculty shall give each party a written copy of the charge, a copy of the materials submitted by the faculty member which includes a summary of the evidence, a copy of the procedures to be followed and not less than twenty-one calendar days' written notice of the time and location of the hearing. If the student wishes to file a written response to the charge, it must be received within fourteen calendar days of the date on which the charge was sent to the student. The Faculty will send a copy of the student's response to the charge to the faculty member and unit level representative(s) concerned. Both parties must inform the committee of their intention to call witnesses and file names of these witnesses at least seven calendar days prior to the hearing.
- 3.6.2 Prior to the hearing, if a student acknowledges the accuracy of the charges, the student may waive the right to a hearing by submitting a written statement that both admits guilt and waives the right to a hearing.
- i) In this statement, the student may make submissions as to appropriate penalty and give reasons. If the faculty member submitting the charge concurs with the penalty recommendation of the student, a jointly signed submission will be forwarded to the responsible Faculty committee. In such cases, the agreed-upon penalty shall not exceed failure in the course. Should the Faculty Committee find that some other penalty would be more appropriate, it shall arrange for a hearing of the matter, to which the student and faculty member will be invited.
- ii) If the faculty member and student do not agree on a recommended penalty, individual submissions as to penalty shall be made by the student and faculty member to the responsible Faculty committee, which shall arrange a hearing of the matter, to which the student and faculty member will be invited.
- 3.6.3 Only the committee members, a recording secretary, the case presenter, the student, each party's representative(s) / adviser(s) (who may be lawyers), and the witnesses may be present at a hearing. The faculty member(s) or person(s) who submitted the charge may attend as witness(es). Committee members shall be at "arms length" from the student charged with a breach of academic honesty. Committee members are not at "arms length" if they have had a significant personal or professional relationship with the student charged. Witnesses shall be present at the hearing only while testifying. Exceptions to this policy may be made at the discretion of the committee. The committee shall arrange for a recording secretary to take notes of the hearing. A record prepared from these notes will constitute the

official record of the proceedings. Parties may, if they wish, arrange for their own written record of the hearing to be taken. The Chair of the committee has full authority to assure an orderly and expeditious hearing. Any person who disrupts a hearing, or who fails to adhere to the rulings of the committee may be required to leave.

- 3.6.4 The committee shall consider the facts and circumstances of the case and determine whether there has been a breach of academic honesty. If a finding of academic misconduct is determined, the committee shall hear submissions as to the appropriate penalty and then decide the penalty.
- 3.6.5 If a student fails to appear at a hearing after proper notice, the hearing may proceed, a decision may be made and sanctions may be imposed, unless the student can establish, in advance of the hearing and to the satisfaction of the committee, that there are circumstances beyond her or his control which make an appearance impossible or unfairly burdensome.
- 3.6.6 Parties must be allowed a full and fair opportunity to present their evidence and to respond to the evidence presented against them. Parties are allowed to cross-examine each other's witnesses in matters related to the charge. The committee has the discretion to make rulings as to admissibility of evidence or the suitability of cross-examination. The committee is not bound by formal rules of evidence applicable in courts of law.
- 3.6.7 When the parties have presented all available relevant evidence and witnesses, each party may present a final argument. Following this the parties shall be excused without further discussion. The committee shall then enter into closed session to determine whether a breach of academic honesty has occurred. A finding of academic misconduct supported by a majority of committee members shall be binding.
- 3.6.8 If the committee does not render a finding of academic misconduct, all records of the charge and hearing will be held by the student's home Faculty until such time as appeals procedures are exhausted or abandoned. Thereafter, a record consisting of the complaint and the decision letter will be placed in a confidential file retained in the Office of the Dean of the student's home Faculty.
- 3.6.9 Following a finding of academic misconduct, the committee shall next allow both parties to make a presentation as to suitable penalty. At this point the committee may be made aware of other academic offences in the student's file. The committee will again enter into closed session and decide upon the sanction. A decision by the majority of the committee to impose a particular penalty shall be binding. The decision of the committee, as described in Item 4.8 of the Senate Policy on Academic Honesty, must be communicated to the parties in writing, delivered by hand or by mail. A record of the offence, the proceedings and the finding will be retained in the Office of the Dean of the student's home Faculty, regardless of the severity of the penalty, and be held for a time consistent with the University's records retention guidelines. This record is for internal academic purposes only. A note shall be placed on the Student Information System to bar withdrawal from the course.
- 3.6.10 If the student is found to have committed a breach of academic honesty in work related to a funded research project, the Vice President Academic shall be notified and the Vice President or a designate shall determine whether to notify the granting agency.
- 3.6.11 If a student from another institution enrolled in a joint program or attending York on Letter of Permission is found to have committed a breach of academic honesty, notice of the Committee's findings will be sent to the other institution.
- 4. Order of Faculty or Senate Hearings on Academic Honesty

The following indicates the order in which a Faculty or Senate committee should proceed when hearing a charge of breach of academic honesty. The committee may alter the order in the interests of fairness or in cases where multiple students are charged with related offences.

4.1

The Chair shall:

*

introduce the parties and members of the committee;

identify the nature of the case and evidence before the committee.

4.2

The presenter's case:

briefly describe the case to be presented, in an opening statement;

present support for the charge through oral testimony of complainant and witnesses, and through documentary evidence;

the student (or her/his representative) may ask questions of each of the presenter's witnesses at the close of that person's testimony;

committee members normally ask questions at the end of each person's testimony but may interrupt if clarity is required.

4.3

The student's case:

*

the student (or her/his representative) shall briefly reply and indicate main arguments in an opening statement;

present support for her/his case through oral testimony provided by her/himself and witnesses as well as documentary evidence.;

the presenter may ask questions of each of the student's witnesses at the close of that person's testimony;

committee members normally ask questions at the end of each person's testimony but may interrupt if clarity is required.

- 4.4 The presenter shall be allowed to present testimony or other evidence in reply to new issues raised in the student's case which were not raised in the original presentation.
- 4.5 At any time the committee may require other witnesses or the production of other written or documentary evidence and may, if it sees fit, adjourn the hearing after allowing both parties the opportunity to speak to the adjournment.
- 4.6 Following the presentation of evidence, the parties are entitled to make closing arguments and to summarize briefly the main points of their cases, but no new evidence may be introduced. This will proceed in the following order: the student (or her/his representative) followed by the presenter.
- 4.7 The committee will move into closed sessions for deliberations and decision. If there is a finding of academic misconduct, the committee will then consider submissions as to appropriate penalty, then return to closed sessions and decide on the appropriate penalty.
 - 4.8 The written decision of the committee shall include:
- * the names of committee members and all who appeared;
- * a summary of the cases of the parties;
- * the committee's findings of fact, decision and reasons;
- * the route of appeal.

SENATE POLICY ON THE ACADEMIC IMPLICATIONS OF DISRUPTIONS OR CESSATIONS OF UNIVERSITY BUSINESS DUE TO LABOUR DISPUTES OR OTHER CAUSES

1. DEFINITIONS

- 1.1 For the purpose of this policy, a Disruption occurs when academic activities are substantially interrupted or impeded as a result of strikes, lockouts, demonstrations, natural disasters, or other like causes.
- 1.2 The term "academic activity" includes any work subject to evaluation or necessary for a student to meet the requirements of a course or programme of study.
- 1.3 In determining whether an interruption or an impediment is substantial, the following factors shall be considered:
 - 1.3.1 the duration and point in the term or session in which the

- Disruption occurred;
- 1.3.2 the availability of physical and instructional resources;
- 1.3.3 the impact on the attendance of students, instructors, and other necessary participants;
- 1.3.4 the impact of timing and sequence of evaluations such as examinations, practica, assignments and presentations etc.

2. POLICY

The governing principles of this policy are: Academic Integrity, Fairness to Students, and Timely Information.

2.1 Academic Integrity

In the event of a Disruption, the primary obligation of Senate is to ensure the academic integrity of all programmes. No dilution of standards normally expected of students should be permitted and there should be as little diminution as possible in the instructional or supervisory support given to students

2.2 Fairness to Students

- 2.2.1 Students who do not participate in academic activities because:
 - a) they are unable to do so owing to a Disruption, or
 - b) they choose not to participate in academic activities owing to a strike or lockout on campus are entitled to immunity from penalty, to reasonable alternative access to materials covered in their absence, to reasonable extensions of deadlines and to such other remedy as Senate deems necessary and consistent with the principle of academic integrity.
- 2.2.2 Such remedies shall not alter the academic standards associated with the missed activity, nor shall it relieve the student of the responsibility for mastering materials covered.
- 2.2.3 The availability of a remedy under this policy does not guarantee students the same learning experience that they would have received in the absence of a Disruption.

2.3 Timely Information

Students, staff and faculty have a right to be informed in a timely manner of changed requirements, rescheduled academic activities, and procedures to be in effect at the conclusion of the Disruption.

3. PROCEDURES

3.1 Communication and Dissemination of Information

- 3.1.1 When a Disruption appears imminent:
 - 3.1.1.1 The Senate Executive Committee shall ensure that the normal informational channels, including Senate's webpage, are alerted so that Senate policies and decisions will be reported widely and accurately.
 - 3.1.1.2 The Senate Executive Committee shall post an appropriate notice to remind or notify students, staff, faculty, Faculty Councils, Unit Chairs, Graduate Directors, and Deans of their respective roles in giving effect to Senate policy and shall ensure that this information is disseminated speedily.
 - 3.1.1.3 A notice shall be posted by the Senate Executive Committee regarding the possibility of rescheduling following a Disruption and of term extension following the conclusion of a Disruption.
 - 3.1.1.4 A précis of this policy shall be prepared which can be circulated widely and posted on the University's website in the event of a Disruption.
- 3.1.2 When a Disruption occurs, the Senate Executive Committee shall declare so and request that:
 - 3.1.2.1 The Registrar use best efforts to inform and update relevant external bodies about the Disruption.
 - 3.1.2.2 University officers use best efforts to have externally imposed deadlines extended, especially where the lack of transcripts or the unavailability of letters of recommendation would impose a hardship on current students.
 - 3.1.2.3 The University Librarian disseminate information about the impact of a Disruption on access to collections and services as early and as frequently as possible via print notices, messages on websites, and other means;
 - 3.1.2.4 Any adjustment of deadlines be announced widely, including on Senate's webpage;

- 3.1.2.5 The University provide a telephone information service to make known relevant information about academic activities.
- 3.1.3 When a Disruption ends, the Senate Executive Committee shall declare so and shall give notice to students and course directors of the procedures then in effect under this policy.

3.2 Short Disruptions

- 3.2.1 Disruptions of academic activities of six or fewer days will be governed by normal academic regulations.
- 3.2.2 In the case of such brief Disruptions, individual faculty are in the best situation to determine, in the first instance, the extent to which their courses, seminars, graduate supervision, labs, practica, etc., have been affected by a Disruption and what remedial action is required.
- 3.2.3 If, in the opinion of a course director, remedial action ought to include rescheduling in order to preserve course integrity, in consultation with the Office of the Registrar he/she shall take actions consistent with the principles of academic integrity, fairness to students, and timely information as stated above.

3.3 Long Disruptions

- 3.3.1 Whereas the Senate Executive Committee has been monitoring the situation at the outset of a Disruption, on the seventh day of a Disruption it shall receive reports from Faculty Councils and the Vice-President (Academic Affairs) on the impact of the Disruption.
- 3.3.2 In the event a Disruption continues for seven or more days, the Chairs of CCAS and SAC shall be added to the membership of the Senate Executive Committee as voting members for Disruption related issues and shall remain members for the duration of the Disruption.
- 3.3.3 If two or more weeks of instructional time are lost in full-year courses or equivalent (or one week or more in half-year courses or equivalent, or in one term full courses or equivalent), the Senate Executive Committee shall presume the need for a modification of the teaching term with any concomitant changes in examination scheduling.
- 3.3.4 The Senate Executive Committee shall oversee the process of directing and implementing the necessary remedial action. In cases where substantial amounts of instructional time have been lost due to a Disruption, the Senate Executive Committee shall:
 - 3.3.4.1 On the seventh day of a Disruption, the Senate Executive
 Committee shall announce that all quarter and half courses will
 require substantial remedial action and shall notify Unit Chairs
 and administrative staff, Deans, Graduate Directors and Faculty
 Councils. On the 14th day of a Disruption, a similar notification
 regarding full year courses shall be issued.
 - 3.3.4.2 call a meeting of Senate no later that the 14th day of a Disruption. Thereafter, the Senate Executive Committee shall consult with Senate as it continues to discharge its mandate under this policy, and as soon as possible after the end of the Disruption.
 - 3.3.4.3 have the power to implement and disseminate any existing Senate policies and regulations necessary to fulfill its mandate under this policy.
 - 3.3.4.4 have authority to extend a term and to authorize the rescheduling of examinations which have been disrupted, in order to preserve academic integrity. The Senate Executive Committee may also reduce the length of term by not more than 7 days in the case of half courses and by not more than 14 days in the case of full-year courses. Implementation of changes to the academic term will be organized centrally. Appropriate central offices, such as the Office of the Registrar, will be consulted prior to the decision and asked to assist in any rescheduling.
 - 3.3.4.5 resolve conflicts between the principles of academic integrity and fairness to students. In particular and without limiting the generality of the forgoing, the Senate Executive Committee may anticipate and apply remedies which would otherwise be available by petition and shall do so in light of University precedent and practice.
 - 3.3.4.6 If a Disruption continues to a point where no feasible remedy

consistent with the principle of academic integrity is available, then, Senate Executive Committee shall after consultation recommend to Senate that credit not be given for the course(s).

3.4 Petitions and Appeals

Normal petition and appeal procedures shall apply to deal with academic issues arising from a Disruption which lasts less than seven days. Where a Disruption occurred for seven days or longer, SAC shall monitor petitions and appeals to ensure fairness and reasonable consistency of outcomes.

SENATE POLICY FOR STUDENTS WITH SPECIAL NEEDS

GOVERNING PRINCIPLE

York University is committed to making reasonable accommodations and adaptations in order to make equitable the educational experience of students with special needs and to promote their full integration into the campus community.

Faculties shall work with appropriate special needs offices and ACCESS York (York University's Advisory Committee for Persons with Special Needs) to ensure that their procedures are consistent with this policy and guidelines as detailed in Appendix A.

"Special needs" shall be defined as "handicaps" under the *Ontario Human Rights Code* in force from time to time.

SENATE POLICY FOR STUDENTS ON ACADEMIC CONDUCT

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures regarding disruptive and/or harassing behaviour by students is available from the Deans' offices and the Office of the Vice-President, Campus Relations and Student Affairs.

STUDENT RECORDS POLICY ON ACCESS TO RECORDS AND PROTECTION OF PRIVACY

Access to student records is governed by York University's Policy on Access to Information and Protection of Privacy and complies with the Freedom of Information and Protection of Privacy Act. The University shall collect and record personal information related to its students in accordance with the following guidelines.

ACCESS TO STUDENT RECORDS GUIDELINES

By applying for admission to York University and by enrolling in a program at the University, students consent to the collection of their personal information by York University for educational, administrative and statistical purposes. The information is needed to process their admission application and their enrolment and registration in academic programs; to record and track their academic progress; to provide the basis for awards and governmental funding and for related recordkeeping purposes. Students agree that all information and documentation submitted to the University in support of an application for admission, counselling and disability services, residence accommodation or financial award, or any petition or appeal, becomes the property of the University.

York University may be required to disclose student information

- in situations where the University is required to comply with the law
- · as part of law enforcement investigations or proceedings
- in situations where personal student health or safety is of concern or
- in compassionate circumstances

An electronic record of students' achievements at the University is preserved permanently, but all other documentation contained in students' files may be

destroyed in accordance with the University's records retention policies.

ACCESS TO CONFIDENTIAL STUDENT RECORDS AND DISCLOSURE OF INFORMATION

Public access

It is the University's policy to make the following information routinely available:

- current registration status in a particular college, school, faculty or division in a particular session including whether or not a student is currently pursuing studies on a full or part-time basis;
- current field of studies (e.g., major, minor, certificate program, stream);
- whether or not a student has received a particular academic award, honour or distinction whether from York or an external third party; and,
- * degree(s) or credential(s) that have been conferred by the University and the date(s) of conferral.

Except as specified above, other information contained in the record will be disclosed with the student's written consent. This restriction applies to requests from all third party inquirers including parents, spouses and credit bureaus.

Students who are currently registered in a program/course at the University are entitled to submit a written request to the Registrar's Office if they do not wish to allow release of their active registration status, their current field of study, information about any academic awards, honours or distinctions and if they have not successfully graduated.

Student access

Students have the right to inspect all documents contained in their own record, with the exception of evaluations and letters of reference supplied to the University with the understanding that they be kept confidential. Students have the right to request that erroneous information contained in their records be corrected and that recipients of any information found to be in error be advised of the correction.

Students wishing to inspect their record must make an appointment with the Associate Registrar, Student Services.

Upon written request to the Registrar's Office, students whose fee account shows no outstanding balance may request to have an official transcript of their record of studies at the University sent to a third party.

Documents pertaining to a student's achievement at another institution, which may have been received by the University, will not be released or redirected.

Employee access

Employees of the University are permitted access to information contained in student records, if they need to know the information in order to perform their official duties. As a general rule, employees involved in some aspect of academic administration or student affairs are given access to a student's record. The level and nature of access should be related to their particular administrative duties. Supervising managers and/or the University Registrar have the authority to withdraw access to student records from any employee.

Third party/student organization access

All third party organizations and student organizations are required to sign FIPPA-compliant confidentiality agreements with an authorized officer of the University before obtaining access to student records. Student information may only be used or disclosed in accordance with the provisions of the confidentiality agreements.

All requests from student organizations must be approved by the Office of Student Community and Leadership Development within the Division of Students. Listings of members will be made available upon written request to the Office of Student Community and Leadership Development and must be accompanied by a signature of the authorized officer of that organization.

All requests from other third party organizations must by approved by the Registrar's Office.

If someone other than the student wishes to pick up a document on behalf of a student (e.g., transcript, diploma etc.), the student must provide that

person with a signed authorization. The third party must provide the signed authorization as well as photo identification.

Legally mandated access

Specified records or portions thereof may be provided to persons or agencies pursuant to a court order directing the University to release information; to Statistics Canada; or to the Ministry of Training, Colleges and Universities.

Transcripts of Academic Record

A student's signature, or Passport York login is required for the release of their own records. Transcripts issued directly to the student are stamped "Issued to Student." York University is not responsible for transcripts lost or delayed in the mail

In accordance with University policy, transcripts and diplomas will not be released to students who have an outstanding account with the University.

Change of Name

Each student is required to provide, either on application for admission or in personal data required for registration, his/her full legal name. Any requests to change a name, by means of alteration or deletion, substitution or addition, must be accompanied by appropriate supporting documentation. Upon making application for graduation a student may be asked to provide proof of his/her name. Students may verify their official name on record through the Web at the Current Students' website: http://www.yorku.ca/yorkweb/cs.htm .

Change of Address

A student must maintain current and up-to-date permanent and mailing address information on the records of the University in order to receive pertinent mailings. Address changes are done through the Web at the Current Students' website: http://www.yorku.ca/yorkweb/cs.htm .

Emergency Situations Requiring Student Access

On occasion, a personal emergency may require students to be contacted quickly. In emergency situations involving the health and safety of an individual, or in compassionate situations, the University Registrar or designate may, if considered to be in the best interest of the student, authorize the release of personal information about the student. The University will then inform the student of the disclosure.

Students are urged to provide those who may need to be reached in an emergency with an up-to-date copy of their class timetable, specifying days, times and locations. In addition, students are required to routinely update their next of kin and emergency contact information through the Web at the Current Students' website: http://www.yorku.ca/yorkweb/cs.htm.

Notification of Disclosure of Personal Information to Statistics Canada

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

It is essential to be able to follow students across time and institutions to understand, for example, the factors affecting enrolment demand at postsecondary institutions. The increased emphasis on accountability for public investment means that it is also important to understand "outcomes". In order to carry out such studies, Statistics Canada asks all colleges and universities to provide data on students and graduates. Institutions collect and provide to Statistics Canada student identification information (student's name, student ID number, Social Insurance Number), student contact information (address and telephone number), student demographic characteristics, enrolment information, previous education and labour force activity.

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

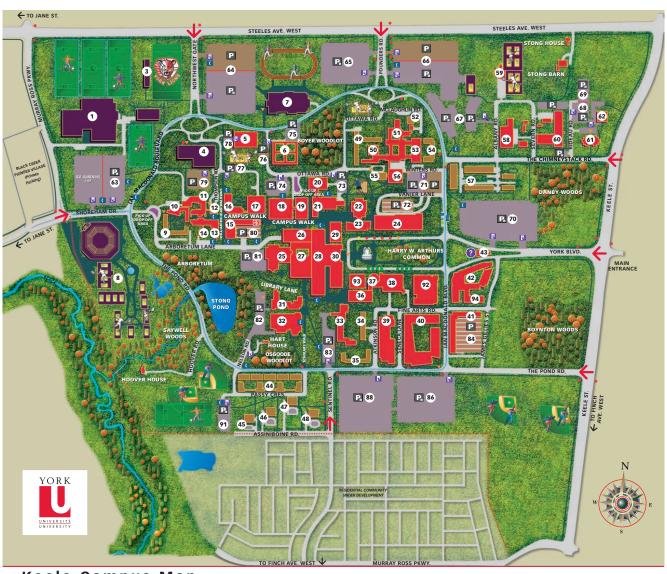
Students who do not wish to have their information used are able to ask

Statistics Canada to remove their identifying information from the national database.

Further information on the use of this information can be obtained from Statistics Canada's website: http://www.statcan.ca/english/concepts/ESIS/index.htm, by writing to the Postsecondary Section, Centre for Education Statistics, 17th Floor, R.H. Coats Building, Tunney's Pasture, Ottawa, K1A 0T6 or by calling (613) 951-1666.

YORK CAMPUS MAP

http://www.yorku.ca/yorkweb/maps/york2d/



Keele Campus Map

Academic, Administrative & Commercial Buildings

190 Albany Road Accolade East Building Accolade West Building Atkinson Accolade East Building
Accolade West Building
Accolade West Building
Accolade West Building
Atkinson
Behavioural Science
Bennett Centre for Student Services Admissions
Bookstore, York Lanes
Calumet College
Central Square
Central Utilities
Centre for Film & Theatre
Chemistry
Computer Methods (non-York facility)
Computer Science and Engineering
Curtis Lecture Halls
East Office Building
Executive Learning Centre
Farquharson Life Sciences
Founders College
Health, Nursing & Environmental Studies
Honour Court & Information Centre
Joan & Martin Goldfarb Centre for Fine Arts
Kinsmen
Lumbers
McLaughlin College
Norman Bethune College
Observatory, Petrie
Osgoode Hall Law School
Petrie Science and Engineering
Physical Resources
Ross
Scott Library
Scott Religious Centre, Central Square
Seneca @ York, Stephen E. Quinlan

Scott Religious Centre, Central Square Seneca @ York, Stephen E. Quinlan

Building (non-York facility) Seymour Schulich Building

Vari Hall
West Office Building
William Small Centre
Winters College
York Lanes Retail Centre

Cinema (Accolade E)
Joseph Green Theatre
(Centre for Film & Theatre)
Recital Hall (Accolade E)
Sandra Faire and Ivan Fecan Theatre 92 38

Fine Arts Venues

5 15

Student Residences & Apartments

Art Gallery of York University (Accolade E) Burton Auditorium

Steacie Science and Engineering Library
Stedman Lecture Halls
Stong College
Student Centre
Tait McKenzie Centre
Technology Enhanced Learning
Vanier College
Vari Hall
West office Building

- 48 47

- Assiniboine Road
 4 Assiniboine Road
 6 Assiniboine Road
 8 Assiniboine R

Student Residences & Apartments

- Stong Residence Tatham Hall Vanier Residence Winters Residence

Sport & Recreation Facilities

- Ice Gardens (shared use) Tait McKenzie Centre Tennis Canada Rexall Centre Toronto Track & Field Centre
- (shared use) York Stadium

Parking Garages (Visitors)

Arboretum Parking Garage Student Services Parking Garage York Lanes Parking Garage

Reserved Parking Lots

- Albany Road Lot
- Atkinson Lot
 EOB Lot
 Founders Road East Lot
 Founders Road West Lot
- Founders Road West Lo Library Lot Lumbers Lot Nelson Road Lot Northwest Gate Lot Passy Crescent Lot Physical Resources Lot Rideau Road Lot Sentinel Road East Lot Shoreham Drive Lot Steacie Lot

Reserved Parking Lots

- Tait McKenzie Lot The Pond Road East Lot WOB West Lot York Boulevard Lot

Visitor Parking Lots

- Founders Road East Lot
- Northwest Gate Lot Thompson Road Lot WOB East Lot

■ Visitor & Reserved Parking Lots

71 Vanier Temporary Lot

Legend

Visitor Parking Reserved Parking

- P P₃ (Reserved Parking
 Emergency Telephones
 Security, 24 hours (T. 416.736.5333)
 Help Intercom
 Bloycle Route
 Pedestrian Walkways
 TTC Stops
 Glendon-Keele Campus Shuttle &
 GO Train Shuttle Stops
 TTC Wheel-Trans / YRT Mobility Plus
 GO Transit Stops
 GO Transit Stops
 Greyhound Stops
 YRT Stops
 Vehicular Roadways
 Information
 Property Line

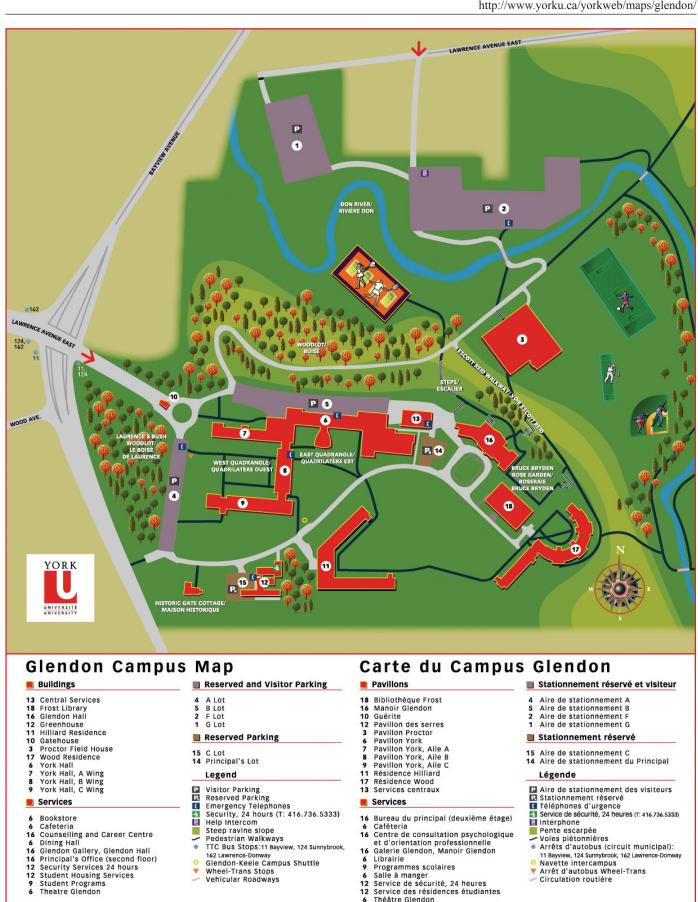
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GLENDON CAMPUS MAP

http://www.yorku.ca/yorkweb/maps/glendon/



YORK LOCATION MAP

http://www.yorku.ca/yorkweb/maps/



