

School of Graduate Studies at Trent University

2024–2025
FALL EDITION



trentu.ca/gradstudies

Academic
Calendar

2024–2025 Graduate Academic Calendar

FALL EDITION

The 61st Academic Year



SCHOOL OF GRADUATE STUDIES

Nunc cognosco ex parte

Trent University

1600 West Bank Drive
Peterborough, Ontario K9L 0G2

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graduate@trentu.ca

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2024

MESSAGE FROM THE PRESIDENT

Welcome to a new academic year at Trent University!

As Trent's newest President, I am looking forward to welcoming you to our vibrant campus this fall. With the wide range of learning environments and opportunities available for graduate students here at Trent University, I am confident that your experience will be generative and rewarding.

Here at Trent, we aim to provide you with the tools, resources, and the community of support you need to succeed. New and returning students are at the core of Trent's community of global scholars and ours is a community that continues to reach further. We are intensifying research activity and academic programming to challenge the way we think, and to enhance your academic pathways.

This calendar is an important part of the roadmap along your academic journey.

This is an exciting time in your life and I do hope you will take every opportunity available to you here at Trent. Interact with your world-class professors in the classroom and in research spaces; engage positively with our diverse community; take advantage of hands-on learning opportunities; connect your research to developments across the world; attend conferences locally and internationally; and connect with your college, the School of Graduate Studies, and student services to seek out the wrap-around supports that will help you on your journey.

From the time you accept an offer to Trent, through to convocation, we are here to help you excel and grow as you define your path to a career, another degree, an international experience - or whatever your future holds.

Thank you for choosing Trent for this important part of your life-long learning journey. I look forward to seeing you on campus.



A handwritten signature in black ink that reads "Cathy Bruce". The signature is written in a cursive, flowing style.

Cathy Bruce, PhD
President and Vice Chancellor

WELCOME TO TRENT	<u>1</u>
About Trent	<u>1</u>
School of Graduate Studies	<u>1</u>
Graduate Studies at Trent	<u>1</u>
Rights & Responsibilities	<u>2</u>
Using the Academic Calendar	<u>3</u>
Protection of Personal Information.	<u>4</u>
Student Records Policies	<u>6</u>
Important Dates	<u>8</u>
GRADUATE CALENDAR	<u>11</u>
Academic Regulations	<u>11</u>
Policies and Procedures	<u>22</u>
Graduate Programs	<u>28</u>
MA Program in Interdisciplinary Aging Studies	<u>28</u>
MA/MSc Program in Anthropology	<u>30</u>
MSc and MA Program in Applied Modelling & Quantitative Methods	<u>34</u>
Bioenvironmental Monitoring and Assessment	<u>39</u>
MA Program in Canadian Studies & Indigenous Studies	<u>42</u>
PhD Program in Canadian Studies.	<u>48</u>
MA Program in Cultural Studies	<u>51</u>
PhD Program in Cultural Studies	<u>54</u>
MEd in Educational Studies.	<u>58</u>
Graduate Diploma in Educational and Community Leadership.	<u>64</u>
MA Program in English Literature (Public Texts)	<u>65</u>
MSc and PhD Programs in Environmental & Life Sciences	<u>70</u>
MScFS Program in Forensic Science	<u>77</u>
MA Program in History	<u>80</u>
PhD Program in Indigenous Studies.	<u>84</u>
Master and Graduate Diploma Program in Instrumental Chemical Analysis	<u>90</u>
PhD Program in Interdisciplinary Social Research	<u>93</u>
MMgt Program in Management	<u>98</u>
MSc and PhD Programs in Materials Science	<u>101</u>
Graduate Diploma in Nursing: Mental Health & Addictions or Dementia Studies	<u>105</u>
MScN Program in Nursing, Professional Practice Leadership.	<u>107</u>
MSc* and PhD Programs in Psychology	<u>109</u>
MA Program in Sustainability Studies	<u>114</u>
Collaborative Specializations	<u>119</u>
Aging Studies	<u>119</u>
Feminist and Gender Studies	<u>119</u>
RESEARCH AT TRENT	<u>120</u>
Office of Research & Innovation.	<u>120</u>
Research Centres & Institutes.	<u>121</u>
Research Groups	<u>124</u>

ADMISSIONS	125
FEES.	128
FINANCIAL AID & RECOGNITION OF ACADEMIC EXCELLENCE.	131
INTERNATIONAL GRADUATE STUDENTS.	143
ACADEMIC & STUDENT SUPPORT SERVICES	144
Academic Skills	144
Alumni Association	144
Bus Service	144
Campus Print	144
Campus SRC	144
Child Care Centre	145
Conference & Hospitality Services	145
Durham Print & Post	145
Exam Centres	145
First Peoples House of Learning (Indigenous Student Services)	145
Information Technology.	146
Library & Archives	146
Archives	146
Maps, Data & Government Information Centre (MaDGIC).	146
Office of the Associate Vice-President Students	147
Student Associations	147
Student Wellness Centre	149
Counselling Services	149
Student Accessibility Services	149
Student Health Services.	149
Trent Athletics – Athletics Centre	150
Trent Student Benefits Plan	151
Trent University Campus Store	151
PERSONNEL	152
Board of Governors.	152
Officers & Administrative Personnel	153
Academic Staff	156
MAPS	163

About Trent

One of Canada's top universities, Trent University was founded on the ideal of interactive learning that's personal, purposeful, and transformative. Consistently recognized nationally for leadership in teaching, research, and student satisfaction, Trent attracts excellent students from across the country and around the world. Here, undergraduate and graduate students connect and collaborate with faculty, staff, and their peers through diverse communities that span residential colleges, classrooms, disciplines, hands-on research, and co-curricular and community-based activities. Across all disciplines, Trent brings critical, integrative thinking to life every day. Today Trent's unique approach to personal development through supportive, collaborative community engagement is in demand more than ever. Students lead the way by co-creating experiences rooted in dialogue, diverse perspectives, and collaboration. In a learning environment that builds life-long passion for inclusion, leadership, and social change, Trent's students, alumni, faculty, and staff are engaged global citizens who are catalysts in developing sustainable solutions to complex issues. Trent's Peterborough campus boasts award-winning architecture in a breathtaking natural setting on the banks of the Otonabee River, just 90 minutes from downtown Toronto, while Trent University Durham – GTA delivers a distinct mix of programming in the Greater Toronto Area.

School of Graduate Studies

Mailing Address:
Trent University, 1600 West Bank Drive,
Peterborough, Ontario K9L 0G2

Office Location:
Blackburn Hall, Suite 115
705-748-1011 ext. 7245 graduate@trentu.ca
trentu.ca/graduatestudies

The School of Graduate Studies is responsible for the administration of graduate degree and diploma programs offered at Trent University, the appointment of graduate faculty, the admissions and registration of graduate students, as well as the management of scholarship and awards for graduate students. The Graduate Studies Committee consists of members of Trent faculty, Graduate Program Directors and graduate students from various disciplines. The Graduate Studies Committee is a standing committee of Senate and reviews and makes recommendations to Senate on all matters of education policy and planning for graduate studies.

Graduate Studies at Trent

Faculty members who supervise graduate students are often members of an undergraduate department and a separate graduate program. This type of organization encourages interdisciplinarity in our graduate programs and facilitates interactions between faculty and graduate students from different disciplines.

Dean of Graduate Studies

C. Brunetti, BSc, PhD (McMaster)

Associate Dean of Graduate Studies

S. Bailey, BA (Queen's), MA, PhD (Toronto)

Director, School of Graduate Studies

S. Trivett, 705-748-1011 ext. 7346

Graduate Admissions Coordinator

N. Harris-Morgan, 705-748-1011 ext. 7737

Graduate Admissions Officer

S. Moloney, 705-748-1011 ext. 7357

Graduate Admission Administrator

J. Iriwanto, 705-748-1011 ext. 7245

E. Li, 705-748-1011 ext. 7840

A. Murphy, 705-748-1011 ext. 7245

Graduate Records & Registration Coordinator

E. Davidson, 705-748-1011 ext. 6271

Graduate Records & Registration Administrator

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M. Assigniack, 705-748-1011 ext. 6271

Graduate Finance Officer

J. Rennie, 705-748-1011 ext. 7075

Graduate Finance Administrator

H. McCormick, 705-748-1011 ext. 6677

Graduate Placement Coordinator

J. Bull, 705-748-1011 ext. 7130

Graduate Enrolment Advisor

S. Fittler, 705-748-1011 ext. 7858

Rights & Responsibilities

- The University recognizes its responsibility to provide students with proper information. This Calendar, including all Calendar supplements, and course syllabuses constitute the only contracts between students and the University. It is incumbent upon students to be aware of and adhere to program regulations, requirements, and published deadlines. The University used best efforts, insofar as reasonably possible, to confirm the accuracy of this Calendar at the time it was published; however, the University retains the right, at its sole discretion and without notice, to revise or alter its curriculum, including but not limited to cancelling programs, in which case this Calendar may no longer be accurate. It is understood and agreed that the University will not be in any way liable or legally responsible for such inaccuracies.
- Every member of Trent University—faculty, staff, or student—has a right to freedom from discrimination in the University by another faculty, staff member, or student because of age, ancestry, citizenship, colour, creed, disability, ethnic origin, family status, gender identity/ expression, marital status, place of origin, race, record of offences (in employment only), sex and sexual orientation. (For details, please consult Trent’s Policy on Discrimination and Harassment on the Trent University Centre for Human Rights, Equity & Accessibility web page.)
- Trent University recognizes its responsibility to those of its students, faculty, and staff with disabilities. The University undertakes to make reasonable accommodations to ensure access to its academic programs and physical facilities, short of undue hardship, while protecting the academic integrity of the University.
- Trent University residences and buildings are smoke-free.
- Trent University manages personal information of individuals in accordance with applicable legislation and University policies on the protection of personal privacy.

Using the Academic Calendar

The online version of this Calendar and its supplement(s) may be found on the University's website at trentu.ca/calendar and is the University's official version. In the case of a discrepancy between a printed version and the online version, the online Calendar will be considered accurate.

The University reserves the right to make changes after the publication of this Calendar. Any updates applicable to the current academic year will be posted online in a supplement. Previous versions of the Academic Calendar and accompanying supplements are available online and in the School of Graduate Studies.

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

Effective Date of Graduate Calendar

The Graduate Calendar is effective on May 1 of the year in which it is published. All policies, course information, and degree regulations apply to the Summer session unless otherwise indicated.

Disclaimer and Limitation of Liability

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

In respect of any Claim for damages or indemnification by any person (a "Claimant") under the terms and conditions of this Calendar and its academic and non-academic regulations against Trent University or any of its employees, governors, members, officers, or agents (any of them, a "Defendant"), whether based in contract (whether or not a fundamental breach of contract), tort (including negligence), or otherwise, the Claimant's sole and exclusive remedy shall be to receive from the Defendants (in the aggregate) payment for actual and direct damages to a maximum aggregate amount for all such Claims equal to the fees payable and paid by the Claimant to Trent University respecting the services, practica, seminars, placements, courses or classes, or other activities governed under this Calendar in the twelve months preceding the Claim.

In no event shall Trent University be liable for any indirect, economic, special, punitive, commercial, incidental, exemplary, or consequential damages (including without limitation lost profits, loss of business revenue or earnings, lost data, damages caused by delays, or a failure to realize expected savings or revenue) directly or indirectly arising

out of or in connection with delays, suspension or termination of services, practica, seminars, placements, courses or classes, or other activities, or the terms and conditions of this Calendar and its academic and non-academic regulations whether or not such damages could reasonably be foreseen or their likelihood was disclosed to the parties.

Jurisdiction/Governing Law

This Calendar, its rules and regulations, and the rights and obligations of the parties hereunder shall be governed by the laws of the Province of Ontario. Any action or proceeding for relief regarding these provisions shall be brought in the Province of Ontario.

Protection of Personal Information

Notification of Collection, Use, and Disclosure of Personal Information

Students' personal information is collected, used, and disclosed by Trent University under the authority of Section 18(3)(c) of The Trent University Act, 1962-63.

Applicants and Prospective Students

Trent University may collect and use personal information from prospective students to communicate with them about University programs, process applications, determine eligibility for admission and student awards, administer surveys, research enrolment issues, and maintain related statistical data.

Current Students

Once admitted and enrolled in an academic program, a student's information is used by the University to deliver academic and administrative programs and services. This includes but is not limited to: recording academic progress, creating the permanent student record, providing financial aid, delivering student services, conducting program reviews/appraisals, and communicating with students regarding University business. Personal information may also be used by the University, its authorized agents, approved researchers, and/or the provincial and federal government for statistical research purposes.

Trent University is required to disclose personal information such as Ontario Education Numbers, student characteristics, and educational outcomes to the Minister of Advanced Education and Skills Development under s. 15 of the Ministry of Training, Colleges and Universities Act, R.S.O. 1990, Chapter M.19, as amended. The ministry collects this data for purposes such as planning, allocating, and administering public funding to colleges, universities, and other post-secondary educational and training institutions and to conduct research and analysis, including longitudinal studies, and statistical activities conducted by or on behalf of the ministry for purposes that relate to post-secondary education and training. Further information on how the minister of Advanced Education and Skills Development uses this personal information is available on the ministry's website:

ontario.ca/page/ministry-advanced-education-and-skills-development (English) or ontario.ca/fr/page/ministere-de-lenseignement-superieur-et-de-la-formation-professionnelle (French), or by writing to the Director, Post-secondary Finance and Information Management Branch, Post-secondary Education Division, 7th Floor, Mowat Block, 900 Bay Street, Toronto, ON M7A 1L2.

Students who hold a graduate teaching assistantship or other position covered by the Canadian Union of Public Employees (CUPE II) are, by nature of their employment, members of CUPE Local 3908. The University provides the names and trentu.ca email addresses of these students to CUPE for the purpose of communications related to the student's membership in the union.

The University may disclose limited and specific student information to its recognized student government associations (Trent Central Student Association, Trent

Graduate Student Association, Trent Durham Student Association, and Trent-Fleming Nursing Students' Association) for the purposes of administering their membership programs, elections, and health plans. For student health benefit plans, the sponsoring association securely transfers the name, sex, date of birth, student number, and in some cases the trentu.ca email address, of eligible student members to its health benefits provider and carrier to enable them to establish eligibility, grant access to the benefits portal, and verify the identity of students enrolled in the health plan. The University may provide the names of college members to college cabinets for member identification purposes.

Where students are enrolled in collaborative academic programs, Trent University may be required to transfer personal information to another post-secondary institution. Wherever possible, students will be provided with a separate notice explaining any information-sharing required to jointly administer their program. Information relating to academic integrity misconduct (e.g., falsification of documents) may be shared with other post-secondary educational institutions. Select information may be shared with government funding agencies to process financial assistance applications, with collection agencies for outstanding accounts, and with contracted service providers acting on behalf of the University. Credit card information is transferred to an independent processing company in order to process payments.

To the extent permitted by the Ontario Freedom of Information and Protection of Privacy Act, personal information may be disclosed to law enforcement agencies. The University may also be required to contact an appropriate third party about a student in compassionate circumstances or in compelling circumstances affecting the health or safety of an individual or group.

Information regarding graduation and graduation awards is made public at the time of convocation. The name, year, and program of award winners may be shared with donors, and academic awards and scholarships may be celebrated within the University community.

Limited student personal information, including name, sex, date of birth, home address, email, and phone number of students registered at Trent University Durham, is provided on a confidential basis to the City of Oshawa – Recreation & Culture Services for the sole purpose of confirming eligibility of, and managing registration for, athletics fitness membership under the terms and conditions of multi-year fitness membership agreement between the Trent Durham Student Association (TDSA) and the Corporation of the City of Oshawa.

Alumni

Unless individuals have requested otherwise, the University may keep in touch with alumni for purposes that support the mission of the University, including surveys, institutional research, invitations to events, philanthropy, newsletters, and other information on programs and services.

From time to time, the University may enter into an agreement with a statistical research firm to conduct surveys on behalf of the University. These firms may contact groups of prospective students, current students, or alumni by email to request their participation in a survey. Participation is voluntary in all cases and individuals may choose not to be contacted further for survey purposes.

Questions on how student information is collected, used, or disclosed at Trent University, or special concerns/requests regarding the management of a student's personal information, may be directed to the University Registrar, Office of the Registrar, Blackburn Hall, Trent University, 1600 West Bank Drive, Peterborough, ON K9L 0G2, or email: registrar@trentu.ca.

Notification of Use and Disclosure of Personal Information to Statistics Canada

Statistics Canada is the national statistical agency. As such, Statistics Canada carries out hundreds of surveys each year on a wide range of matters including education. It is essential to be able to follow students across time and institutions to understand, for example, the factors affecting enrolment demand at post-secondary institutions. The increased emphasis on accountability for public investment means that it is also important to understand 'outcomes'. In order to conduct such studies, Statistics Canada asks all colleges and universities to provide data on students and graduates. Institutions collect and provide to Statistics Canada, student identification information (student's name, student ID number, Social Insurance Number), student contact information (address and telephone number), student demographics 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 provisions of the Statistics Act prevent the information from being released in any way that would identify a student.

Students may contact Statistics Canada via email if they have any questions: statcan.PSIS-SIEP.statcan@canada.ca.

Student Records Policies

Access to Student Record Policy

By applying for admission to Trent University and by registering in programs or courses at the University, students accept the University's right to collect pertinent personal and academic information. The information is used to assess their qualifications for admission, establish and update a record of their academic performance, determine their eligibility for awards and scholarships, determine government funding, and allow the University to undertake its obligations under The Trent University Act, 1962-63. For further information on the collection and use of this information, or if you have concerns about the collection and use of this information, please contact the University Registrar at registrar@trentu.ca.

All documentation provided to the University to support an application for admission, housing, financial awards, or any petition or appeal becomes the property of the University. The University Registrar, in the Office of the Registrar, is the custodian of all official physical and electronic academic records of all students who have been or are currently registered in academic programs at Trent University. The Office of the Registrar strives to ensure the security and privacy of personal information through the application of appropriate systems for access to that information, the development of procedures, and the education and training of staff and faculty to treat personal information in confidence.

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

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

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

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

I. Disclosure to the student:

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

II. Disclosure to faculty and administrative officers of the University:

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

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

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

IV. Disclosure to government agencies:

Student record information may be provided in the following instances:

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

V. Disclosure to student governments:

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

Important Dates

Please be advised that changes may occur to the dates listed below. Students should consult the School of graduate studies website for any changes, and any alteration in dates will be published in the Supplement to the Calendar each year. Where a deadline falls on a weekend, the following Monday will apply.

Please note graduate students are required to be registered for each active academic term (September, January and May).

FALL SESSION 2024 (September to December)

Note: Students who complete all degree requirements by September 28, 2024 will not be required to pay the term's fees. Students are still required to register for the term by the registration deadline of September 10. A defence date should be scheduled to allow adequate time for edits/revisions. Students who complete their degree requirements after September 28 will be required to pay fees for the term (any subsequent refund will be based on the date of degree completion: see [p. 129](#)).

Date	Day	Description
July 9	Tuesday	Graduate program registration opens for Fall 2024, Winter 2025 and Spring 2025 Course registration opens for Fall 2024 for all graduate students Course registration opens for Winter 2025 for all graduate students except those in Master of Management (M.MGT) and Applied Modelling & Quantitative Methods (AMOD) graduate degree programs
Aug. 5	Monday	University closed: Civic Holiday
Sept. 1	Sunday	Fall term begins
Sept. 2	Monday	University closed: Labour Day
Sept. 5	Thursday	Classes begin
Sept. 10	Tuesday	Final date for program and course registration and change of status (for 2024GF)
Sept. 19	Thursday	Final date for students to notify the School of Graduate Studies of their wish to observe their cultural or religious holidays during scheduled examination periods
Sept. 28	Saturday	Fee Payment deadline for Fall 2024 term Final date to withdraw from Fall 2024 term courses without financial penalty
Oct. 14	Monday	University closed: Thanksgiving Day
Oct. 18	Friday	Last day of classes prior to break
Oct. 21	Monday	Residential Reading and Laboratory Week begins
Oct. 28	Monday	Classes resume
Nov. 5	Tuesday	Final date to withdraw from Fall term half courses. After this date students remain registered in Fall term courses and receive final grades
Nov. 8	Friday	Course registration opens for Winter 2025 for graduate students in Master of Management (M.MGT) and Applied Modelling & Quantitative Methods (AMOD) graduate degree programs
Dec. 4	Wednesday	Last day of classes
Dec. 6	Friday	Scheduled mid-term test and Fall-term half-course final examination period begins (Peterborough and Durham)
Dec. 19	Thursday	Mid-term test and Fall half-course final examination period ends, 10:30 pm
Dec. 23	Monday	Winter Vacation and Reading period begins (check department websites for service hours)
Dec. 23 – Jan. 1		University closed: Winter holiday

WINTER SESSION 2025 (January to April)

Note: Students who complete all degree requirements by January 28, 2025 will not be charged the term's fees. Students are still required to register for the term by the registration deadline of January 10. A defence date should be scheduled to allow adequate time for edits/revisions. Students who complete their degree requirements after January 28 will be required to pay fees for the term (any subsequent refund will be based on the date of degree completion: see [p. 129](#)).

Date	Day	Description
Jan. 1	Wednesday	Winter Term begins
Jan. 6	Monday	Classes resume
Jan. 10	Friday	Final date for program and course registration and change of status without a late registration fee (for 2025GW)
Jan. 20	Monday	Final date for students to notify the School of Graduate Studies of their wish to observe their cultural or religious holidays during scheduled examination periods
Jan. 28	Tuesday	Fee Payment deadline for Winter 2025 term Final date to withdraw from Winter 2025 term courses without financial penalty
Feb. 6	Thursday	Final date to withdrawal from Fall term full courses. After this date students remain registered in Fall term full courses and receive final grades
Feb. 14	Friday	Last day of classes prior to break
Feb. 17	Monday	University closed: Family Day Residential Reading and Laboratory Week begins
Feb. 24	Monday	Classes resume
Feb. 28	Friday	Course registration opens for Spring 2025 for all graduate students
Mar. 7	Friday	Final date to withdraw from Winter term half courses. After this date students remain registered in Winter term courses and receive final grades
Apr. 4	Friday	Last day of classes
Apr. 7	Monday	Examinations begin for Winter courses and full-year Fall/Winter session courses (Peterborough and Durham)
Apr. 18	Friday	Good Friday (Holiday – no exams)
Apr. 23	Wednesday	Examinations end for Winter courses and full-year Fall/Winter session courses, 10:30 pm

SPRING SESSION 2025 (May to August)

Note: Students who will complete all degree requirements before May 28, 2025 are not required to register and will not be charged the term's fees. It is recommended a defence date be scheduled prior to the 10th of May to allow adequate time for edits/revisions. Students who fail to meet this deadline will be required to register and pay fees for the term (any subsequent refund will be based on the date of degree completion: see [p. 129](#)).

Date	Day	Description			
May 1	Thursday	Spring/Summer Term begins Classes begin			
May 10	Saturday	Final date for program and course registration and change of status (for 2025GS) Final date for students to notify the School of Graduate Studies of their wish to observe their cultural or religious holidays during scheduled examination periods			
May 19	Monday	University closed: Victoria Day			
May 28	Wednesday	Fee Payment deadline for Spring/Summer 2025 term Final date to withdrawal from Spring/Summer 2025 term without financial penalty			
			12 week term (S12)	6 week term (S61)	6 week term (S62)
		Classes begin (week of)	May 1	May 1	June 16
		Final date to add courses	May 10	May 10	May 10
		Final date for withdrawal from courses - after this date students remain registered in courses and receive final grades	June 18	May 28	July 11
		Classes end	July 25	June 11	July 25
		Examination period	July 26-29	June 12-15	July 26-29

Academic Regulations

MASTER'S AND DOCTORAL DEGREE REGULATIONS

Registration

By registering and paying fees, students assume responsibility for understanding and abiding by the regulations and procedures included in this Calendar. Moreover, it is the student's responsibility to establish and maintain regular communication with their thesis/dissertation supervisor and graduate program. Students can refer to their graduate program Student Handbooks.

Students whose applications for admission to graduate study have been approved for full- or part-time study and all continuing graduate students should register by the dates recorded in the Graduate Calendar. Graduate students, full- or part-time, proceeding to a degree must maintain continuous registration in each successive term from the time of initial admission until the end of term during which the requirements for the degree are completed (i.e. successful defence and submission of final thesis/dissertation to the School of Graduate Studies) unless on an approved leave of absence.

Failure to Register

Graduate students are required to maintain continuous registration in their graduate programs. Students who fail to register or re-register by the published deadlines and have not been granted an official leave of absence, will be withdrawn from their program. Attending courses does not constitute official registration; students are required to register using myTrent and to submit the appropriate tuition fees by the required due date.

For subsequent reinstatement, the student must make an application for readmission to the School of Graduate Studies including the application fee, after which the program must make a written recommendation, outlining any academic conditions which it deems necessary.

Full-time, Part-time and Inactive status

A graduate student may have active full-time, active part-time, or leave of absence status while enrolled.

Full-time

A full-time student is one who:

- (i) is pursuing studies as a full-time occupation;
- (ii) is designated by the University as a full-time graduate student
- (iii) is geographically available and visits the campus regularly unless the program is designed as a remote/virtual learning environment
- (iv) is not regularly employed and/or working full-time hours within the University for any period for which they are registered as an eligible full-time graduate student,
- (v) is expected to be working at least 30-hours/week on their graduate studies and making satisfactory progress to degree completion, and

- (vi) in the light of the foregoing identifies himself as a full-time graduate student.

Notes

- It is understood that a graduate student may be absent from the University while still under supervision (e.g., visiting libraries, attending a graduate course at another institution, doing field work). If such periods of absence exceed four weeks in any term written approval must be obtained by completing the Request for Extended Leave. For the following requests, please see the "Graduate Registration Forms" option under Academics > Academic Record on the myTrent portal. Approvals must be obtained from the Graduate Program Director and the Manager of the Office of the Dean of Graduate Studies. Irrespective of this provision, a student conducting experimental work in an external laboratory would not normally be considered as a full-time student except by written permission of the Manager of the Office of the Dean of Graduate Studies upon recommendation of the supervisor.
- If the student is employed on a Graduate Teaching Assistantship, the terms of employment are governed under the Collective Agreement with CUPE Local 3908, Unit 2 and Trent University. This agreement can be found at trentu.ca/humanresources/human-resources-services/labour-relations
- Students who at any time cease to meet all of the criteria for full-time status, but are in good standing and wish to continue with their studies, must change to part-time status, where permitted by the program. If this change in status takes place during a term, adjustments to time limits and fees are made effective from the start of the next term. Such a change requires the written consent of the student's supervisor and Graduate Program Director.

Part-time

Note

- Financial circumstances alone are not grounds for a change from full-time to part-time status.

Graduate students requesting "part-time" status:

- (i) must be those employed on a full- or part-time basis (requiring a letter from their employer(s) to indicate a minimum 20 hour work week);
- (ii) employment with a student's supervisor will not normally be considered a basis for conversion from full-time to part-time status. Exceptions to this requirement must be approved by the Dean of Graduate Studies.
- (iii) must be those unable to attend on a full-time basis because of documented circumstances or responsibilities (e.g., child care, disability).

- (iv) may not register in more than one half the prescribed full-time program course requirements or equivalent per year.
- (v) must note that two years of part-time study shall be deemed equivalent to one year of full-time.

Change of Status

Students requesting a transfer from full- to part-time status must complete and submit the Request to Transfer to Part-Time Status. Please see the “Graduate Registration Forms” option under Academics > Academic Record on the myTrent portal > Change to Part Time Status. Approvals from the supervisor (if applicable) and Graduate Program Director are required.

Students requesting a transfer from part- to full-time status must complete and submit the Request to Transfer to Full-Time Status.

Please see the “Graduate Registration Forms” option under Academics > Academic Record on the myTrent portal > Change to Full Time Status Approvals from the supervisor (if applicable) and Graduate Program Director are required.

Requests for change of status are made effective from the start of the next term (as above). Requests will not be approved retroactively.

Leave of Absence

A leave of absence from a graduate program may be granted for a number of reasons which may include parental and maternity leave, medical leave, compassionate leave, or work leave. Requests will be considered on an individual basis and must have the approval of the supervisor (if applicable) and the Graduate Program Director before they are submitted to the School of Graduate Studies for approval. If not approved, graduate students may withdraw from their program.

A graduate student granted a leave of absence will not be registered and will not be required to pay fees for the duration of the leave. Students on leave will not be eligible to receive university fellowship support or other financial support from the University. In the case of funding by an external agency, the regulations of the granting agency will apply.

The length of time for completion of the degree will be extended by the duration of the leave. While on leave students will not normally be entitled to use University facilities and resources, or receive supervision (if applicable). Leaves of absence are for a maximum of three consecutive terms. Normally, a student will not be granted more than one leave of absence during a graduate degree program. The graduate student is required to re-register when ready to resume studies and will be assessed tuition fees at the time of re-entry. There will be a minimum period of registration and tuition beyond the leave of absence equal to one term (even if degree requirements are met before that date).

Graduate students on leave may request continued access to Library services by contacting the School of Graduate Studies. Requests for a leave of absence must be received prior to the registration deadline of the term to be effective for that term. Requests received after the

registration deadline will only become effective in the following academic term. Requests will not be approved retroactively.

Guidelines on Internal Program Transfers and Changing Streams within Masters Programs with Thesis/ Major Research Paper/ Internship Options

Students in a program with multiple degree options or in a Masters program with optional streams, may apply to change between degrees or streams with the approval of their supervisor and Graduate Program Director. Applications must be submitted to the School of Graduate Studies no later than the end of the second term of study, (i.e. April 30th of the first year of study for September starts). Continuation of funding will be reviewed with the application, however is not necessarily guaranteed. Form can be found at trentu.ca/graduatestudies/current-students/registration-and-course-enrolment. Please refer to the School of Graduate Studies Program Transfer Policy for further information on internal program transfers.

Parental Leave

Students may request a parental leave for up to three terms (or one calendar year). In the case that both parents are graduate students at Trent University, the leave may be taken by one parent or shared between both to a maximum of three terms total. Parental leave may be taken in addition to a standard leave of absence.

Time Limits

Time limits listed here are the maximum allowed for all graduate programs at Trent University. Individual programs may have their own time limit regulations. Please see the program sections for details.

The maximum time allowed to complete all requirements for the Master's degree (thesis-based) from initial registration is three years for a full-time candidate or five years for a part-time candidate. The maximum time allowed to complete all requirements for students in a course-based Masters program is two years for a full-time candidate or four years for a part-time candidate.

The maximum time allowed to complete all requirements for the Doctoral degree from initial registration is five years for a full-time candidate or nine years for a part-time candidate. (Note: see regulations pertaining to full-time/part-time status.)

When students change status from full-time to part-time (or vice-versa) the time remaining to complete degree requirements will be adjusted with one term of full-time study being equivalent to two terms of part-time study. Such adjustments will take effect at the start of the next term. In all cases, the total time to complete all degree requirements will not exceed five years (Master's) or nine years (Doctoral).

In the case of full-time students, the completion of course work is an absolute requirement by the end of two years (Master's), or three years (Doctoral) in order to continue in the program. PhD students should complete their comprehensive and qualifying exams within two years of beginning their studies, or within the time frame outlined in the program requirements.

Students seeking an extension beyond the approved time limit in a graduate program, as well as students who switch from full-time to part-time status, must establish an agreement with their supervisor that outlines a timeline to completion, including milestones and deadlines prior to submitting the request for extension. At the beginning of each subsequent term, the student must submit a progress report to the Graduate Program Director, copied to their supervisor, outlining the milestones achieved, as well as a revised agreement covering the next term. Failure to meet milestones in the agreement may be deemed as unsatisfactory work and may lead to removal from the graduate program.

Extension of Time Limits

No extensions of the prescribed time limits will be granted except under extraordinary circumstances. In such instances, a Time Limit Extension Request form must be completed by the student in consultation with the supervisor and submitted to the Graduate Program Director. If the Director supports the request, a recommendation will be referred to the Dean of Graduate Studies for approval.

University-Related Employment for Full Time Graduate Students

Full time graduate students should be in a position to devote their full time and energy to a coherent program of graduate study and research, and should make full time progress toward completion of the requirements of that program. Even though university-related employment (such as an assistantship for teaching, research or administrative tasks) may provide a significant portion of the financial support that enables a graduate student to pursue graduate study, and may provide experience that supplements the formal academic program in developing skills relevant to a future faculty position or other career; too much time spent on employment activities diverts time and energy from the program of study and research, and delays completion.

Withdrawal from the University

A student who wishes to withdraw from their graduate program and the University must complete a withdrawal form found at trentu.ca/graduatestudies/current-students/registration-and-course-enrolment or send a signed, dated letter to the School of Graduate Studies, copied to the Graduate Program Director and the thesis/dissertation supervisor (if applicable).

Once the School of Graduate Studies is in receipt of the form or letter of withdrawal, fees will be adjusted accordingly (following Trent University's Graduate Refund Schedule, see [p. 131](#)) and a notation will be placed on your transcript indicating Withdrawn in Good Standing. Any scholarship, bursary or other financial support will be adjusted based on the date of withdrawal and may require repayment to the University.

A student who withdraws without completion of the form or a letter will not be eligible for any refund of fees paid nor exemption from fees.

Students who withdraw or change their status to part-time before the end of a term will be required to repay any scholarship funds previously paid to the student.

Readmission

A student who has withdrawn in good standing, may apply for readmission online through the Ontario Universities Application Centre. An updated plan of study will be required. Students will be considered on an individual basis and will require the approval of the Graduate Program Director and Supervisor (if applicable). Further course work may be required depending on length of absence and/or program requirements. Students should also consult their individual program regulations for re-admission. Students returning from inactive status (e.g., leave of absence) or re-admitted students will require a minimum period of registration and payment amounting to one term (even if degree requirements are met before that date). No defence will be scheduled or held without registration being completed before the proposed date of the defence.

Courses

A student will be required to obtain a second class standing (B-/70%) in all required graduate courses or a higher standard as required by a particular graduate program. A program may prescribe additional graduate courses and the student may be required or permitted by the program to take courses in addition to those prescribed for credit. Subject to a review of the candidate's competence in their major subject, a candidate may be permitted to take one course in another department/program.

Undergraduate Courses Taken for Graduate Credit

The number of undergraduate courses or combined courses in which undergraduate students predominate cannot exceed 1/3 of the total course requirement for the degree. Undergraduate courses taken in addition to graduate courses will be charged the regular undergraduate tuition in addition to the graduate fees, unless the course is part of the degree requirements of the graduate program or the fees are waived by the Dean of Graduate Studies.

Course Registration, Adding or Dropping Courses

All students must register for courses by the registration deadline of each academic term. Students should be aware of academic regulations with regard to the number of required courses as well as the deadlines to drop a course without academic or financial penalties.

Regulations Concerning Dates for Adding/Dropping Graduate Courses

- 1) This regulation pertains to elective courses; students are not permitted to drop required courses.
- 2) The start and end date of graduate courses will be identified in the course syllabus.
- 3) For courses that follow the normal academic term dates *(i.e. Fall/Winter, Fall, or Winter) course add / drop dates will match the published dates in Important Dates (see [p. 8](#)).
- 4) For courses offered over a non-standard timeframe, e.g. compressed or reading courses, the last date by which a student can be enrolled in the course or can drop the course will be identified in the course syllabus.
- 5) Normally at least 25% of the grade in a graduate course must be determined and made available to students by the deadline for withdrawal (“Drop date”) from a course.
- 6) For extenuating circumstances, or for any adds or drops outside of the published dates, a manual Course Add/Drop form, available at Program Offices, should be used including the signatures of the course instructor and student’s supervisor. If the student has not been assigned a supervisor, the program director must sign the form.

Audit Policy for Graduate Students

Upon the recommendation of the supervisor or Graduate Program Director, and with the permission of the Manager of the Office of the Dean of Graduate Studies, a graduate student may register to audit the equivalent of one full-credit course in any graduate or undergraduate program at Trent University without being assessed any additional fees. Courses taken for audit will not count for credit towards the student’s graduate degree program, nor will the student be allowed to write final examinations or receive grades for courses which are audited. Courses which are audited will be recorded on the student’s transcript and the term “AU” will appear in lieu of a grade. It is the student’s responsibility to obtain permission from the course instructor to audit.

Grading System for Courses

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

A+	90 – 100	B+	77 – 79	F	0 – 69
A	85 – 89	B	73 – 76		
A-	80 – 84	B-	70 – 72		

In addition to the above, the following symbols may also be used on grade reports. These symbols are also used on the academic transcript of students; AU (audit course); F (fail); INC (incomplete); INP (in progress); P (pass); PRE (pre-registered); PWD (pass with distinction); PWR (pass with remediation); SAT (satisfactory); UNST (unsatisfactory); WDN (withdrawn).

Incomplete Standing

Incomplete standing permits students to prearrange with their instructor an alternate date to submit any remaining work in a course and may be granted in cases where:

- (i) a student is unable to complete in proper time the work requirement of a course for reasons beyond the student’s control such as illness, physical or emotional disability,
- (ii) loss of or damage to work already completed or in progress, or adverse seasonal effects on field or laboratory projects.
- (iii) permission is granted by the program to allow the student to retake a program requirement at a future date as indicated in the program regulations and determined by the Program Director.

Incomplete Standing is to be used for students who, for a compelling reason, are not able to complete their work during the term. The grade of INC may be carried for a maximum of one term after which the grade assigned is based on the work received to date. Permission from the Dean of Graduate Studies will be required to carry a grade of INC for more than one term. An “incomplete” shall be assigned only with the written approval of the Graduate Program Director. When the work is received, the department will submit a Change of Grade form to the School of Graduate Studies and the student’s record will be updated.

Students wishing temporary incomplete standing at the end of a course must petition through the program involved and, where possible, properly support and document the reasons. Petitions for incomplete standing must be made before the submission of final grades to the School of Graduate Studies.

The deadline for submission of final grades for incomplete courses is April 30 for Fall half-courses, August 31 for Winter half-courses, and December 15 for Summer courses. Failure to meet a revised deadline may result in a grade of F.

Incomplete standing should not be confused with aegrotat standing, which applies only in cases where students are unable, through similar physical or emotional disability, to write or perform in final examinations.

Aegrotat Standing

In unusual circumstances, a student may be exempt from writing a final exam. This decision is at the instructor’s discretion. The instructor has the right to request documentation from the student. The School of Graduate Studies must receive notice of Aegrotat Standing for a student from the Graduate Program Director. The School of Graduate Studies will add a notation of AG next to the assigned grade on the student’s transcript. Aegrotat standing marks are determined using a calculated final examination mark for the student in question. The examination mark is calculated by adding to the student’s term mark the class final examination average minus the class term-work average.

Course Outlines/Syllabi

Each course has a syllabus which includes the following:

1. General Course Information:
 - 1.1 Course name and number; semester and year; and requisites and exclusions, if any
 - 1.2 Faculty member's name; office location; scheduled student consultation hours; office telephone number; e-mail address; faculty/course web site(s) if available.
2. Course Description
 - 2.1 Calendar course description
 - 2.2 The intended learning outcomes
 - 2.3 Topics with their approximate sequence and schedule
 - 2.4 If using a non-standard term, the deadlines (drop/add date, exam schedule, final grade availability) should be included
 - 2.5 Reading lists and other course materials and/or equipment
 - 2.6 A description of the teaching method(s) that will be used (e.g. lecture, laboratory, studio, cases, problem-based learning, seminar, field work, oral presentations, or combinations of these)
 - 2.7 A schedule of field trips or required activities outside of class time
3. Expectations/Requirements
 - 3.1 A list and weighting of all assignments, tests, exams, group and other work to be graded, and a general description of these
 - 3.2 A schedule of deadlines for graded work
 - 3.3 The penalty for not meeting submission deadlines
 - 3.4 Any exceptions to the final grade due policy
4. University Policies
 - 4.1 Academic Integrity Policy
 - 4.2 Access to Instruction

The syllabus will be approved by the Dean of Graduate Studies. The instructor should review the syllabus with students at the first class in the course. Any change thereafter in the grading scheme must be agreed to in writing by all students pre-sent at a subsequent class; at the class immediately following that one, the revised section of the syllabus must be posted or otherwise communicated.

Grading Criteria

Normally, at least 25% of the grade in a graduate half-credit course offered in the Fall/Winter academic session must be made available by the final date for withdrawal. Where a non-standard term is being used, the course outline should include the drop/add date.

Final Grades

Either the final grade or an entry of INC (denoting "incomplete") must be submitted within two weeks of the end of the term. Any departure from the above regulations shall require the authorization of the Dean of Graduate Studies.

Official Final Grades

Final grades are official 30 days after they have been released by the School of Graduate Studies. If errors in the calculation or recording of grades come to light after the grades have been released, all affected grades may be recalculated and raised or lowered with the approval of the Dean of Graduate Studies. This process must be completed, and corrected transcripts must be issued, however, before the 30-day period has passed. Instructors are not permitted to release final grades. Final examination marks can be released to students only after final grades have been released by the School of Graduate Studies. There is no time limit to reopen a grade in a case of academic dishonesty.

Unsatisfactory Work

On the recommendation of the program, approved by the Dean of Graduate Studies, a student whose work is unsatisfactory may at any time be required to withdraw from the University. Students should note that individual programs may have criteria beyond those listed below. Please refer to the program section of the calendar for further details.

Unsatisfactory work includes any of the following:

- course work receiving a final grade lower than B- (70%) or the required minimum as established by a program. See Failed Course Policy (p. 15).
- course work not completed within the specified timeframe
- failure to maintain satisfactory progress in research and/or thesis/dissertation work as determined by the supervisory committee.

Failed Course Policy

Masters students who obtain less than 70% in a non-required course may take another course in substitution. If 70% is not obtained on the substituted course, the student will then be obliged to withdraw from the program. Only one such substitution will be permitted as part of requirements of any degree.

Students who obtain less than 70% on a required course (as designated by the program) will not be permitted to retake the course and will be required to withdraw from their program.

For PhD programs see individual program regulations.

Language Requirement for Theses/Dissertations

Theses/dissertations will be written and defended in English (or in French, subject to individual program's policy/practice), unless the Dean of Graduate Studies, acting on the recommendation of the Director of the Graduate program involved, grants an exception to this rule. The Dean must take into account: a) the relevance of this language to the content of the thesis/dissertation, and b) the availability of Trent graduate faculty members fluent in the language (both verbal and written) who can supervise the thesis/dissertation, and c) the availability of External and Internal Examiners fluent in the language (both written and verbal) who can effectively participate in the thesis/dissertation examination. Application to defend in a language other than English or French must be submitted to the Dean of Graduate Studies by the Graduate Program Director at least one (1) year in advance of the proposed date of the thesis/dissertation defence. In any case, the Title and Abstract of the Thesis/Dissertation must also be provided in English.

Change of Name

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

Email Accounts

At the time of first registration at the University, students are issued a Trent user ID and password and a Trent email account. The Trent email account is considered the official email account and will be the only email account used to communicate with students for academic and administrative purposes. Students are responsible for ensuring that they monitor and maintain their Trent email account and to ensure that email is accessed, read, and acted upon in a timely fashion. Students should be aware that emails from non-Trent accounts will not be considered official.

MASTERS RESEARCH AND THESIS REQUIREMENTS

Thesis Supervision

A supervisory committee for each graduate student in a thesis-based Masters program shall be approved by the Graduate Program Director to which the candidate is admitted. It shall consist of the thesis supervisor and at least one other faculty member who meets the School of Graduate Studies and the program requirements, with the supervisor as committee chair.

The role of the committee shall be:

- (i) to ensure that reasonable progress is being made by the student in his/her research and course work. The supervisor shall submit a report on this progress through the Graduate Program Director to the School of Graduate Studies at the end of each Winter term.
- (ii) to approve the thesis topic and any prescribed work.
- (iii) to recommend to the Graduate Program Director appropriate action (withdrawal, further research, or course work) in light of the student's progress.
- (iv) to recommend the membership of the thesis examining committee when the final draft of the thesis has been approved by the committee

If a student's supervisor expects to be absent from the University for an extended period of time (two months or more) it is his/her responsibility either to make suitable arrangements in writing with the student and the Graduate Program Director for the continued supervision of the student, or to request the Graduate Program Director to appoint an interim supervisor. Such arrangements must be communicated in writing to the student with a copy to the Dean of Graduate Studies before the supervisor leaves the University.

Guidelines for graduate programs, graduate students, faculty and the Committee on Graduate Studies can be found at the following website: trentu.ca/graduatestudies/current-students-faculty

Major Research Paper/Internship Streams

The Major Research Paper will be read and graded by the supervisor, and at least one second reader, selected from among Trent faculty members appointed to graduate programs. Individual programs may require additional readers and/or committee members, one of whom may be external to the university. The MRP will receive a numerical grade. Additional requirements vary across programs; for further details the students should consult individual Program Guidelines.

The Research Essay for the Internship will be read and graded by the supervisor and assigned a numerical grade, on the condition that a favourable Internship report has been received from the Internship Placement supervisor.

Research Requirements

A candidate for a Master's degree will undertake research and write a thesis or complete a major research paper or internship as required by the program. In the thesis, major research paper or research paper associated with the internship students should give evidence that they have made a logical and intelligent approach to the selected problem and the language of the written submission should be clear and precise; the work should demonstrate the development and support of a sustained argument or originality in the application of knowledge (see OCAV Degree level expectations for more information) as required by the program. Note: All research conducted under the auspices of Trent University by graduate students, funded or unfunded, that involves human subjects requires approval by the Research Ethics Committee of Trent University. Research Ethics guidelines are published on the Research Office website at trentu.ca/ori/research-services/ethics/human-participant-research.

Although a thesis, major research paper or internship paper may be submitted at any time, candidates should note the submission deadlines for the Spring Convocation in the academic Calendar and take into account normal times for review of such documents.

Course Requirements

A student will be required to obtain a second class standing (B-/70%) in all required graduate courses, or a higher standard as required by a particular program. A program may prescribe additional graduate courses and the student may be required or permitted by the program to take courses in addition to those prescribed for credit. Subject to a review of the candidate's competence in his/her major subject and subject to Program requirements, a candidate may be permitted to take one graduate course in another department/program.

Principles Governing Submission and Examination of Theses

1. Submission of thesis for examination

- 1.1 Supervisory Committee members shall review a complete version prepared in conformity with program requirements of the thesis and send a signed "Pre-Exam" form to the Graduate Program Director verifying that the thesis meets degree level expectations and is of sufficient quality to proceed to formal examination.

2. Examining committee

- 2.1 After the supervisory committee has confirmed that the thesis may proceed to examination, the Program Director establishes a committee to participate in the examination and defence, consisting of a Chair, the supervisor, at least one member of the supervisory committee and at least one other member, internal or external to the University who is not a member of the supervisory committee; and determines the date, place and time of the defence.

3. Thesis examination

- 3.1 Copies of the thesis shall be distributed amongst the Examining Committee by the Graduate Program Director at least three weeks before the scheduled date of the oral, along with a covering letter from the Graduate Dean explaining the status of the thesis and the range of options for its disposition.
- 3.2 A "Pre-Oral Defence" form is supplied on which each examiner, who has not previously approved the thesis, should verify whether they recommend that the oral examination should proceed. These forms must be returned to the Graduate Program Director at least one week before the scheduled date of the oral.
- 3.3 A negative response by any member of the Examining Committee may result in cancellation of the defence and return of the thesis to the student.

4. Defence

- 4.1 The thesis will be defended by the candidate in an oral examination before the Examining Committee.
- 4.2 Every attempt shall be made to schedule the defence within six to eight weeks from the date of approval of the submitted thesis by all members of the Supervisory Committee.
- 4.3 All graduate thesis defences will be conducted on one of the Trent campuses with the Examining Committee and the candidate physically present at the examination. The Dean of Graduate Studies, acting on the recommendation of the director of the graduate program involved, will permit some members of the examining committee and/or the candidate to participate by video or teleconference. When an external examiner is a member of the Examining Committee, in extraordinary situations where neither in person or videoconference examinations are possible, the external examiner may be asked to review the thesis and provide a detailed written assessment of the thesis and questions that will be asked during the defence by the examination chair. Requests for this exam status must be submitted by the Program Director to the Dean of Graduate Studies in advance of thesis defence.
- 4.4 The Examining Committee, and the defence examination, will be chaired by a person appointed by the Graduate Program Director.
- 4.5 Subject to the policy of individual graduate programs, any member of the university or public is free to attend an oral thesis defence examination.
- 4.6 The chair will give priority to questions from members of the Examining Committee, and will adjourn the examination when the Examining Committee decides that further questioning is unnecessary.
- 4.7 The deliberations of the Examining Committee are held in camera. That is to say, only appointed members of the Examining Committee are present at this stage.

- 4.8 It is the responsibility of the chair to see that a report on the examination is prepared before the committee adjourns.
- 4.9 Five recommendations are open to the Examining Committee:
- the thesis is approved as it stands, or
 - the thesis is approved provided certain minor revisions are made, or
 - the thesis is approved provided certain major revisions are made, or
 - the thesis is not approved as it stands but may be resubmitted, and re-examined by some or all of the Examining Committee (this may or may not involve another oral defence), or
 - the thesis is not approved.
- 4.10 The voting is based on a simple majority. In the case of a tie vote, the Chair will consult with the Dean to resolve the tie.
- 4.11 If revisions are required, the Examining Committee must provide a written list of required revisions to the Graduate Program Director within a week following the oral examination. Minor revisions are defined as changes that can be made readily to the satisfaction of the supervisor. Major revisions are defined as corrections requiring structural changes, or other substantive revision. When a thesis is accepted with major revisions, a precise description of the modifications must be included with the Examining Committee's report as well as a time within which the revisions will be accepted. It is then the responsibility of the candidate's supervisor to demonstrate to the Examining Committee that the required revisions have been made. In the case of a thesis that is not approved but that may be resubmitted, the Examining Committee will determine whether the thesis or portions of it will be reviewed by one or more members of the Committee following revisions, or whether a second defence is required.
- 4.12 If the Examining Committee is not prepared to reach a decision concerning the thesis at the time of the thesis defence, it is the responsibility of the chair to determine what additional information is required by the committee to reach a decision, to arrange to obtain this information for the committee, and to call another meeting of the committee as soon as the required information is available. It is also the chair's responsibility to inform the candidate that the decision is pending.

5. Final submission

- 5.1 The Graduate Program Director, in consultation with the thesis supervisor (and/or co-supervisors), must verify that appropriate corrections have been made, and then submit a summary report of the thesis defence and examination to the School of Graduate Studies.
- 5.2 An approved thesis may be submitted at any time following the oral defence. However, candidates wishing to graduate at Spring Convocation should refer to the deadlines for submission of final copies

of successfully defended theses. Candidates not meeting these deadlines are required to re-register until the thesis has been formally submitted and approved by the University.

- 5.3 The formal submission of the thesis to the University is made to the School of Graduate Studies. At this point, the thesis should be in its final typed version, and in PDF format. Submit final PDF copy to graduate@trentu.ca for review. The School of Graduate Studies will review and inform the student when the final copy is approved for submission.
- 5.4 After the thesis has been formally approved, the candidate will submit their thesis online through the thesis submission portal. Some graduate programs may have additional submission requirements. Students should check with their home department regarding such.
- 5.5 When the thesis is submitted, the candidate is required to complete a non-exclusive licensing form. This gives consent for Trent University Library & Archives and Library and Archives Canada to make the thesis available to interested persons and grants a non-exclusive, for the full term of copyright protection, license to both Trent University Library & Archives and Library and Archives Canada.

6. Binding of thesis

- 6.1 Theses may be bound in Trent green with front cover and spine writing in gold. Binding arrangements can be made through the School of Graduate Studies. A bound hardcopy maybe required by the program - please see your program for specific guidelines. Students have the option of having personal copies bound through the School of Graduate Studies. Fees for binding will be charged to the student account.

7. Intellectual property and copyright regulations

- 7.1 For information concerning intellectual property and copyright regulations, please refer to the "Guidelines for the use and ownership of intellectual property developed by graduate students at Trent University" found in the Policies and Procedures section of this academic calendar.

Notes

- Arrangements and expenses for producing the final thesis copies are the responsibility of the student.
- Information and a detailed guide on the preparation of thesis can be found on the graduate studies website: trentu.ca/graduatestudies

PHD RESEARCH AND DISSERTATION REQUIREMENTS

Supervision

A supervisory committee for each graduate student in a PhD program shall be named by the Director of the Graduate Program to which the candidate is admitted. It shall consist of the dissertation supervisor and at least two other faculty members who meet the School of Graduate Studies and the program requirements, with the supervisor as committee chair.

The role of the committee shall be:

- (i) to ensure that reasonable progress is being made by the student in his/her research and course work. The supervisor shall submit a report on this progress through the Graduate Program Director to the School of Graduate Studies at the end of each Winter term.
- (ii) to approve the dissertation topic and any prescribed work.
- (iii) to recommend to the School of Graduate Studies appropriate action (withdrawal, further research, or course work) in light of the student's progress.
- (iv) to recommend the membership of the dissertation examining committee when the final draft of the dissertation has been approved by the committee.

If a student's supervisor expects to be absent from the University for an extended period of time (two months or more) it is his/her responsibility either to make suitable arrangements in writing with the student and the Graduate Program Director for the continued supervision of the student, or to request the Graduate Program Director to appoint an interim supervisor. Such arrangements must be communicated in writing to the student with a copy to the Dean of Graduate Studies before the supervisor leaves the University.

Guidelines for graduate programs, graduate students, faculty and the Committee on Graduate Studies can be found on the graduate studies website.

Dissertation Requirements

A candidate for a PhD degree will undertake research and write a dissertation. In the dissertation, students should give evidence that they have made a logical and intelligent approach to the selected problem and demonstrate the ability to conceptualize, design and implement research for the generation of new knowledge and to make informed judgments on complex issues. The dissertation should demonstrate original research or other advanced scholarship of a quality to satisfy peer review and merit publication. Note: All research conducted under the auspices of Trent University by graduate students, funded or unfunded, that involves human subjects requires approval by the Research Ethics Committee of Trent University. Research Ethics guidelines are published on the Research Office website at trentu.ca/ori.

Although a dissertation may be submitted at any time, candidates should note the dissertation submission deadlines for the Spring Convocation in the academic Calendar and take into account normal times for review of such documents.

Course Requirements

A student will be required to obtain a second class standing (B-/70 %) in all required graduate courses, or a higher standard as required by a particular program. A program may prescribe additional graduate courses and the student may be required or permitted by the program to take courses in addition to those prescribed for credit. Subject to a review of the candidate's competence in their major subject and subject to Program requirements, a candidate may be permitted to take one course in another department/program.

Principles Governing Submission and Examination of Dissertations

1. Submission of dissertation for examination

- 1.1 Supervisory Committee members shall review a complete typed version of the dissertation, prepared in conformity with Program requirements, and send a signed "Pre-Exam" form to the Graduate Program Director verifying that the dissertation meets degree level expectations and is of sufficient quality to proceed to formal examination.

2. Examining committee

- 2.1 After the supervisory committee has confirmed that the dissertation may proceed to examination, the Graduate Program Director establishes a committee to participate in the defence, consisting of a Chair, the supervisor, at least one member of the supervisory committee, one Trent faculty or adjunct member external to the supervisory committee and one member external to the University. The Graduate Program Director determines the date, place and time of the defence.
- 2.2 The external examiner must not have any affiliation with the university or the candidate that might be construed as creating a conflict of interest. Guidelines on conflict of interest are available from the School of Graduate Studies.

3. Dissertation examination

- 3.1 Copies of the dissertation shall be distributed amongst the Examining Committee by the Graduate Program Director at least three weeks before the scheduled date of the oral, along with a covering letter from the Graduate Dean explaining the status of the dissertation and the range of options for its disposition.
- 3.2 A "Pre-Oral Defence" form is supplied on which each examiner, who has not previously approved the dissertation, should verify whether they recommend that the oral examination should proceed. These forms must be returned to the Graduate Program Director at least one week before the scheduled date of the oral.
- 3.3 A negative response by any member of the Examining Committee will result in cancellation of the defence and return of the dissertation to the student. An examiner who indicates that a dissertation is not suitable for defence will provide a

written explanation of the deficiencies and the changes necessary to make the dissertation acceptable for defence.

4. Defence

- 4.1 The dissertation will be defended by the candidate in an oral examination before the Examining Committee.
- 4.2 Every attempt shall be made to schedule the defence within six to eight weeks from the date of approval of the submitted dissertation by all members of the Supervisory Committee (see 1.1 above).
- 4.3 All graduate dissertation defences will be conducted on one of the Trent Campus with the examining committee and the candidate physically present at the examination. The Dean of Graduate Studies, acting on the recommendation of the Director of the graduate program involved may permit some members of the examining committee to participate by video or teleconference. Requests for this exam status must be submitted by the Program Director to the Dean of Graduate Studies in advance of the dissertation defence.
- 4.4 The Examining Committee, and the defence examination, will be chaired by a person appointed by the Graduate Program Director.
- 4.5 A quorum consists of the external examiner and two other members of the examining committee, not including the chair.
- 4.6 If any member of the examination committee cannot be present, the defence may be postponed at the discretion of the Graduate Program Director. The candidate shall not be penalized unduly by a postponement.
- 4.7 Subject to the policy of individual graduate programs, any member of the university or public is free to attend an oral dissertation defence examination.
- 4.8 The chair will give priority to questions from members of the Examining Committee, and will adjourn the examination when the Examining Committee decides that further questioning is unnecessary.
- 4.9 The deliberations of the Examining Committee are held in camera. That is to say, only appointed members of the Examining Committee are present at this stage.
- 4.10 It is the responsibility of the chair to see that a report on the examination is prepared before the committee adjourns.
- 4.11 Five recommendations are open to the Examining Committee:
 - (i) the dissertation is approved as it stands, or
 - (ii) the dissertation is approved provided certain minor revisions are made, or
 - (iii) the dissertation is approved provided certain major revisions are made, or

- (iv) the dissertation is not approved as it stands but may be resubmitted, and re-examined by some or all of the Examining Committee (this may or may not involve another oral defence), or
- (v) the dissertation is not approved.

- 4.12 The voting is based on a simple majority. In the case of a tie vote, the Chair will consult with the Dean to resolve the tie.
- 4.13 If revisions are required, each member of the Examining Committee must provide a written list of required revisions to the Graduate Program Director immediately following the oral. Minor revisions are defined as corrections that can be made immediately to the satisfaction of the supervisor. Major revisions are defined as corrections requiring structural changes, or other substantive revision. When a dissertation is accepted with major revisions, a precise description of the modifications must be included with the Examining Committee's report as well as a time within which the revisions will be accepted. It is then the responsibility of the candidate's supervisor to demonstrate to the Examining Committee that the required revisions have been made. In the case of a dissertation that is not approved but may be resubmitted, the Examining Committee will determine whether the dissertation or portions of it will be reviewed by one or more members of the Committee following revisions, or whether a second defence is required.
- 4.14 If the Examining Committee is not prepared to reach a decision concerning the dissertation at the time of the dissertation defence, it is the responsibility of the chair to determine what additional information is required by the committee to reach a decision, to arrange to obtain this information for the committee, and to call another meeting of the committee as soon as the required information is available. It is also the chair's responsibility to inform the candidate that the decision is pending.

5. Final submission

- 5.1 The Graduate Program Director, in consultation with the dissertation supervisor, must verify that appropriate corrections have been made, and then submit a summary report of the dissertation defence and examination to the School of Graduate Studies.
- 5.2 An approved dissertation may be submitted at any time following the oral defence. However, candidates wishing to graduate at Spring Convocation should refer to the deadlines for submission of final copies of successfully defended dissertations. Candidates not meeting these deadlines are required to re-register until the dissertation has been formally submitted and approved by the University.
- 5.3 The formal submission of the thesis to the University is made to the School of Graduate Studies. At this point, the thesis should be in its final typed version, and in PDF format. Submit final PDF copy to graduate@trentu.ca for review. The School

of Graduate Studies will review and inform the student when the final copy is approved for submission.

- 5.4 After the thesis has been formally approved, the candidate will submit their thesis online through the thesis submission portal. Some graduate programs may have additional submission requirements. Students should check with their home department regarding such.
- 5.5 When the thesis is submitted, the candidate is required to complete a non-exclusive licensing form. This gives consent for Trent University Library & Archives and Library and Archives Canada to make the thesis available to interested persons and grants a non-exclusive, for the full term of copyright protection, license to both Trent University Library & Archives and Library and Archives Canada.

6. Binding of dissertation

- 6.1 Dissertation may be bound in Trent green with front cover and spine writing in gold. Binding arrangements can be made through the School of Graduate Studies. A bound hardcopy maybe required by the program - please see your program for specific guidelines. Students have the option of having personal copies bound through the School of Graduate Studies. Fees for binding will be charged to the student account.

7. Intellectual property and copyright regulations

- 7.1 For information concerning intellectual property and copyright regulations, please refer to the "Guidelines for the use and ownership of intellectual property developed by graduate students at Trent University" found In the Policies and Procedures section of this academic calendar.

Notes

- Arrangements and expenses for producing the final dissertation copies are the responsibility of the student.
- Information and a detailed guide on the preparation of dissertations can be found on the graduate studies website: trentu.ca/graduatestudies

GRADUATE ACADEMIC INTEGRITY POLICY

Part I: Application and Definitions

1.1 Application

This policy applies to students registered in graduate programs or graduate courses at Trent University as well as to applicants to graduate programs at the University. (In addition to their responsibilities under the Academic Integrity policy, students should also be aware of their obligations under other university policies including Research Involving Human Participants and Animal Use Protocol).

1.2 Terminology

In this policy, “program” means graduate programs. “Director” means Directors of graduate programs. “Dean” means the Dean of Graduate Studies. “Instructor” means the person responsible for submitting a final grade for a course, where a course may be a regularly scheduled course or an individual study program. “Supervisor” means the faculty members assigned as a supervisor of study for a thesis, major research paper, internship report or the person responsible for determining the success or failure of any other degree requirement. Director, School of Graduate Studies means Director of the School of Graduate Studies. “AI Generator” means any software that uses artificial intelligence to produce content, including but not limited to text, images, and code.

1.3 Academic Integrity

Academic integrity is defined by the basic principles of honesty, trust, fairness, respect, and responsibility (as articulated by the International Center for Academic Integrity, [academicintegrity.org](https://www.icai.org/)). All members of the University community share the responsibility for the academic standards and reputation of the University. When students submit work for academic evaluation and credit, they imply that they are the sole authors of the work. Clear and careful attribution of the words and ideas of others is an essential part of academic scholarship. Academic honesty is a cornerstone of the development and acquisition of knowledge and is a condition of continued membership in the University community.

1.4 Academic Dishonesty

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

1.5 Plagiarism

Plagiarism is knowingly presenting words, ideas, images, data, or any other form of work of another person or source, including an AI generator (including essays, theses, lab reports, projects, assignments, presentations and posters) in a way that represents or could be reasonably seen to represent the work as one’s own. “Knowingly” includes ought reasonably to have known. Plagiarism

includes failure to acknowledge sources correctly, submitting materials copied from the internet without proper acknowledgement of the source and the misappropriation of others work including that of AI generators. Draft work submitted for evaluation is subject to the same standard as final work. Draft work of a preliminary nature that is submitted for review and comment rather than evaluation should be clearly marked as such, if for example, referencing of material is incomplete.

1.6 Cheating

Cheating is dishonest academic conduct or attempted dishonest academic conduct during tests or examinations or in the preparation of any other course work or in the presentation of credentials for admission to the University or one of its programs.

Cheating also includes the knowing falsification of data and the knowing misrepresentation of evidence.

“Knowing” includes ought reasonably to have known. Some common examples of cheating include:

- submitting one’s own original student work for credit in more than one course (includes a course being repeated) without the prior agreement of the instructors involved
- bringing aids, including electronic aids, that have not been authorized by the instructor into an examination or test
- using any unauthorized aid, including AI generators, in the preparation of any work submitted for academic credit or toward the completion of a degree; including thesis proposals, dissertations, exams, etc.
- impersonating another individual or colluding in an impersonation for an examination or test
- copying from one or more other individuals or AI generators or knowingly permitting one or more other individuals to copy from one’s own test, examination paper, lab report, or assignment
- collaborating with one or more other individuals when collaborative work has not been expressly authorized by the instructor
- communicating with one or more other students during a test or examination
- purchasing or selling any piece of work for submission, or facilitating the selling and purchasing of such material
- submitting purchased or AI-generated material as one’s own work
- falsifying or tampering with results in laboratory experiments or research assignments
- falsifying transcripts or tampering with documents used to make decisions about admissions to the University or one of its programs
- withholding transcripts or other required documents at the time of application to the University

- submitting false or misrepresentative medical certificates or other documentation in support of requests for concessions on academic work or deadlines

1.7 Student to consult if in doubt

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

Part II: Penalties and Procedures for Academic Offences on Course Work, Tests, Exams or Oral or Written Material Presented as Part of a Degree Requirement and/or Graduate Diploma Requirement

2.1 Expectations of graduate students

Graduate students study at an advanced level and the University has every expectation that all graduate students understand the meaning of academic integrity and will undertake work with academic integrity.

2.2 Penalty

The penalty for academic dishonesty on any part of a graduate student's thesis or dissertation research and the penalty for a second offence on a course assignment or test will be expulsion from the University. The penalty for the first offense of academic dishonesty on a course assignment or test will be a grade of zero, with no opportunity to resubmit, on the piece of work plus a transcript notation (e.g., 70% Academic Dishonesty).

2.3 Extraordinary circumstances

The usual penalty will be levied unless extraordinary circumstances are found which justify a different penalty.

2.4 Instructor/supervisor investigates

If an instructor or supervisor has reason to believe that a student has committed an academic offence they will so inform the student within a reasonable time and invite the student to meet to discuss the matter. The instructor/supervisor will make reasonable inquiries to investigate the circumstances of the matter. Instructors may request that the student provide rough work or materials used in preparing the work in question and/or explain the submission in question orally.

2.5 Instructor/supervisor finds no academic dishonesty

If after meeting with the student and reviewing the evidence the instructor/supervisor is satisfied that no academic dishonesty occurred, no further action will be taken by the instructor/supervisor unless new evidence comes to their attention.

2.6 Instructor/supervisor finds academic dishonesty, reports to Director, Graduate Program

If, after meeting with the student (or if the student fails to respond to the request for a meeting or does not attend a prearranged meeting) the instructor/supervisor concludes that academic dishonesty has occurred, the instructor/supervisor will prepare a report to the Director. Where the Director is the instructor or supervisor they will prepare the report themselves. The report will summarize the relevant

facts and evidence, including the student's version of events if given. The report will additionally state any extraordinary circumstances that are evident in the case. Copies of all supporting documentation will be attached to the report. The instructor/supervisor will inform the student in writing that a report to the Director has been prepared. A copy of the report will be emailed to the student's Trent University email account.

2.7 Opportunity for comment by student

Should the student wish to add to or clarify the information in the report, the student may send written comments to the Director, Graduate Program within seven days of the date of the report.

2.8 Director may forward to Dean of Graduate Studies

The Director shall review the report and any written comments submitted by the student. If the Director, Graduate Program is satisfied that no academic dishonesty occurred, no further action will be taken unless new evidence comes to their attention. If the Director concludes that academic dishonesty has occurred, they will forward the report and written comments to the student (by email to the student's Trent email) and to the Dean of Graduate Studies.

2.9 Graduate Studies Appeal Committee decides

Upon receipt of material from a Director, and upon a request from the student within fourteen days, the Dean will usually convene a Graduate Studies Appeal Committee to decide the case. The committee will normally be composed of three non-student, non- same program members of the Graduate Studies Committee (GSC). Where necessary for reasons of expertise or background, the Dean may appoint a non-member of the GSC as one of the three Committee members. The committee will review the written documentation provided and may seek additional information from the parties at its discretion. If the Appeal Committee determines that academic dishonesty has occurred, the Dean will inform the student (by email to the student's Trent email) and Program Director in writing of the decision.

2.10 Dean of Graduate Studies may decide based on extraordinary circumstances

If the Dean of Graduate Studies is satisfied that extraordinary circumstances justify a different penalty they may decide the case without convening an Appeal Committee.

2.11 Note on Tests and Exams

Where an allegation of academic dishonesty arises during a test or examination, the responsible invigilator will collect the available evidence and, if they are not the course Instructor, will notify the course Instructor who will proceed as detailed above.

PART III: Procedures for Applications to the University or One of its Programs

3.1 Notice to Director, School of Graduate Studies

Where the alleged academic dishonesty involves falsifying, misrepresenting, or withholding records for entry into the University or one of its programs, the Director, School of Graduate Studies will be informed.

3.2 Student notified

The Director, School of Graduate Studies will notify the student in writing of the allegation and will invite the student to meet within a reasonable time. If the student does not respond to the request for a meeting or does not attend a prearranged meeting, the Director, School of Graduate Studies will proceed to make a decision on the basis of the evidence before them.

3.3 Director, School of Graduate Studies

If, after reviewing the evidence, the Director, School of Graduate Studies is satisfied that no academic dishonesty occurred, the Director, School of Graduate Studies will inform the student in writing of their decision and no further action will be taken by the Director, School of Graduate Studies unless new evidence is brought to the Director, School of Graduate Studies' attention. If the Director, School of Graduate Studies is satisfied that academic dishonesty has occurred, the Director, School of Graduate Studies will decide the appropriate penalty and inform the student in writing of their decision. A written record of the incident, along with the documented evidence, will be kept on file at the School of Graduate Studies.

3.4 Appeal of Director, School of Graduate Studies' decision to Dean

The student has a right to appeal the decision of the Director, School of Graduate Studies by writing to the Dean setting out the grounds for appeal within two weeks of notification of the Director, School of Graduate Studies' decision. The Dean will normally respond to the appeal within two weeks of receiving the appeal.

Part IV: Other

4.1 Final Appeal

The student may appeal a decision of the Graduate Studies Appeals Committee, or the Dean, to the Special Appeals Committee of the University within four weeks of notification of the decision. The decision of the Special Appeals Committee is final within the University.

4.2 Privacy protection

In accordance with privacy legislation, personal information gathered under this policy will be shared only among university personnel on a need to know basis.

4.3 Other allegations of academic dishonesty

Any other allegations of academic dishonesty may be made in writing to the Dean. The Dean will determine the appropriate procedure to be followed.

4.4 No permanent record of dropped allegations

If it is determined that allegations are not supported by sufficient evidence, no permanent record of the incident will be kept on file at the offices of the program or School of Graduate Studies.

4.5 Withdrawal is not a stay of proceedings

A student's withdrawal from a course, program, or the University does not stay or prevent proceedings for academic dishonesty under this policy. Further, penalties for academic dishonesty determined under this policy will appear as appropriate on the student's record, including the student's transcript, despite any such withdrawal.

4.6 Report on Academic Offences

In years where there have been an academic offence(s), a summary of offence(s) (setting out the nature of each offence and the penalty) will be prepared by the Dean, published on an Academic Integrity website, and circulated to Senate for information.

4.7 Rescinding of degree

If an academic integrity violation is discovered after the degree has been awarded, the University retains the right to rescind the degree.

4.8 Removal of transcript notations

If a student wishes to have the transcript notation removed, an application can be made in writing to the Vice President (Academic). The letter should explain the reason for the request, what the student has learned from the experience, and what he/she has done to ensure violations of academic integrity will not occur again. Such applications may not be initiated before five years have passed. Zero grades and notations of expulsion for Academic Dishonesty will not be removed from the transcript.

4.9 Report on Academic Offences

A summary of academic offences (setting out the nature of each offence and the penalty) will be prepared by the Dean annually and circulated to Senate each year for information.

4.10 Participation of others in the appeal process

As long as advance notice is given, students who wish to do so may bring one support person to a meeting with the course instructor, program director, appeals committee or Dean. That person will not be permitted to participate in the discussion.

APPEALS PROCEDURE

General

Graduate students have the right to appeal academic decisions. Under this procedure, an issue should initially be dealt with as close to its source as possible. Students should first attempt to resolve a matter informally with the initial decision-maker(s). Where informal resolution is not possible, a student has the right to make a formal appeal. This procedure recognizes three areas for appeals: 1) those dealing with assignments and examinations associated with graded courses that are part of the requirements of a degree; 2) those dealing with the examinations or evaluations associated with major degree requirements such as comprehensive or candidacy examinations, evaluation of major research or internship papers and theses defences; and 3) those in which a student wishes to have a regulation waived on compassionate grounds or because of extenuating circumstances.

It is the responsibility of the student to present full supporting documentation and to state grounds for the appeal in writing. Details on the first step of an appeal process may be obtained from each Program Office and from the School of Graduate Studies. Dissatisfaction with, or ignorance or neglect of university policy or published deadlines does not constitute sufficient grounds for an appeal. Decisions related to admission to an academic program are not subject to appeal.

Formal Appeals

1. Formal appeals of grades on assignments or examinations that are part of a course

Appeals of grades on assignments/exams in a course should be made to the course instructor in the first instance, normally within four (4) weeks of receipt of the grade. Appeals submitted after that time may not be accepted.

The original grade of a student who is making an appeal cannot be lowered as a result of that appeal. If the appeal is denied, the instructor will provide the reasons in writing to the student.

Where the student is dissatisfied with the outcome, a further appeal may be made to the Director, Graduate Program. The Director, Graduate Program's decision is final subject to an appeal to the Special Appeals Committee.

2. Formal appeals of outcomes of comprehensive/candidacy examinations, thesis/dissertation examinations, or MRP/Internship evaluations, or other degree elements

Appeals of outcomes of comprehensive/candidacy examinations, thesis/dissertation examinations, MRP/ Internship evaluations, other degree elements, or recommendations for withdrawal from a degree program should be referred to the Director, Graduate Program in the first instance.

Appeals should be submitted to the Director, Graduate Program normally within four weeks of receiving the outcome in question. Appeals submitted after that time may not be accepted. If the appeal is denied, the Director, Graduate Program will provide the reasons in writing to the student.

3. Formal appeals for requests for an exemption to a University requirement must be directed first to the Director, Graduate Program

If the Director, Graduate Program agrees, the decision must also be approved by the Dean of Graduate Studies. If the Director, Graduate Program rejects the request, the student can appeal to the Dean of Graduate Studies. If not satisfied with that decision, the student may appeal to the Graduate Appeals Committee.

In all cases where the student is dissatisfied with the outcome at the program level, the appeal must then be sent to the Dean of Graduate Studies within two weeks of receiving the decision.

Upon receipt of an appeal, the Dean of Graduate Studies will inform the Director, Graduate Program and will convene the Graduate Studies Appeal Committee. The composition of the Committee will normally be three non-student, voting members of the Graduate Studies Committee (GSC) who are not members of the graduate program of the student. Where necessary for reasons of expertise or background, the Dean of Graduate Studies may appoint a non-member of the GSC as one of the three members. The Committee will review written documentation, including that of the earlier program-level appeal, and may seek additional relevant evidence at its discretion, including evidence from external experts. The remedy open to the Committee will be limited to a recommendation for reassessment and the conditions under which a reassessment will be made. The decision of the Committee is final, subject to an appeal to the Special Appeals Committee. The committee will attempt to reach a decision within eight weeks. The committee will provide the results and explanation of its decision to the Dean of Graduate Studies. The Dean of Graduate Studies will communicate the decision and explanation to the student and Director, Graduate Program.

In the event that there is a dispute over which process, (i.e., 1, 2 or 3) should be used for a particular appeal, the decision on process will be made by the Dean of Graduate Studies.

Students who have exhausted all other appeal processes may appeal to the Special Appeals Committee of Senate on the grounds that a policy or practice has caused the student undue hardship. Special appeals must be filed with the University Secretariat within four weeks of the receipt of the previous ruling. More information is found at the Special Appeals website: trentu.ca/governance/senate/committees/special-appeals-committee/application-form. All decisions of the Special Appeals Committee are final within the university and take effect when issued.

GUIDELINES FOR THE USE AND OWNERSHIP OF INTELLECTUAL PROPERTY DEVELOPED BY GRADUATE STUDENTS AT TRENT UNIVERSITY

Intellectual Property

All members of the University community must abide by Trent University's intellectual property policies and respect the intellectual property rights of others. It is the responsibility of all graduate students to read and familiarize themselves with Trent's policies and guidelines on intellectual property. The statement of the Research Office can be found at: trentu.ca/ori. Students are also encouraged to look at the Canadian Association of Graduate Studies (CAGS) publication on Intellectual Property: "A Guide to Intellectual Property for Graduate Students and Postdoctoral Scholars" published by the Canadian Association for Graduate Students: trentu.ca/ori/innovation-services/intellectual-property.

The following Guideline concerns the work done by a graduate student or research assistant and is intended to provide a short summary of the policies concerning intellectual property that are in place.

Guideline

Introduction

This Guideline is intended to clarify the types of Intellectual Property (IP) and to assist in determining ownership of Intellectual Property created or developed in whole or in part by Trent University graduate students. This guideline covers the rights of current and former Trent students while attending the University and after they leave. Intellectual Property rights do not extinguish when the student leaves the University; they survive for life.

This Guideline applies equally to all graduate students and research assistants ("students") and is to be read in conjunction with Trent University's Research policy on Intellectual Property and the TUFA Collective Agreement provisions ("TUFA Agreement").

I) Ownership of Student-Created Intellectual Property

Intellectual Property includes copyrights, patents, trademarks, industrial design, integrated circuit topographies, plant breeder rights, computer programs, and trade secrets. Examples of Intellectual Property most relevant to students at Trent include (but are not limited to) essays, research papers, lab assignments, articles, theses, dissertations, books, lectures delivered, research data, maps, photographs, videos, tapes, computer software, inventions and equipment, databases, and e-materials. In order to be protected by law, an item must satisfy three criteria: (a) it must be an original creation; (b) it must be a specific expression of an idea, not the idea itself; and (c) the item must be fixed in a physical form.

In most circumstances, ownership of intellectual property rights rests with the creator of the work, however this Guideline, along with Canadian Intellectual Property Statutes, provides certain exceptions. Pursuant to Section 13(3) of the Copyright Act, copyright to a work, such as literary works or computer software, developed or created in the course of employment is held by the employer, in the absence of an agreement to the

contrary. Special provisions apply, however, to any work that is an article or other contribution to a newspaper, magazine or similar periodical.

To the extent covered by Section II below, Section 13(3) of the Copyright Act shall not apply to works created by a student in the course of employment with Trent (including employment as a teaching assistant). In such circumstances, the student is the first owner of the copyright in the work. This follows the example of Article IV.7.2 of the TUFA Agreement which specifically excludes the application of section 13(3) of the Copyright Act to members: members hold the copyright in their original works, including lectures, lab manuals and other teaching materials, with some exceptions.

Students may enter into contractual agreements, such as with supervisors, the University, corporate sponsors, or other third parties, which may grant or determine Intellectual Property rights. Any such pre-existing contract shall govern ownership rights.

All students are strongly encouraged to discuss any potential Intellectual Property issues with their supervisors and to make the appropriate agreements in advance concerning ownership of Intellectual Property.

Any conflict between Canadian intellectual property laws and this guideline shall be resolved in favour of the applicable Canadian law.

Course Work: Examinations, Reports, Papers or Labs

The student holds copyright in any work submitted to meet a course requirement, or as part of a thesis or master's project. However, the following conditions are placed on the submission of the work:

- The original physical document becomes the property of the University.
- The University is granted a non-exclusive, royalty-free and perpetual license to reproduce and circulate the works for internal use as part of the University library collection and for teaching and research purposes.
- If a work was created with a substantial use of Trent resources, then the University reserves the right to a 25% share of net revenue generated by the work. The payment of salaries to graduate students and research assistants shall not be construed as use of the University's funds.

Trent holds the copyright in works that are directly requested or specifically commissioned by the University.

Theses, Dissertations and Master's Projects

The student holds copyright in the finished thesis or master's project, subject to the following exceptions. Ideas themselves cannot be the subject of Copyright. If the student developed the ideas contained in their thesis with a supervisor or research group, the rights to publish or commercially exploit the resulting work are shared with the supervisor, research group, and the University.

Where a student's thesis or master's project has been supported (in whole or in part) by research grants, there may be other contractual agreements affecting ownership and commercial exploitation. Students and supervisors should make themselves aware of these conditions prior to beginning the work.

The student shall display the international copyright notice, referring to the written work only, on the title page of the thesis or master's project. The student is also required to complete a Non-exclusive License to Reproduce Theses be granted to the National Library of Canada. The University is granted a non-exclusive, royalty-free and perpetual license to reproduce and circulate the works for internal use as part of the University library collection

Computer Programs

Computer programs and software are legally protected by Canadian copyright law. Where a student develops a program or software as part of a course, project or thesis, the student is the owner of the copyright. However, the student is required to grant the University a royalty-free license to use and distribute the software for educational, administrative and research activities within the University. This license does not include the right to use the software for commercial purposes. Use of software in the administration of the University shall not be considered a commercial purpose.

Where computer programs are developed using software owned or licensed by the University, the student must follow the terms and conditions of the license or purchase agreement.

Computer programs developed at the direct request of a supervisor, faculty or staff are the exclusive property of the University.

Research Data

Where data for a thesis, dissertation or MA project is collected by a student independently then it is the property of the student, unless a prior agreement exists with a professor or funder. Once a thesis has been passed, data collected by the student for these purposes remains with the student unless other prior agreements exist with a professor or funder.

Where the data is acquired as part of a joint effort, or using research instruments developed wholly or in part by the research supervisor, University or third party, ownership of the Intellectual Property in the data is shared. All parties involved are responsible for ensuring that proper acknowledgments of contributions are made when the data are released in any form.

Equipment and Inventions

Inventions, Improvements in Design or Developments ("Intellectual Property") discovered, constructed, developed or designed as part of course or thesis work is the property of the University if University resources (including, but not limited to, the work, funding, raw materials, and workspace) have been applied, in whole or in part, to the discovery, construction, design or development of equipment or inventions.

Equipment and inventions are the property of the student ONLY IF the equipment and invention was made without use, in whole or in part, of the University's funds, services, facilities, support and/or technical personnel.

Neither the use of normal academic facilities as defined in Article IV.1.2. of the TUFA Agreement nor the payment of salaries/stipends to students shall be considered use of the University's funds, services, facilities, support and/or technical personnel.

The University shall have the first option to carry out development of the intellectual property towards commercialization.

The University shall share equally with the student any revenue generated as a result of commercialization of any invention, improvement in design or development made by a student with the use, in whole or in part, of the University's funds, services, facilities, support and/or technical personnel.

II) Teaching

Intellectual Property created by the student for the purposes of teaching or assisting in teaching is owned in the first instance by the student. This includes course outlines, lectures, laboratory manuals, and all other teaching materials including, but not limited to, multimedia instructional aids prepared by the student using University facilities as defined in Article IV.1.2. of the TUFA Agreement (ie. computers, library, office and laboratory space, telephone, etc.).

At the discretion of the student, the student may grant a non-exclusive license to the University or a faculty member to reproduce and circulate the work for internal teaching and research purposes. Such license shall include the right to edit, modify, add to, or delete any part of the work.

III) Disclosure of Intellectual Property

All students must give notice to the University when Intellectual Property is believed to exist, through the "Preliminary Intellectual Property Disclosure Form" submitted to the Office of Research. Further, students shall give notice to their supervisors and to the Dean of Graduate Studies of any Intellectual Property that may be commercially valuable or give rise to commercially valuable Intellectual Property.

Students must disclose the details of their inventions or discoveries through the "Invention Disclosure Form" which is submitted to the Office of Research.

All students shall give timely notice to the Dean of Graduate Studies and the University, in writing, of any application to protect their Intellectual Property, including without limitation an application for patent, copyright, or trademark registration.

For more information on intellectual property rights:

Copyright Act, R.S.C. 1985, c. C-42

Patent Act, R.S.C. 1985, c. P-4

aging_grad@trentu.ca

trentu.ca/aging/ma-interdisciplinary-aging-studies

The M.A. in Interdisciplinary Aging Studies is a two-year research-based program leading to the degree of Master of Arts. The program is designed to foster an understanding of key conceptual and methodological foundations of interdisciplinary aging studies, executed from both research-based and applied (e.g., experiential learning) approaches. It provides training in social science and humanities fields related to the study of aging, including social-cultural dimensions of aging; systems, services and policy; cultural/literary studies, performance, and creative arts; social justice, especially equity, diversity and inclusion; and professional fields requiring expertise in aging.

The M.A. program emphasizes the importance of developing skills in critical analysis of contemporary aging issues and practical approaches to aging-related challenges across different contexts – ranging from individual experiences of aging to the societal complexities of aging populations. With this degree, MA graduates will be prepared for traditional positions within academia (University) or to pursue non-academic career paths, where in-depth research training is required, such as public and non-profit sectors, and managerial-level positions in institutions and community organizations that support older adults.

GRADUATE PROGRAM DIRECTOR (INTERIM)

L. Brown, BSc, MSc (Waterloo), MS PhD (Penn State)

FACULTY AND RESEARCH AREAS

S. Bailey, BA (Queen's), MA, PhD (Toronto), *women's writing; art history and visual arts; print culture; Victorian and Canadian literature; life-writing and memoir; literature and science; aging and the life course*

P. Ballantyne, BA, MA (Western), PhD (Toronto), *work and health across the life course, lay-professional negotiations of illness, diagnosis and health care; benefits and costs of pharmaceuticals in health care, the pharmaceutical life course, pharmaceutical aging and old age*

L. Brown, BSc, MSc (Waterloo), MS PhD (Penn State), *cognitive neuroscience; sensorimotor control*

E. Bruusgaard, BA (Waterloo), MA (Trent), PhD (Queen's), *Canadian literature; fat studies; aging in larger bodies; literatures of generational trauma and PTSD; disability studies; material culture and women's domestic fiction*

N. Changfoot, BA (York), MA (Carleton), PhD (York), *arts-based and community-based research on issues and cultural representations related to aging, disability and intersectional identities and difference with a decolonizing lens; capacitating environmental sustainability in urban contexts*

M. Chazan, BA (Waterloo), BEd (OISE), MA, PhD (Carleton), *decolonial, queer, anti-racist, and crip perspectives on aging, intergenerational storytelling and arts-based methodologies; activism, futurities, and solidarities, and critical intergenerationality*

S. Chivers-Storey, BA (Calgary), MA, PhD (McGill), *The Cultural Politics of Aging and Disability, especially in literature and film; health humanities; digital storytelling for Social Change; scholarly podcasting*

M.J. Hande, BA (Saskatchewan), MA (York), PhD (Toronto), *caregiving, care work, aging, madness, and disability studies*

E. Russell, BA, MSc, PhD (Memorial), *rural aging (including age-friendly communities and older voluntarism); the teaching of aging based courses; intergenerational connectivity; rural housing alternatives for older adults*

R. Saryazdi, BSc (Trent), MA, PhD (Toronto), *cognitive aging, dementia, language and memory, multisensory integration, human-computer interaction, technology-based interventions.*

B. Sethi, BA, MSW, PhD (Wilfrid Laurier), *highlights social determinants of health in immigrant and refugees' lives, social justice; community engaged research, policy, arts-based, and transnationalism*

M. Skinner, BA (Wilfrid Laurier), MA (Guelph), PhD (Queen's), *rural aging, aging rural communities, rural gerontology, health geography, health and social care, voluntarism, community-based research, qualitative methods*

S. Tobin, BSc (Western), PhD (York), *stem cell physiology, striated muscle pathologies, aging, inflammation and tissue repair, signal transduction*

S. West, BPHE, MSc, PhD (Toronto), *exercise physiology, exercise in chronic disease, psychosocial health, metabolic health, exercise and bone health*

K. Woodend, RN, BScN, MSc (Ottawa), PhD (Toronto), *aging persons; chronic disease management and self-management; health systems*

EMERITUS AND ADJUNCT

K. Bergeron, BA (Trent), MHST (Athabasca), PhD (Queen's), *age-friendly communities; health and place; intergenerational housing between students and older adults; policy reform related to health and social care systems for older adults; health equity impact assessment*

S. Katz, BA (York), MA (McGill), PhD (York), *critical gerontology, aging bodies, cognitive impairment, design and health technologies*

B. Marshall, MA (Guelph), PhD (Alberta), *intersections of gender, sexuality, technology and aging embodiment*

ADMISSIONS

Applicants to the MA program will normally have completed a 4-year Honours BA or BSc from an accredited institution, with an overall average of at least B+ (77% GPA 3.3) in the last four semesters (full-time equivalent).

Applicants will normally have completed a supervised research project, such as a thesis, program evaluation, or community-based research project, or include a 250-word statement that indicates their capacity to conduct independent research.

Admissions to the MA program are based on the availability of appropriate faculty as supervisors and committee members, feasibility of the applicant's proposed course of study and research project, appropriateness of the applicant's previous education and training. Alternatives to grades will be considered, such as a history of volunteer work or paid work experience with older adults or other relevant groups, or other commensurate life experience.

PROGRAM REQUIREMENTS

The minimum requirements for the MA in Interdisciplinary Aging Studies include 3.0 credits. The specific requirements are completion of:

AGNG 5000H – Foundations in Interdisciplinary Aging Studies (0.5 credit)

AGNG 5001Y/5002Y – Seminar in Interdisciplinary Aging Studies (1.0 credit pass/fail)

AGNG 5003H – Professional Practice in Knowledge Mobilization (0.5 credit)

Electives (1.0 credit)

MA Thesis: Normally completed in the second year of study

REQUIRED COURSES

» AGNG 5000H: Foundations in Interdisciplinary Aging Studies

This interdisciplinary graduate course examines aging from a critical perspective. The course traces the evolving conceptualizations of aging, old age and life course and their role in understanding the processes, outcomes and representations of aging.

» AGNG 5003H: Professional Practice in Knowledge Mobilization

Completion of an experiential skill-based course designed to broaden the student's exposure to research mobilization. This practicum gives students the chance to work on knowledge mobilization within the Trent Centre for Aging & Society for the duration of one term.

ELECTIVE COURSES

» AGNG-CSID-SUST 5801H-CAST 6801H: Aging, health & society

This interdisciplinary course examines aging in Canadian society from a critical perspective. The course traces the evolving conceptualizations of aging, old age and life course, and their role in understanding the processes, outcomes and representations of aging and their implications for the development of critically informed discourse and policy.

» AGNG 5900H: Reading course

A course designed to provide opportunities for intensive study by an individual student in a particular area of study. Approval of the Instructor and the Program Director is required.

FINANCIAL SUPPORT

Graduate Teaching Assistantships and Research Fellowships are available for full-time students admitted to the program. These awards are made at the point of admission, normally for two years.

In addition to bursaries and scholarships available from Trent (information from the Student Aid Office), students in, or applying to, the program are strongly encouraged to seek external forms of support such as the Ontario Graduate Scholarship (OGS) or the Social Science and Humanities Research Council Scholarship (SSHRC).

For further information on financial support for graduate students, please refer to the graduate studies website: trentu.ca/graduatestudies/tuition-awards-funding/graduate-scholarships-and-awards

705-748-1011 ext. 7851 anthrograd@trentu.ca
Fax: 705-748-1613
trentu.ca/anthmasters

In addition to providing a thorough grounding in anthropological theory and research methods as a preparation for professional careers and/or continuing study at the PhD level, our program produces graduates with sufficient depth and breadth of outlook to meet the need for resourcefulness, versatility and adaptability in modern society. Areas of strength within the MA program include: (1) North American and Latin American archaeology; European and Southwest Asian prehistory; the archaeology of the ancient Greek and Roman worlds; (2) landscape and environmental archaeology, lithic technology, material culture studies, zooarchaeology, stable isotopes, bioarchaeology and mortuary practices; (3) archaeological method and theory, public archaeology, anthropology of art, ethnographic studies.

GRADUATE PROGRAM DIRECTOR

P. Szpak, BA (McMaster), PhD (Western), *stable isotopes, archaeological science, palaeoecology, palaeodiet, domestication and animal husbandry, agricultural intensification, bone chemistry, quantitative methods, Peru, Chile, Arctic*

FACULTY AND RESEARCH AREAS

Anthropology

J. Cahn, BSc (Ottawa), MSc, PhD (Toronto), *bioarchaeology and forensic anthropology; especially trauma analyses, data comparisons methods, and equitable reporting practices in forensic anthropology*

J. Conolly, BA (Toronto), MSc (Southampton), MA, PhD (University College London), *landscape archaeology; underwater archaeology; geoarchaeology; geoinformatics; Great Lakes*

L. Dubreuil, BSc, MSc (Aix-Marseille), DEA, PhD (Bordeaux I), *prehistory, Epipaleolithic, Natufian, Mesolithic, Neolithization process, Neolithization of Europe, material culture, ground-stone tools, use-wear studies, technology*

R. D. Fitzsimons, BA, MA (Toronto), PhD (Cincinnati), *Bronze Age and Iron Age Greece; architectural studies, energetics, monumental architecture; socio-political organisation, early state formation, urbanisation and urbanism; mortuary practices, funerary architecture; cultural identity, acculturation, ethnogenesis, hybridisation*

H. R. Haines, BA (Toronto), PhD (University College London), *archaeology of ancient Mesoamerica (especially Maya), development and resilience of early states, trade and exchange (especially obsidian), public archaeology*

G. Iannone, BA (Simon Fraser), MA (Trent), PhD (University College London), *early state formations and urbanism (especially in the tropics); settlement archaeology; resilience theory; the archaeology of climate change, natural disasters, human impact on ancient environments, and collapse; Mesoamerica (especially Maya); south and southeast Asia (especially Myanmar)*

R. I. Lohmann, BA, MA, PhD (Wisconsin–Madison), *ethnography and linguistics in general anthropology, religion, dreaming, cultural dynamics, Melanesia*

J. Moore, BA (Wilfrid Laurier), MA, PhD (McMaster), *archaeology of ancient North Africa (c. 200 B.C.E.-300 C.E.), especially votive and funerary practices, pottery as an indicator of culture and economy, and cultural identity*

E. Morin, BA, MSc (Montréal), DEA (Paris-X Nanterre), PhD (Michigan), *archaeology, hunters-gatherers, Paleolithic of Europe, methods and theory in faunal analysis, human behavioral ecology, ethnohistory, prehistory of Northeastern North America*

P. Szpak, BA (McMaster), PhD (Western), *stable isotopes, archaeological science, palaeoecology, palaeodiet, domestication and animal husbandry, agricultural intensification, bone chemistry, quantitative methods, Peru, Chile, Arctic*

L. Tripp, BSc, MA, PhD (Toronto), *19th and 20th century Mediterranean and Canada; Historical demography; Historical and contemporary epidemic and pandemics of infectious diseases*

J. S. Williams, BA (McMaster), MA (Western), PhD (Calgary), *stable isotope analysis, paleodiet, paleopathology, human mobility, nutrition, infant feeding practices, bioarchaeology of colonialism, Peru, Caribbean, North America, Mesoamerica*

Cultural Studies

H. Elton, BA (Sheffield), DPhil (Oxford), *field survey, archaeology of warfare, GIS, climate change, the late Roman eastern Mediterranean, the regions of Cilicia and Isauria in Southern Turkey*

ADJUNCT FACULTY

M Aiken, BA, MA (Alberta), PhD (Copenhagen, DK). *bioarchaeology, ancient DNA, stable isotope analysis, marine ecosystems, resource use, Black Sea, Mediterranean, Baltic Sea*

C. F. Ardelean, BA (Cluj-Napoca, Romania), MA (National School of Anthropology & History, Mexico City), PhD (Exeter, UK). *The Pleistocene of the Americas (North and South America), early hunter-gatherers, North American prehistory, early peopling of the Americas, Humans during and before the Last Glacial Maximum (LGM) in the Western Hemisphere (humans in the Americas before 18,000 calBP), pre-Clovis (older-than-Clovis) societies, lithics, new site identification*

S. Colledge, BSc (Birmingham), PhD (Sheffield), *archaeobotany; the origins, spread, and development of Neolithic farming in SW Asia and Europe; plant domestication; the early prehistory of SW Asia and the Eastern Mediterranean; quantitative methods*

S. Forbes, BSc, PhD (Univ. of Technology Sydney, Australia), *forensic taphonomy, decomposition chemistry, time since death estimation, scavenging guilds, canine olfaction, multidimensional chromatography*

W. A. Fox, BA, MA (Toronto), *First Nations trade networks in the Great Lakes region with particular emphasis on the Middle Woodland and Historic (17th Century) periods, lithic sourcing in Ontario, symbolic artifact evidence for Indigenous religious belief systems in the Great Lakes region, the identification of ethnicity in the archaeological record, revised dating of the Late Woodland Indigenous occupation of Southern Ontario, toolstone sources in eastern Mongolia*

E. Guiry, BSc (Lakehead), MA (Memorial), PhD (British Columbia), *stable isotopes, palaeodiet, migration, historical ecology, environmental archaeology, historical archaeology, trade, animal husbandry, zooarchaeology, pealeoethnobotany*

K. Hull, BA (Illinois Wesleyan), MA (Missouri), PhD (Toronto), *historical and modern world archaeology, colonialism, farming and rural settlement, nineteenth century Ireland and Irish immigration, women and children in the archaeological record, Ontario coarse red earthenware, cultural resource management*

L. Jackson, BA, MA (Trent), MA, PhD (Southern Methodist), *late glacial occupation in the Americas, early and middle archaic Ontario, early and middle woodland Ontario, archaeological history and a passing familiarity with lowland Maya archaeology*

L. Janz, BA (McGill), MA, PhD (Arizona), *East Asia, palaeoecology, extinctions, zooarchaeology, lithics, hunter-gatherer diet and mobility, domestication, spread of pastoralism, public archaeology, collections*

S. Macrae, BSc, MA (Trent), PhD (Florida), *tropical societies (especially Maya and Myanmar), settlement studies, water management, agricultural practices, geographic information systems, landscape archaeology, socio-ecological systems, resilience theory, and risk management*

R. I. MacDonald, BSc, MA (Trent), PhD (McGill), *environmental archaeology, geoarchaeology, cultural resource management, geographical information systems, archaeological site potential modeling, Great Lakes and Eastern Woodlands prehistory, lithic analysis, Indigenous archaeology, critical heritage studies*

A. McLellan, BA, MA (Trent), PhD (University College London), *Landscape archaeology; Spatial analysis; Geographic Information Systems; Human/Environment interactions; Early Complex Societies; Ancient Maya; Great Lakes*

K. E. Monk, BA (Western), MA (East Carolina), PhD (Bristol), *British Atlantic, economic and social history, Hudson's Bay, North American Great Lakes, maritime archaeology, landscape archaeology, social anthropology of technology*

J. Newton, BA (York), MSc (Bournemouth, UK), PhD (James Cook, Australia), *bioarchaeology; paleopathology; dental anthropology; sociocultural and environmental impacts on health, Southeast Asia (especially Thailand and Cambodia); Mesoamerica (especially Belize)*

L. Peers, BA (Trent), MA (Manitoba), MA (Oxon), PhD (McMaster), *museum-Indigenous relations, museum anthropology, visual anthropology, historic material culture, North America*

F. Santana Sagredo, BA (Universidad de Chile), MSc (Oxford), PhD (Oxford), *bioarchaeology, stable isotope analysis, Andean archaeology*

D. R. Stenton, BA (Windsor), MA (Trent), PhD (Alberta), *Arctic prehistory, zooarchaeology, Thule culture, polar exploration, 1845 Franklin Expedition, archaeology legislation and policy, heritage provisions of Nunavut Land Claims Agreement*

J. Stinson, BA (Guelph), MA (Carleton), PhD (Toronto), *political ecology, conservation, international development, tourism, ecotourism, digital technology, climate change, planetary health, Latin America, Belize, youth, Indigenous Peoples, ethnography, participatory research, digital storytelling, public anthropology*

M. Teeter, BSc (Laurentian), MA, PhD (Western), *bioarchaeology, palaeopathology, palaeoepidemiology, human health and aging, skeletal biology and imaging, stable isotopes, palaeodiet, Egypt, Southern Ontario, Baja California*

D. Valenzuela, BA (Universidad de Chile), MA (Universidad de Tarapaca, Chile), PhD (Universidad Catolica del Norte, Chile), *Andean archaeology, pre-Hispanic Andean economy, animal consumption, visual images, production/use of rock art and geoglyphs*

PROFESSORS EMERITI

P. F. Healy, BA (California-Berkeley), MA, PhD (Harvard), *complex societies, agriculture, mortuary practices, settlement, trade and exchange, ceramics, art and architecture, New World archaeology, Mesoamerica (esp. Maya), Lower Central America and the Caribbean*

H. Helmuth, DSc, Dr. Habil (Keil), *physical anthropology, osteology, Germany, North America, Maya*

S. M. Jamieson, BA (McMaster), MA (Manitoba), PhD (Washington State), *lithic analysis, interaction and postcolonial theory, historical archaeology, Northeastern and Boreal archaeology*

J. R. Topic, BA, MA, PhD (Harvard), *archaeology, ethnohistory, complex societies, spatial analysis, Peru, South America*

J. Vastokas, MA (Toronto), PhD (Columbia), *anthropology of art, material culture, art and architecture of Europe and the Americas, Northwest Coast, Arctic, Northeast*

REGULATIONS

The general regulations and requirements of Trent University for the MA/MSc degree apply to graduate study in Anthropology. Students are admitted to the program once a year for studies beginning in the following September. Applications should be received by February 1 to be considered for admission and funding. To be eligible for admission, the applicant must possess a joint or single Honours BSc or BA degree or equivalent in Anthropology or a related field, with an average of at least an upper second class standing (B+, 77%) in the work of the last four semesters or the last two undergraduate years (full-time equivalent). Applicants to the program are expected to have a foundation in appropriate research methodology. They may be required to take an undergraduate course deemed necessary to their program of graduate study, e.g., ANTH 3000Y, ANTH 3100Y, ANTH 3150Y or ANTH 3990Y. Students will be accepted into the MA or MSc stream based on committee review of their proposed topic of study, undergraduate degree, and supervisory recommendation. Major changes to the proposed thesis topic may result in a transfer to from the MA to MSc stream, or vice-versa.

Candidates who have fulfilled the admission requirements are required to take three full graduate credits, including either ANTH 5000Y or ANTH 5100Y and normally ANTH 5500Y. Full-time students are normally required to complete these courses in their first year of study; part-time students are normally required to complete their course work in the first three years of study. The number of undergraduate courses allowed for credit at the graduate level cannot exceed 1/3 the number of required courses for the program. In addition to completion of the course work, students in the MA/MSc program in Anthropology are required to conduct research and write a thesis in an area of interest to be identified and approved in consultation with the student's supervisory committee, and to pass an oral examination in defense of the thesis. The text of the thesis is not to exceed forty thousand words, excluding bibliography. Students will present their thesis research at first- and second-year graduate colloquia. Students are subject to a review of their performance at the beginning of the winter session of each academic year. There is no formal language requirement, but students will be required to demonstrate (to the satisfaction of the supervisor) an acceptable capacity to read in a language or languages considered necessary for purposes of research. In addition, students may be expected to show adequate background knowledge in a related discipline, e.g., art history. Expected time to completion for the Anthropology MA/MSc program is two years for full-time, four years for part-time.

Unsatisfactory Work

Candidates must maintain at least a second class standing in their work and must pass an oral examination in defence of their thesis. In all course work the lowest passing grade is a B- (70%). For further details, see Failed Course Policy (p. 15). Unsatisfactory thesis work, which includes lack of progress in research, thesis or portions of a thesis not submitted within a certain timeframe, or not meeting an approved plan of study, will also preclude continuation in the Anthropology Graduate Program. In all of the above instances, for the student to be reinstated and allowed to re-register he or she must obtain permission from their supervisor and the graduate program director and receive final permission from the Graduate Studies Committee.

FINANCIAL SUPPORT

Graduate Assistantships

All eligible full-time students admitted will receive financial support from a variety of sources including Research Fellowships and Graduate Teaching Assistantships (GTAs). The GTAs involve a maximum of four terms of teaching and related work within the department (normally spanning two consecutive undergraduate academic years).

External Funding

Students contemplating application to the MA program in Anthropology at Trent are urged to apply for an Ontario Graduate Scholarship (OGS) and/or a SSHRC/CGS Scholarship as well as to additional external (non-university) funding agencies. Application materials for OGS and SSHRC/CGS are available online and from the School of Graduate Studies at Trent University.

For further information on financial support for graduate students, please refer to the graduate studies website.

Not all courses will be available every year. Please consult trentu.ca/anthmasters for information on courses that will be offered for the upcoming academic year.

- » **ANTH 5000Y: Ethnographic method and theory** (Required for students not taking ANTH 5100) An examination and evaluation of major theories and methods and their relationship to problems in social, cultural, and linguistic analysis and interpretation. Emphasis will be placed on the history of ethnological thought and its implications for the development of ethnology and anthropology as a whole.
- » **ANTH 5100Y: Method and theory in archaeology** (Required for students not taking ANTH 5000) An examination and evaluation of major theories and methods and their relationship to problems in archaeological analysis and interpretation. Emphasis will be placed on the history of archaeological thought and its implications for the development of archaeology and anthropology as a whole.

- » **ANTH 5150Y: Historical-political ecology**
Historical-political ecology is a powerful approach for investigating socio-ecological dynamics over the long-term. This graduate course provides a wide-ranging, seminar-based introduction to this subject, as well as the opportunity for students to engage in more specific thesis-focused background research in conjunction with their immediate supervisor.
- » **ANTH 5153Y: Adv. Lab Methods in Stable Isotope Science**
This course provides an in-depth examination of the application of the principles governing the distribution of light stable isotopes in the biosphere, with an emphasis on applications in archaeology, ecology, and palaeontology. Stable isotopes of carbon, nitrogen, and sulfur are emphasized.
- » **ANTH 5163H: Stable Isotope Lab Practicum**
Students work in collaboration with the instructor to complete a laboratory-based research project in stable isotope science that addresses a methodological problem. Projects vary year-to-year but typically focus on methods related to the extraction and purification of bone collagen from archaeological contexts.
- » **ANTH 5200Y: Selected themes in Canadian archaeology**
Research-oriented investigations into the archaeological record of Central, Eastern and Northern Canada and adjacent areas. Topics will vary according to interests of staff and students but will include a review and analysis of regional methodological and theoretical approaches.
- » **ANTH 5250Y: Problems in North American archaeology**
Research topics will vary according to interests of staff and students but will focus on the culture history and process of a selected region. Emphasis will be placed upon methodological and theoretical approaches.
- » **ANTH 5300H: Problems in Mesoamerican archaeology I**
This course is designed to provide students with an overview of the political and social contexts of the Mesoamerica, with a specific focus on the historical development of the culture(s) relevant to their thesis research: Maya, Olmec, Zapotec, or Aztec. Students are expected to complement this course with either ANTH 5310H Problems in Mesoamerican Archaeology II, or another half course relevant to their thesis research.
- » **ANTH 5310H: Problems in Mesoamerican archaeology II**
Research topics will vary according to the interests of students but will focus on key aspects of Mesoamerican culture specifically relevant to the students area of research. Students are expected to have completed ANTH 5300H Problems in Mesoamerican Archaeology I prior to taking this course. Prerequisite: ANTH 5300H
- » **ANTH 5325Y: Problems in Southeast Asian archaeology**
This course provides an introduction to preindustrial Southeast Asia by fostering engagement with a range of archaeological, historical, and environmental sources. The topical focus will vary from year to year based on the interests of staff and students.
- » **ANTH 5350H: Archaeological Data Analysis**
This course is a focused study of the theory, method, and application of quantitative analysis as applied to archaeological data. The emphasis is on developing practical understanding of a suite of statistical methods useful for identifying patterns and processes in archaeological phenomena. Practical knowledge development will be emphasized through analysis of data drawn from a range of case studies appropriate to student interests.
- » **ANTH 5370Y: Problems In Aegean archaeology**
This graduate course provides a seminar-based introduction to the archaeological record of the Bronze Age Aegean and allows opportunities for students to engage in thesis-focused research on topics tailored to their and their supervisor's interests, including a review and analysis of regional methodological and theoretical approaches current in the discipline.
- » **ANTH 5390H: The Politics of Feasting**
This graduate course provides a seminar-based introduction to the political role of feasting in state formation and allows opportunities for students to engage in thesis-focused research on topics tailored to their and their supervisor's interests, including a review and analysis of regional methodological and theoretical approaches current in the discipline.
- » **ANTH 5500Y: Research design**
(Normally Required) Course aims are to develop research skills. Readings, seminars, assignments and student presentations will focus on a number of topics, including: the nature of research, ethics, sampling, statistics and research design, writing skills, research and grant proposal formulation, publishing, collaborative research, peer review, and presentation of conference papers.
- » **ANTH 5550Y: Selected themes in European prehistory**
Selected themes in European Prehistory are addressed through readings, seminars and student presentations. Topics may vary according to students' interests but will include: colonization of Europe; Neanderthal behaviour; origins of modern humans; Palaeolithic and Mesolithic societies; origins and spread of farming; the Neolithic.
- » **ANTH 5650Y: Advanced skeletal biology**
This course focuses on the reconstruction of past populations from skeletal samples, with emphasis on current theoretical and methodological issues in skeletal biology. Topics include methods of age estimation, palaeodemography, growth and development, palaeopathology, dental anthropology, and chemical analyses of bones and teeth.

» **ANTH 5700Y: Cultural processes**

Research topics will vary according to the interests of staff and students but will focus on dynamic aspects of learned thought and behaviour patterns in social and cultural contexts.

» **ANTH 5800Y: Anthropology of art, architecture and material culture**

This course examines the nature, meanings, production, and uses of art in archaeological, ethnographic, and historical contexts. The specific geographic and temporal focus varies each year, but often emphasizes Aboriginal North America and rock art worldwide.

» **ANTH 5850Y: Public archaeology**

This course is designed to provide the student with a detailed understanding of the issues surrounding public archaeology, a topic which, when viewed in its broadest sense, encompasses two general areas of inquiry: 1) the commodification of the past (e.g., heritage management and archaeotourism); and 2) archaeology and popular culture.

» **ANTH 5900Y, 5900H: Special topics**

Occasional offerings in response to student interest and faculty availability.

■ MSc and MA Program in Applied Modelling & Quantitative Methods

705-748-1011 ext. 7719 amod@trentu.ca
 Fax: 705-748-1580 trentu.ca/amod

Applied Modelling & Quantitative Methods (AMOD) is an interdisciplinary program which leads to a MSc or MA degree in the application of techniques and theory of modelling in the natural sciences and social sciences. The program is designed to overcome some of the barriers to interdisciplinary collaboration by bringing together, at the graduate level, students who are actively applying modelling techniques in a broad range of disciplines (e.g., Biology, Business Administration, Chemistry, Computer Science, Economics, Geography, Mathematics, Physics & Astronomy, and Psychology). Although AMOD is oriented towards quantitative models, utilizing computational, mathematical or statistical techniques, it is discipline-based and is not a program in applied mathematics.

AMOD currently offers three course-based streams in Big Data Analytics, Big Data Financial Analytics and Data Science and Analytics for a MSc degree. The program also offers a thesis-based stream for a MSc or MA degree. All streams share two primary objectives:

1. the teaching of fundamental and common analytical modelling techniques required for research in a large number of quantitative fields;
2. the cross-fertilization that comes from sharing ideas with researchers in other disciplines, and the development of the communication skills required for this to occur.

The thesis stream also has the objective of providing sufficient training in a home discipline, including coursework and a research thesis, to permit progression to a disciplinary PhD program.

GRADUATE PROGRAM DIRECTOR

J. D. A. Parker, BA (Simon Fraser), MA, PhD (York)

FACULTY AND RESEARCH AREAS

Biology

M. Dorken, BSc (Guelph), MSc (Queen's), PhD (Toronto), *plant evolution and reproductive strategies*

Business

K. Collins, BA (Western), MA (Queen's), LL.M (Western), PhD (Ottawa), *taxation and tax policy; behavioural research; financial accounting and economics; risk; managerial control*

J. Zhang, MSc, PhD (Concordia), *empirical corporate finance, international finance, investment, market microstructure*

Child and Youth Studies

N. Hammami, BSc, MSc (American University of Beirut), PhD (Waterloo), *social epidemiology; structural and social inequalities; marginalized populations; quantitative analyses; health equity*

Computing & Information Systems

O. Alam, BSc (King Abdulaziz), MSc (Queen's), PhD (McGill), *model-driven software engineering; aspect-oriented modelling; advanced separation of concerns; software architecture; mining software repositories*

A. Alslaity, BSc, MSc (Jordan University of Science and Technology), PhD (Ottawa), *human-computer interaction, personalization, applied ML, persuasive technology, user modelling, recommender systems*

W. Feng, BSc (Hebei), MSc (Shaanxi), PhD (Glasgow), *computing system modelling and simulation*

M. Genkin, BSc (Carleton), MSc (Ottawa), PhD (Carleton), *big data, artificial intelligence, autonomous computing, machine learning, high-performance computing*

B. Guo, BEng (North University of China), MSc (Winnipeg), PhD (McMaster), *parallel and distributed computing, concurrency, graph algorithms, data structures, graph mining, graph database, graph neural networks*

R. T. Hurley, BSc (New Brunswick), PhD (Waterloo), *distributed systems, databases, data mining algorithms*

S. McConnell, BSc, MSc, PhD (Queen's), *high performance computing, Big Data, data mining and analytics, astronomical data analysis*

B. Patrick, BCS (Concordia), MSc (Queen's), PhD, MBA (McGill), *parallel processing and programming languages*

Q. Rahman, BSc (Khulna), MSc (King Fahd Univ.), PhD (Queen's), *applied machine learning, data mining, health/medical informatics*

B. Srivastava, MSc (Trent), *artificial intelligence; computer graphics; mobile development; military simulation; game development*

Economics

B. Cater, MA (Toronto), PhD (York), *applied microeconomics, applied econometrics*

Forensic Science

A.S. Moorthy, BEng (McMaster), MSc, PhD (Guelph), *computational methods in analytical and forensic chemistry; scientific software and communication*

A. B. A. Shafer, BSc (McMaster), MSc (Acadia), PhD (Alberta), *applying genomic methods to conservation, wildlife management, and legal issues; understanding the drivers of important processes like migration and adaptation in nature*

Geography

C. L. McKenna Neuman, BSc (Queen's), MSc (Guelph), PhD (Queen's), *wind tunnel simulation of particulate transport*

R. Ponce-Hernandez, BEng, MSc (Chapingo), DPhil (Oxford), *spatial modelling, geographical information systems analysis and remote sensing, environmental applications. modelling applications to land resources assessment and monitoring, agricultural systems, land degradation and climate change analysis and impacts at multiple scales*

Humanities

H. Elton, BA (Sheffield), DPhil (Oxford), *settlement and landscape archaeology, geographical information systems, military history*

Mathematics

K. Abdella, BSc (Trent), MSc (Alberta), PhD (Western), *atmospheric modelling*

W. Burr, BSc, PhD (Queen's), *applied statistics: time series, spectrum estimation, and statistical modelling.*

W. Feng, BSc (Hebei), MSc (Shaanxi), PhD (Glasgow), *difference and differential equations*

M. Pollanen, BSc (Carleton), MSc, PhD (Toronto), *mathematical finance; quasi-Monte Carlo methods*

X. Wang, BSc (Capital Normal Univ., China), PhD (Western), *mathematical biology, differential equations, applied dynamical systems*

Physics & Astronomy

D. R. Patton, B. Math (Waterloo), PhD (Victoria), *galaxy evolution, galaxy mergers, astrobiology*

R. C. Shiell, BA (Oxford), PhD (Newcastle upon Tyne), *atomic, molecular and optical physics, dynamics of weakly-bound systems*

A. Slepko, BSc (Brock), MSc, PhD (Alberta), *Nonlinear photonics, optical properties and characterization of organic and bio-materials, microscopy*

B. Subramanian, MSc (Madurai), PhD (Indian Institute of Science), *optical properties of nanostructure LI-tungsten bronzes and graphene based transition metal oxide films for energy saving applications*

R. Wortis, MSc, PhD (Illinois), *strongly correlated electron systems*

Psychology

M. Chan-Reynolds, BSc (Trent), MA, PhD (Waterloo), *computational modelling of cognitive processes (eg. attention, reading, memory, etc.)*

N. Fournier, BSc (Laurentian), MSc (Dalhousie), PhD (Saskatchewan), *neurobiology of disease, mental health*

N. Im-Bolter, MA, PhD (York), *language, cognitive/social cognitive functioning, and psychopathology*

K. Keefer, BSc, MSc (Trent), PhD (Queen's), *stress and resilience, personality and psychopathology*

M. Liu, MEd (Shanghai), MA, PhD (Western), *social development from a cultural perspective*

J. D. A. Parker, BA (Simon Fraser), MA, PhD (York), *stress and coping, personality and psychopathology*

L. J. Summerfeldt, MA, PhD (York), *personality and psychopathology*

ADJUNCT FACULTY

A. Erzurumluoglu, BSc (METU - Turkey), MSc (Koc University - Turkey), PhD (Auburn - USA), *combinatorial designs, graph theory*

A. MacIntosh, BSc (Waterloo), MSc (McMaster), PhD (Toronto)

H. Shin, BSc (Seoul National Univ.), MA, PhD (Queen's), *public health risk modelling (air pollution), environmental epidemiology, and optimal experimental design*

G. Sitarenios, MA, PhD (York), *psychometrics, personality and psychopathology*

REGULATIONS

The general regulations and requirements of Trent University for the MSc or MA degree apply to this graduate program. Students in the course-based streams are normally admitted into the program once a year for studies beginning in the following September; students in the thesis stream can be admitted starting in September, January or May of each academic year. The normal requirement for admission into the AMOD program is an upper second class (77% or better) (B+ at Trent) standing or its equivalent, in a joint or single Honours BSc or BA degree. Before acceptance into the thesis-based stream, a core faculty member must be identified to supervise the student's work.

A grade of at least B- (70%) must be obtained in each of the graduate courses. For further details, see Failed Course Policy ([p. 15](#)). The expected time of completion for the program is normally two years for full-time thesis based students, 16 months for full-time Big Data Financial Analytics and Big Data Analytics course based students, and 12 months for full-time Data Science and Analytics course based students.

PROGRAM OPTIONS

All courses listed are one-term courses. Degree requirements vary for the different streams.

Thesis-Based MA/MSc

- Requires students to complete one of 5220H (Mathematical Aspects of Modelling), 5230H (Computational Aspects of Modelling) or AMOD 5240H (Statistical Aspects of Modelling). Students must also complete three additional half-credit courses (totaling 1.5 credits) and the two seminar courses AMOD 5901H and AMOD 5902H.
- Candidates are required to submit and be examined on a research thesis supervised by one of the core faculty listed above. Selection for the research topic is made by the student together with her/his supervisor and graduate supervisory committee (typically two or three core faculty members including the supervisor).

Course-Based Big Data Financial Analytics MSc

- Completion of AMOD 5210H (Foundations of Modelling), AMOD 5240H (Statistical Aspects of Modelling), AMOD 5260H (Information Literacy and Communication in the Data Sciences) and AMOD 5620Y (Big Data Financial Analytics Major Research Paper).
- Completion of AMOD 5250H (Data Analytics with R) or AMOD 5460H (Data Science with Python).
- Completion of 4 courses from the following: AMOD 5220H (Mathematical Aspects of Modelling), AMOD 5230H (Computational Aspects of Modelling), AMOD 5510H (Linear Programming), AMOD 5520H (Mathematical Finance), AMOD 5530H (Portfolio Theory and Risk Management), AMOD 5540H (Financial Econometrics), AMOD 5550H (Numerical Methods), or AMOD 5560H (Financial Management).

Course-Based Big Data Analytics MSc

- Completion of AMOD 5210H (Foundations of Modelling), AMOD 5410H (Big Data), AMOD 5260H (Information Literacy and Communication in the Data Sciences) and AMOD 5610Y (Big Data Analytics Major Research Paper).
- Completion of one of AMOD 5240H (Statistical Aspects of Modelling) or AMOD 5230H (Computational Aspects of Modelling).
- Completion of 4 courses from the following: AMOD 5220H (Mathematical Aspects of Modelling), AMOD 5420H (High Performance Computing), AMOD 5430H (Data Visualization), AMOD 5440H (Data Mining), AMOD 5450H (Introduction to Databases), AMOD 5250H (Data Analytics with R), AMOD 5460H (Data Science with Python), or AMOD 5510H (Linear Programming).

Course-Based Data Science and Analytics MSc

- Completion of AMOD 5210H (Foundations of Modelling), AMOD 5230H (Computational Aspects of Modelling), AMOD 5240H (Statistical Aspects of Modelling), and AMOD 5260H (Information Literacy and Communication in the Data Sciences).
- Completion of 2 courses from the following: AMOD 5250H (Data Analytics with R), AMOD 5410H (Big Data), AMOD 5440H (Data Mining), AMOD 5520H (Mathematical Finance), or AMOD 5540H (Financial Econometrics).
- Completion of AMOD 5640Y (Data Science and Analytics Practicum)

FINANCIAL SUPPORT

All eligible full time thesis stream students may receive financial support from a variety of sources, including Research Fellowships, Graduate Teaching Assistantships (GTAs) and scholarships. Students applying to the thesis stream are encouraged to apply, usually before the middle of October, for national and provincial scholarships (NSERC, SSHRC and OGS awards). Deadlines and guidelines for these scholarships may vary from year to year.

For further information on financial support for graduate students, please refer to the graduate studies website.

Not all courses will be available every year. Please consult [trentu.ca/amod](https://www.trentu.ca/amod) for information on courses that will be offered for the upcoming academic year.

- » **AMOD 5210H: Foundations of Modelling**
This course will introduce modelling process and basic types of models adopted in natural and social sciences. Models from a range of disciplines will be discussed. Prerequisite: one university course in either of calculus or statistics.
- » **AMOD 5220H: Mathematical Aspects of Modelling**
Mathematical approaches to modelling are illustrated, with the emphasis on the methods rather than on the mathematical details. The topics include analytical modelling and computer simulation of dynamic processes, decision making, forecasting, probabilistic analysis, based on case studies from biology, geography, physics, economics, and social sciences. Prerequisite: any university course in mathematics or physics and working knowledge of a programming language. Not open to students with credit for AMOD 5710H.
- » **AMOD 5230H: Computational Aspects of Modelling**
This course will introduce fundamental principles and concepts in the general area of system modelling and simulation. Topics to be covered include the basics of discrete-event system simulation, mathematical and statistical models, simulation design, experiment design, and analysis of simulation output. Prerequisite: the ability to program in at least one computational language. Not open to students with credit for AMOD 5810H.

- » **AMOD 5240H: Statistical Aspects of Modelling**
Various statistical approaches to modelling are illustrated, with an emphasis on the applications of statistics within the social and natural sciences. The course discusses both univariate and multivariate procedures, with particular attention to the latter (e.g., multiple regression, multi-analysis of variance, exploratory factor analysis, confirmatory factor analysis, and path analysis). Prerequisite: a university course in advanced statistics and some knowledge of SAS, SPSS or an alternative statistical application package.
- » **AMOD 5250H: Data Analytics with R**
This course will introduce the student to the statistical programming language R. A wide range of topics will be covered, from data frames and functions to regression and statistical analysis. Emphasis is on visualization and statistical modelling to provide relevant applications for students to graduate research.
- » **AMOD 5260H: Information Literacy and Communication in the Data Sciences**
This course is designed to familiarize graduate students in the data sciences with suitable genres of academic writing and communication. Part of the course will also focus on information literacy in the field, to help students better locate and evaluate the information they will need to utilize in their research. Other parts of the course will provide students with a suitable rhetorical approach to writing in scientific disciplines. Students will have opportunities to improve their existing writing and communication skills in these genres and develop a deeper comprehension of effective communication. The course will also provide opportunities to learn how to be an effective reviewer and editor, since students will be asked to evaluate the written communication of others.
- » **AMOD 5310H and AMOD 5320H: Reading Course**
Discipline-specific courses in the home department. These may be given by the research supervisor in a reading/project course format.
- » **AMOD 5410H: Big Data**
Big Data applications are pervading more and more aspects of our life, encompassing commercial and scientific uses at increasing rates as we move towards exascale analytics. Examples of Big Data applications include storing and accessing user data in commercial clouds, mining of social data, and analysis of large-scale simulations and experiments such as the Large Hadron Collider. In this course, students from a variety of disciplines will be introduced to the challenges and opportunities in this field, with the goal of providing them with theoretical and hands-on experience in the area of Big Data Analytics.
- » **AMOD 5420H: High Performance Computing**
High Performance Computing is the use of advanced computer architectures to solve problems which require significant processing power, memory access, or storage. Core topics include advanced computer architectures, programming for shared and distributed memory machines, networking issues, caching, performance evaluation and parallel algorithms. Topics are supplemented with case studies.
- » **AMOD 5430H: Data Visualization**
Data visualization is the main step in the analysis of data in a wide range of scientific research areas as well as business applications. We will discuss general approaches and tools, and techniques for the visualization of various types of data, including spatial data, graph data, and time series data.
- » **AMOD 5440H: Data Mining**
An introduction to the principles of data mining. Topics to be covered include an overview of existing work in data mining with a special focus on applications in astronomy, sampling mechanisms, the statistical foundations of data mining, the problem of missing data, and outlier detection. We will discuss classification techniques such as Support Vector Machines, Neural Networks, and Decision Trees, as well as clustering techniques including k-means, self-organizing maps, and the Expectation Maximization algorithm. Furthermore, the course includes a practical component using open source software.
- » **AMOD 5450H: Introduction to Databases**
This course introduces database systems and their use in the management of large quantities of data. The objectives are to gain an understanding of the information modeling and representation, the essential concepts, principles, techniques, and mechanisms for the design, analysis, use, and implementation of computerized database systems, and to gain experience in implementing and accessing relational databases using MySQL. At the end of this course, students will be able to understand and apply the fundamental concepts required for the design, use and optimization of database management systems.
- » **AMOD 5460H: Data Science with Python**
Introduction to Data Science develops a solid foundation in the main concepts of data science and programming in Python. Core topics include repetition and selection structures, algorithm design techniques, file types, Big Data, Data Mining and Data Visualization.
- » **AMOD 5510H: Linear Programming**
Introduction to the concepts, techniques and applications of linear programming and discrete optimization. Topics include the simplex method, duality, game theory and integer programming.
- » **AMOD 5520H: Mathematical Finance**
This course covers the basic mathematical theory and computational techniques used to price a variety of stock and interest rate options using both discrete-time models, such as binomial probability trees, and continuous time models, such as the Black-Scholes model. Elementary concepts from stochastic calculus will be introduced. Computational techniques will be emphasized with implementation of models in Maple and Excel.
- » **AMOD 5530H: Portfolio and Risk Management**
Basic mathematical theory and computational techniques for how financial institutions can quantify and manage risks in portfolios of assets. Topics include: mean-variance portfolio analysis, the capital asset pricing model and Value at Risk (VaR).

- » **AMOD 5540H: Financial Econometrics**
This course will integrate economic and financial market theory, applied mathematics, and probability and statistics to study econometric methods that are designed to deal with the unique features and characteristics of financial market data. Topics will include multiple regression, time-series analysis, time-varying volatility models, switching models, and limited dependent variable models.
- » **AMOD 5550H: Numerical Methods**
This course covers commonly used numerical techniques for solving differential equations including adaptive, multi-step and finite difference methods. Numerical stability, convergence and the issue of solution consistency would also be covered. Computational implementation will be emphasized with Matlab/Octave.
- » **AMOD 5560H: Financial Management**
This course introduces core concepts central to financial management and firm value maximization. Students will learn the basic methods of valuing corporate securities, estimating cash flows, and making investment decisions. Introduction to portfolio management theory, cost of capital, and raising capital will round out the course.
- » **AMOD 5610Y: Big Data Analytics Major Research Paper**
One of the requirements to complete the Big Data Analytics MSc program is that the student must complete a research project. Each student independently studies an area of Big Data Analytics under the guidance of a faculty supervisor, culminating in a research paper and a final presentation on the topic. A grade will be assigned based on the research paper.
- » **AMOD 5620Y: Big Data Financial Analytics Major Research Paper**
One of the requirements to complete the Big Data Financial Analytics MSc program at Trent University is that each student enrolled in the program must complete a research project. Each student independently studies an area of Financial Analytics under the guidance of a faculty supervisor, culminating in a research paper and a final presentation on the topic. A grade will be assigned based on the research paper and the presentation.
- » **AMOD 5901H: First Seminar on Applications of Modelling**
Each student makes one presentation per year on his/her research, with emphasis on the assumptions, methodology and analysis of the models used. These presentations are attended and graded by her/his Supervisory Committee. Attendance is compulsory. The course will be given a pass/fail grade based on the presentations, attendance and participation by the student. This course represents the first of two presentations and is expected to be about 10–15 minutes in length.
- » **AMOD 5902H: Second Seminar on Applications of Modelling**
As with AMOD 5901H, this course represents the second of two presentations required by each student in the program on his/her research. The length of this presentation is expected to be about 25 minutes. As with the first presentation, it will be attended and graded by her/his Supervisory Committee. Attendance is compulsory. The course will be given a pass/fail grade based on the presentations, attendance and participation by the student.

705-748-1011 ext. 7130 bema@trentu.ca
trentu.ca/bema

The Bioenvironmental Monitoring and Assessment Program is an interdisciplinary program leading to either a Master of Science (MSc), a Master of Bioenvironmental Monitoring and Assessment (M.BEMA), or a Graduate Diploma (G.Dip) in the natural sciences. It is served by faculty principally from the departments of Biology, Forensic Science, and School of the Environment, as well as adjunct faculty. Two Tier 1 Canada Research Chairs are appointed to the program. The aim of the program is to provide students with a background in the theory and practice of biological monitoring and assessment within an environmental context, as well as practical experience through a professional work placement with government, conservation authority, environmental consultant, or non-governmental agency.

GRADUATE PROGRAM DIRECTOR

D. Murray, BSc (McGill), MSc (Alberta), PhD (Wisconsin)

FACULTY AND RESEARCH AREAS

Biology

P. Frost, BSc (Rochester), MSc (Ohio State), PhD (Arizona State), *limnology, food webs, aquatic ecology (David Schindler Professor in Aquatic Science)*

T. Hossie, BSc, MSc (Trent), PhD (Carleton), *population and behavioural ecology, amphibian conservation, predator-prey interactions*

D. Murray, BSc (McGill), MSc (Alberta), PhD (Wisconsin), *population ecology, wildlife conservation and management (Canada Research Chair in Integrative Wildlife Conservation)*

E. Nol, BSc (Michigan), MSc (Guelph), PhD (Toronto), *avian population ecology, arctic ecology, avian conservation*

P. Wilson, BSc, MSc, PhD (McMaster), *evolutionary genetics, DNA profiling (Canada Research Chair in DNA Profiling, Forensics, and Functional Genomics)*

M. A. Xenopoulos, BSc, MSc (Québec à Montréal), PhD (Alberta), *aquatic ecology, ecosystem ecology, global change biology, biogeochemistry, lake ecology, river ecology (Canada Research Chair in Global Change of Aquatic Ecosystems)*

School of the Environment

J. Aherne, BA (Trinity College, Dublin), MAppSc, PhD (University College Dublin), *impacts and disturbance on aquatic and terrestrial ecosystems, and environmental modelling*

C. Furgal, BSc (Western), MSc, PhD (Waterloo), *environmental health, planning and resource development, risk management and communication, and Arctic Indigenous issues*

Forensic Science

C. Kyle, BSc (Bishop's), MSc (Guelph), PhD (Alberta), *conservation and population genetics, molecular ecology*

ADJUNCT FACULTY

B. Barton, BSc (Idaho), MS (Central Florida), MPhil, PhD (Yale), *environmental change, ecology, food webs, conservation biology*

D. Chabot, BSc (Université Sainte-Anne), MSc & PhD (McGill), *remote sensing, wildlife biology, drones, environmental monitoring, geomatics, automated image analysis*

M. DiLeo, BSc, MSc (Queen's), PhD (Toronto), *metapopulation genomics, landscape ecology, environmental change*

R. Feldman, BScH (Queen's), MSc (UBC), PhD (McGill), *large-scale ecology, landscape ecology, avian ecology, spatial modeling*

K. Fleming, BSc (Trent), MSc (Toronto), PhD (Trent), *biomonitoring, northern ecosystems, anthropogenic disturbance*

REGULATIONS AND COURSE REQUIREMENTS

The general regulations and requirements for graduate degrees at Trent University apply to the Bioenvironmental Monitoring and Assessment Program. Application for admission should be received by February 1 for consideration for Fall admission into the program. Applicants should hold an undergraduate Honours (4-year) degree in Biology, Environmental Science, Geography, or an equivalent science degree. Students in the Masters (MSc) program are required to take one core course, complete a professional placement and a thesis. Students in the Masters (M.BEMA) program are required to take six core and two elective courses (Fall/Winter online), and the Placement and the Capstone courses (in-person, in Spring and Summer). Students enrolled in part-time studies must take BEMA 5000H and BEMA 5003H in the first fall term, if completing the program in two years. M.BEMA students must complete all online courses prior to starting the Placement and Capstone courses, unless approved by the Program Director. Students in the G.Dip program are required to take four core courses and two electives.

Students must attain at least a B- (70%) in all core courses to remain registered in the program. Students who obtain less than 70% in an elective course may take another course in substitution, if available. If 70% is not obtained in the substituted course, the student will then be obliged to withdraw from the program. Students who obtain less than 70% in a required course will not be permitted to retake the course and will be required to withdraw from the program, unless otherwise permitted through appeal to the program.

PROGRAM OPTIONS

Master of Science in Bioenvironmental Monitoring and Assessment (MSc) – 28 months (7 terms)

A 28-month degree including a thesis and professional placement. Students will complete one online course, Data Analysis OR Sampling Design, in Year 1 (one half-credit), and a 4-month professional placement in Year 2 (1.5 credits), and complete a thesis (worth 6 half credits). The MSc degree will focus on applied and problem-driven original research, where students can use existing data or collect their own data as a basis for their research.

Required courses: BEMA 5003H (Data Analysis) OR 5008H (Sampling Design), BEMA 5013C (Placement).

Master of Bioenvironmental Monitoring and Assessment (M.BEMA) – 12 months (3 terms)

A one-year course-based degree. Students will take online courses for eight months (September to May), followed by a 15-week placement (May to August) and one-week face-to-face capstone course (late August). In Terms 1 and 2, students complete eight (8) half-credit courses (5 required core courses and 3 electives). In Term 3, the Placement (1.5 credits) and Capstone courses (half-credit) are completed.

Required courses: BEMA 5000H, BEMA 5002H, BEMA 5003H, BEMA 5004H, BEMA 5008H, BEMA 5013C (Placement), BEMA 5014H (Capstone).

Graduate Diploma in Bioenvironmental Monitoring and Assessment (G.Dip) – 8 months (2 terms)

Students will complete six (6) online half-credit courses, including 4 core courses (selected from the 6 core courses offered) and 2 electives.

Required courses: BEMA 5000H, BEMA 5002H, BEMA 5003H, BEMA 5004H, or BEMA 5008H.

COMPLETION TIME

Full-time BEMA students can complete an MSc degree in 28 months, a M.BEMA degree in 12 months, or a Graduate Diploma in 8 months. Part-time studies will be accommodated for the M.BEMA and G.Dip program options.

CORE COURSES

» BEMA 5000H: Principles of Environmental Monitoring & Assessment I

This course will introduce students to the basic principles of environmental monitoring and assessment. Students will learn about contemporary theory in environmental science, environmental ethics, fundamental scientific principles, societal constraints on environmental values, monitoring techniques used for biotic and abiotic parameters, and systems analysis in environmental monitoring and forecasting.

» BEMA 5002H: Principles of Environmental Monitoring & Assessment II

This course will introduce information on stakeholder perspectives, land-based considerations (e.g., public vs. private lands, Indigenous land claims), environmental law, repair and remediation, as well as the role of environmental impact and action plans. Students should gain a better understanding of key regulating and administrative bodies within the environmental sector; and know methods, considerations and key components used in assessments of current or future-impacted environmental systems. Prerequisite: BEMA 5000H or permission of the instructor.

» BEMA 5003H: Data Analysis for Environmental Professionals

This course will expose students to statistical approaches and tests that are especially relevant to uncontrolled environmental research, including how to conduct original analysis and inference from messy data. Students will gain the ability to quickly, efficiently and correctly determine what analysis to use for a given scenario and how to ensure that the analysis is robust and defensible, develop skills in translating statistical results to environmental inference, and develop familiarity with the open-access R statistical software platform.

» BEMA-SUST 5004H: Communicating Science for Environmental Professionals

This course will cover effective writing and presentation of scientific information for both scientific and non-scientific audiences. Issues regarding authorship, language and selection of reputable references will be covered in detail. Students will learn strategies and styles for effective writing and presenting and will learn how to effectively interpret scientific information for non-scientific audiences.

» BEMA 5008H: Sampling Design for Environmental Research

This course will introduce students to a variety of quantitative techniques used to make predictions and assessments regarding environmental health and viability. Students will learn how to quantify changes in environmental parameters, model species distributions and population changes, determine the long-term viability of existing populations, and make predictions regarding the fate of ecological communities and ecosystems.

ELECTIVE COURSES

Elective courses available to students may vary each term.

» **BEMA 5001H: Current Topics in Environmental Monitoring & Assessment**

This course will provide students with the opportunity to learn about current environmental monitoring and assessment issues and challenges faced by environmental professionals in the field. This course will be comprised of seminars led by instructors, guest lecturers from university and industry, and students.

» **BEMA 5005H: Geomatics I**

This course will provide an introductory overview of the geomatics discipline in the context of bioenvironmental monitoring, including geographical information systems (GIS), global positioning systems (GPS), remote sensing, geomorphometry, and geospatial analysis and modelling. Students will be introduced to analytical operations in vector, raster and integrated environmental datasets, with practical applications learned through lab exercises, online discussions, and both individual and group project activities. Recommended: BEMA 5003H.

» **BEMA 5006H: Genome-based Environmental Monitoring**

This course provides insight into how DNA is being used to survey terrestrial and aquatic wildlife, track environmental contaminants and disease, and monitor the quality of water and food using leading-edge technologies. The content ranges from foundational genetics concepts relevant to how DNA is collected, extracted and analyzed to high-throughput sequencing, metabarcoding and gene editing. Assignments include practical applications of various DNA sequence analyses and presentations of case studies.

» **BEMA 5007H: Geomatics II**

This course involves comprehensive study in applied problem-solving in the science of geomatics and the creation of a unique geomatics application (or geo-app). Students will have an opportunity to engage in-depth with theories and applications in earth observation, geospatial database development, and spatial analysis. A student-led and designed project will lead to a geo-app for applied environmental research, monitoring and assessment outputs for mapping and analysis.

» **BEMA 5009H: Environmental Policy**

This course provides a review of environmental legislation in Canada and abroad, and how it relates to the support, management, and exploitation of ecosystems. Specific attention will be given to past and present environmental standards and regulations, Species-at-Risk legislation, international treaties and obligations regarding air, land, and water, as well as anticipated changes to environmental policy that will impact future standards and practices for industrial development and resource exploitation.

» **BEMA 5010H: Landscape Ecology**

This course will provide students with a solid foundation in landscape ecology including new approaches to resource management and conservation that consider ecosystem processes in large spatial and temporal scales. Important concepts central to landscape ecology research such as dispersal, connectivity, and habitat fragmentation will be examined in detail, as well as the current methods used in landscape ecology research design and analysis. Prerequisite or co-requisite: BEMA 5003H or permission of instructor.

» **BEMA 5011H: Population Viability Analysis**

This course will introduce students to quantitative and contemporary methods in population viability analysis (PVA). Students will develop skills for robust analysis of a range of plant and animal data to determine rates of change and its variation, extinction time and probability, and population sensitivity to various forms of intervention. Prerequisite: BEMA 5003H or permission of the instructor.

» **BEMA 5012H: Landscape Genetic Data Analysis with R**

This course introduces students to a wide range of quantitative methods used in landscape genetics using R. While this course focuses on data analysis, a companion course (DGS Landscape Genetics) discusses the underlying biology. Students should either enroll in both courses or at least read the textbook of the companion course (Balkenhol et al. 2015: Landscape Genetics - Concepts, Methods, Applications; Wiley).

» **BEMA 5013C: Placement**

This course will consist of a 15-week placement experience with a government agency, industry, or non-governmental agency, or related laboratory or work unit, on themes and principles learned during coursework associated with the M.BEMA degree. Students will work closely with the instructor and placement host to determine deliverables that will be presented to various stakeholders, as technical report(s) and/or presentation(s).

» **BEMA 5014H: Capstone (for M.BEMA students)**

This course will consist of a one-week capstone experience located at the Trent Peterborough campus that will provide students with the opportunity to consolidate the information learned during their previous coursework and placement. Students will be expected to conduct a mock environmental assessment, present their placement work to peers, participate in professional skills workshops, and complete an e-portfolio to showcase their work.

» **BEMA 5015H: Reading Course**

This course is available for BEMA graduate students in order to fill degree requirements. The format of the course is designed by the instructor. Written justification for the course must be made to the Program Director and must be arranged before registration for the course.

705-748-1011 ext. 1750 frostcentre@trentu.ca

trentu.ca/frostcentre

trentu.ca/canadianindigenouma

The interdisciplinary MA in Canadian Studies & Indigenous Studies program is a collaborative effort that draws on a diverse range of Trent faculty. Thematic areas for the degree include: Indigenous Peoples in Canada; Canadian culture, including literature, theory, the visual arts and cultural heritage; political economy, labour, social policy, and community development; environmental politics, policy and natural heritage; women and gender in Canada; identities and difference, including the study of region and place, race, ethnicity, sexual orientation, and disabilities; Canada in the global context; and Indigenous-Settler relations.

Through course work and the writing of a thesis or a major research paper, the MA program offers students advanced exploration of themes and debates in Canadian Studies & Indigenous Studies as well as a grounding in methodological and theoretical approaches to current scholarly research and writing. Critical and engaged writing, thinking and discussion are encouraged not only through scholarly work, but also through the conferences, visiting speakers, student workshops, and other events sponsored by the Frost Centre.

The MA is offered by the Frost Centre for Canadian Studies & Indigenous Studies, established in 1982 and named for Trent's first Chancellor and a former premier of Ontario, Leslie Frost. Within the School for the Study of Canada, the Frost Centre is the home for two graduate programs, including the MA in Canadian Studies & Indigenous Studies, and the PhD in Canadian Studies. The Centre strives to create a vibrant space for scholarly research, writing, and discussion about past and current debates and issues central to a critical understanding of Canada.

GRADUATE PROGRAM DIRECTOR

H. Nicol, BA (Toronto), MES (York), PhD (Queen's), *Canadian and political geography with emphasis on the circumpolar north, Canada-US borders and geopolitics*

FACULTY AND RESEARCH AREAS

Anthropology

J. Conolly, BA (Toronto), MSc (Southampton), MA, PhD (University College London), *Landscape Archaeology; Geoarchaeology; Geoinformatics; Great Lakes*

Canadian Studies

C. Dummitt, BA (Trent), MA (Dalhousie), PhD (Simon Fraser), *20th-century Canadian cultural and political history, morality, modernity, gender and masculinity, western Canada*

P. Lackenbauer, MA, PhD (Calgary), *modern Canadian and circumpolar history; political studies; military history / war and society; and Indigenous-state relations in Canada*

Cultural Studies

L. Mitchell, BA (Thompson Rivers), MA (York), PhD (Victoria), *Philosophy of technology and media theory, especially (post-)phenomenology; contemporary political theory, especially Heidegger and his successors and feminist theorists of subject formation; internet studies, generally including site-specific analyses of groups like Anonymous, social network sites like Facebook, and videogames like Bastion*

A. O'Connor, BA (Trinity College, Dublin), MA, PhD (York), *sociology of culture and mass media, subcultures, art and culture in small cities, global media studies, community media In Latin America*

A. Pasek, BA (Alberta), MA (McGill), PhD (New York University), *climate change, energy/environmental humanities, science communication, visual culture, new materialisms, Infrastructure, cultural politic (cross appointed Environmental Studies)*

Education

N. Bell, BA (Trent), BEd MEd (Queen's), PhD (Trent), *infusion of Indigenous knowledge in education, Anishinaabe culture-based education and Anishinaabe research theory and methodology*

C. Bruce, BA, BEd (York), MA, PhD (Toronto), *teacher efficacy; models of professional learning; effective uses of technology; teaching and learning mathematics*

P. Elliott, BSc, PhD (Wales), *relationship between science, literacy and society; public understanding of science; the impact of personal schooling experiences on new science teachers' professional practice; nature of good practice in biodiversity education*

L. Iannacci, BA, BEd (York), MEd, PhD (Western), *language and literacy; early childhood education; culturally and Linguistically diverse learners; critical multiculturalism; disability studies; narrative research methods*

D. Handlarski, BA (Trent), BEd (Queen's), MA (Wilfrid Laurier), MA, PhD (York), *social justice in education, antiracist education, community-based education, spirituality In education, History education, sex education*

B. Niblett, HBOR, BA, BEd, MEd, PhD (Lakehead), *activism in education, experiential learning, outdoor and environmental education, social justice pedagogy*

R. Nicholls

K. Pendleton Jiménez, BA (UC Berkeley), MFA (San Diego State), PhD (York), *gender, sexuality, ethnicity and narrative*

English

S. Bailey, BA (Queen's), MA, PhD (Toronto), *Victorian literature and culture; gender studies; travel writing; life writing*

S. Chivers, BA (Calgary), MA, PhD (McGill), *disability studies, aging, contemporary writing by women, the "Problem Body" on film*

M. C. Eddy, MA (Western), PhD (Toronto), *feminist and gender theories, theories of race and ethnicity, theories of the body and subjectivity, contemporary fiction*

M. Steffler, BA (Victoria), MA, PhD (McMaster), *Canadian literature; children's literature; environmental issues in literature; romanticism, postcolonial and feminist theory*

Environmental & Resource Science/Studies

S. Bocking, BSc, MA, PhD (Toronto), *environmental history, history of science, science in Canadian society*

E. Bowness, BA, MA (Manitoba), PhD (British Columbia), *critical and community-engaged environmental social scientist studying the prospects for more equitable sustainability transitions in the food system and beyond, primarily in Canada and Brazil; just transitions in food systems; food sovereignty and agroecology; industrial capitalism in settler colonial contexts*

C. Furgal, BSc (Western), MSc, PhD (Waterloo), *environmental health impact assessment; environmental health risk management, assessment, and communication; mixed methods and involvement of Indigenous knowledge and western science in environment and health studies; Aboriginal and circumpolar health and environmental change (e.g., contaminants, climate change and food security). (Cross appointed Indigenous Studies)*

S. Hill, BSc, BA (Queen's), PhD, PEng (Calgary), *environmental policy, risk management, climate change, impact assessment, environmental auditing and indicators*

S. Rutherford, BA (Toronto), MSc (Guelph), PhD (York), *political ecology, environmental justice, animal studies*

Gender & Social Justice

N. Bhanji, BA (Queen's), MA (Toronto), PhD (York), *race and racialization; necropolitics; biopolitics; trans theory; affect; emotion; psychoanalysis; queer theory; masculinities; memory and memorialization; diaspora; transnationalism; political economies of violence; surveillance; social justice*

M. Chazan, BA (Waterloo), BEd (OISE), MA, PhD (Carleton) *Feminist, decolonial, anti-racist, intergenerational, and queer approaches to conceptualizing, analyzing, and storying activism; Drawing on intergenerational storytelling methodologies, community-engaged practices, arts-based research, oral history, and activist archives to unsettle dominant conceptions of "activism" and explore diverse forms of resistance, resurgence, resilience, alliance, and solidarity*

J. Cole, BA, MA (Trent), PhD (Toronto)

Geography

H. Nicol, BA (Toronto), MES (York), PhD (Queen's), *Canadian and political geography with emphasis on the circumpolar north, Canada-US borders and geopolitics*

M. Skinner, BA (Wilfrid Laurier), MA (Guelph), PhD (Queen's), *Health geography: welfare state restructuring, challenges facing the voluntary sector, health and social care in the community*

History

F. Dunaway, BA (N. Carolina), PhD (Rutgers), *modern United States cultural, environmental, and political history; American Studies; visual culture*

C. Durand, BA, MA (Montréal), PhD (McGill), *Québec history, food history, popular music, the Quiet revolution, and women's history*

J. Miron, BA (McGill), MA, PhD (York), *cultural history; medicine and crime in the nineteenth and twentieth centuries; sexuality; Canadian history*

Indigenous Studies

J. Argue, BA (Guelph), BA (Trent), MFA (Vermont College of Fine Art), *performance writing, performance production, storytelling, Indigenous pedagogies, music, visual arts, orality, Indigenous geographies, Indigenous languages*

K. Fitzmaurice, MA, PhD (Trent)

M. Mumford, (Métis), BA (Alberta), MFA (Brandeis), *Theatre, dance and music; Aboriginal arts and literature*

D. Newhouse, (Onondaga), BSc, MBA (Western), *the development of modern Indigenous societies in North America, governance and economies. (cross appointed with Business Administration)*

J. Pind, BA, MA (Laurentian), PhD (Queen's), *Indigenous history, particularly Michi Saagiig Anishinaabeg history and the history of Indigenous education. Interested in community-based research projects involving the history of climate change, Indigenous-settler relationships and digital education.*

R. Quantick, BA, BEd, MEd (Queen's), PhD (Trent), *aboriginal Incarceration Prisons and prison education; Indigenization in the academy with particular emphasis on the application and efficacy of Indigenous Knowledge and decolonizing approaches in curriculum design and delivery*

P. Sherman, (Omamiwinini), BA (Eastern Connecticut), MA (Connecticut), PhD (Trent), *Indigenous historical consciousness and identities, Atlantic World and colonial encounters, international Indigenous peoples, and Indigenous women*

B. Wall, BA (Michigan), MA (Berkeley), PhD (Trent) *Indigenous knowledge, women's water knowledge, Indigenous food systems*

Nursing

C. Gilmer, RN, BScN (Western), MHScN, DHLthSc (Charles Sturt) *Homelessness; Health care leadership; Access to health care services*

Politics

N. Changfoot, BA (York), MA (Carleton), PhD (York), *social movements, art and politics, women and politics, law and society, political economy, political and feminist theory*

C. de Clercy, BA, MA (Saskatchewan), PhD (Western), *political leadership, election law, parties, federalism, women's political participation, and Canadian politics.*

J. Greene, BA (Manitoba), MA (Wilfrid Laurier), PhD (Queen's), *comparative and urban political economy and politics, the dynamics of collective action and protest, Marxism, immigration, poverty, and homelessness. (Cross appointed Canadian Studies.)*

C. O'Manique, BA (Carleton), MA, PhD (York), *comparative political economy of developing countries, comparative public policy in developing countries, gender and globalization. (Cross appointed with International Development Studies.)*

B. Sethi, BA, MSW, PhD (Wilfrid Laurier), *caregiving, arts-based research, community-based participatory research, policy and immigration*

Sociology

K. Buccieri, BSocSc (Ottawa), MA (Carleton), PhD (York), *intersections between health and homelessness, with special focus on youth homelessness, social and spatial dimensions, and systems integration*

E. Laming, BA, MA (Carleton), PhD (Toronto), *policing; police use of force; police oversight and accountability; corrections; criminal justice policy and reform; comparative criminal justice; race and the criminal justice system*

M.J. Hande, BA (Saskatchewan), MA (York), PhD (Toronto), *care policy, work, and politics, aging, disability, and mad studies, Immigrant and precarious work, critical consciousness/social movement learning, community-engaged research and learning, critical theory and qualitative methods*

N. Nichols, BA (Trent), BEd (Queen's), MA, PhD (York), *social inequality; poverty; youth homelessness; youth justice; child welfare; education; "youth at risk"; youth mental health; higher education*

D. Rapaport, BA Concordia, PhD (Trent), *labour, unions in Canada, collective bargaining, politics of technology, public sector in Canada*

D. White, BA (Ryerson), MA (Toronto), PhD (Carleton), *institutional responses to sexual violence, particularly medico-legal interventions and the role and nature of forensic evidence and experts in criminal justice systems, science and technology studies (STS), critical research on technologies of rape and sexual assault, specifically anti-rape technologies*

ADJUNCT FACULTY

K. Allain, BA (Trent), MA (Queen's), PhD (Trent/Carleton), *gender, aging, Canadian national identity, winter sports*

L. Boucher, BA (Western), MA (Guelph), PhD (York), *social movements, gender-based violence and anti-violence activism, gender and public policy, and the Canadian non-profit sector*

A. Bresnahan, BA (Guelph), MSc (Toronto), MPH (Memorial), MD (McMaster), *circumpolar health, Inuit health, upstream medicine, anthropology, expedition medicine*

K. Coates, BA (UBC), MA (Manitoba), PhD (UBC), *Indigenous-newcomer history, Northern Canadian history, Indigenous rights and land claims, Indigenous policy In Canada, technology and society*

J. Cullingham, BA (Trent), MA (Toronto), PhD (York), *Indigenous history & Indigenous - newcomer relations in Canada. Mexico, France and Algeria, documentary film and journalism*

M. Eamon, BA (Université d'Ottawa), MA (Queen's & Cambridge), PhD (Queen's) *print culture, enlightenment, cultural and intellectual history*

K. Everett, BSW, MA (Toronto Metropolitan), PhD (Trent) *northern borders, Canadian arctic, defence policy*

S. Harrison, BFA (Queen's), MA (Trent), PhD (OISE/Toronto), *research theory and pedagogy, art exhibition for social change, Issues In contemporary drawing and painting, marginalized communities, Canadian gay history*

M. Hayes, BA (Trent), MA (Simon Fraser), PhD (Trent), *conspiracy theory, UFOs and the supernatural, pseudoscience and unorthodox science, Cold War and postwar Canadian history, trust in government authority/expertise, documentary film, Atlantic Canada*

L. Heininen, PhD (Lapland), *international relations, geopolitics, security studies, environmental politics, northern and arctic studies*

P. Hira-Friesen, BSc, MA (Alberta), PhD (Calgary), *immigration, labour and social justice*

A. Norman, BA, MA (Queen's), BEd, PhD (Toronto), *Indigenous history, women's history, education history.*

J. Onusko BA (Calgary), MA (Athabasca), PhD (Trent), *childhood history; children's literature; urban studies; Canadian history*

L. Peers, MA (Winnipeg), PhD (McMaster), *museum-Indigenous relations, museum anthropology, visual anthropology, historic material culture, North America*

T. Penikett, *Governance and policy making In northern Canada; labour organizing, Indigenous land claims and self governance In Yukon*

D. Tough, BA, MA (Trent), PhD (Carleton), *history of politics, the welfare state, taxation, poverty, and inequality in 20th century Canada; writing instruction; historiography, narrative, memory; political rhetoric and political imaginaries*

R. Quantick, MEd (Queen's), PhD (Trent), *aboriginal Incarceration*

K. Tremblay, BEd (Windsor), MA ,PhD (Toronto), *arts education, Indigenous education*

EMERITUS FACULTY AND RESEARCH AREAS

L. Davis, BA (Queen's), MA (Alberta), PhD (Toronto), *Community development, policy development, strategic planning*

J. Harrison, BA (Saskatchewan), MA (Calgary), DPhil (Oxford), *tourism, cottage culture, museums, organizational culture.*

J. S. Milloy, BA (St Patrick's), MA (Carleton), PhD (Oxford), *Aboriginal policy, Aboriginal education and health issues, Indigenous history of the plains*

B. Palmer, BA (Western), MA, PhD (SUNY, Binghamton), *working class history, social history, political economy, labour*

J. Sangster, BA (Trent), MA, PhD (McMaster), *Canadian working-class and women's history, gender, labour and social policy, women and the criminal justice system*

J. E. Struthers, MA (Carleton), PhD (Toronto), *Canadian social policy and social citizenship, aging, caregiving, health, poverty, welfare, and inequality*

D. Torgerson, BA (California-Berkeley), MES (York), MA, PhD (Toronto), *critical theory, political action, the public sphere, policy discourse, green political thought, environmental policy.*

J. H. Wadland, BA (McMaster), MA (Waterloo), PhD (York), *environmental history, cultural history, interdisciplinary methods.*

K. Walden, MA, PhD (Queen's), *late Victorian cultural and social history*

REGULATIONS

The general regulations and requirements of Trent University for the MA degree apply to the Canadian Studies & Indigenous Studies program. Students are admitted to the program once a year for studies beginning the following September. Applicants must have achieved an average of at least (B+/77%) in the work of the last 10 full academic credits or the last two undergraduate years (full-time equivalent). Students are also expected to have taken undergraduate courses relating to Canada, or be willing to take such courses as their make-up, usually before admission. As well, students must have a clear interest in an interdisciplinary graduate experience. Course selection must be discussed with the Frost Centre Director.

Masters candidates can choose one of the following two options:

1. Thesis-based MA

- CSID 5000Y - Core colloquium (1.0 credit)
Two half courses (1.0 credits) from the CSID graduate course offerings
- A written and defended thesis on an approved topic. Theses will be supervised by a committee consisting of a primary supervisor, who must be a tenured or tenure-track faculty member of the Frost Centre, and two other committee members from the Frost Centre. Students are required to pass an oral defence of the thesis conducted by the committee and an external examiner.

2. Course-based MA

- CSID 5000Y – Core colloquium (1.0 credit)
Four half-courses (2.0 credits) from the CSID graduate course offerings
- A written major research paper, to be examined by a supervisor and one other Frost faculty member, from a different academic unit or program from the supervisor. Policies relating to the research paper are laid out at trentu.ca/canadianindigenouisma/program/ma-policies-and-resources

CSID graduate courses offered by the Frost Centre:

- CSID 5101H: Graduate seminar in Indigenous thought
- CSID 5171H: Indigenous Settler Relations
- CSID 5202H: Culture, heritage & the arts
- CSID 5210H: Perspectives on the Canadian North
- CSID 5301H: Policy, economy & the state
- CSID 5305H: Community-Based Participatory Research: Engagement with culturally diverse communities
- CSID 5401H: Environment & place
- CSID 5452H: Trust and Leadership in Parliament: The Prime Minister and the House of Commons
- CSID 5501H: Identities & social movements
- CSID 5701H: Feminist, gender & women's studies
- CSID 5702H: Arts leadership in Canada
- CSID 5902H: Special Topics

Part-time students in the thesis-based MA are expected to complete their course requirements in eighteen months. Part-time students in the course-based MA are expected to complete their course requirements in two years.

All students must attain at least B-/70% in their course work. Additional requirements appropriate to the candidate's field may be specified by the supervisory committee. The expected time of completion of the degree is two years for thesis option, and 12 months for course-based option.

FINANCIAL SUPPORT

Graduate Assistantships

Trent has a variety of means of supporting MA students, including the provision of teaching assistantships, research assistantships, scholarships and bursaries. Students who are awarded teaching assistantships will normally be eligible to hold them for up to two years in the thesis option and a minimum of one year in the course option. For this payment it is expected that students will give 10 hours per week of teaching service to the University.

Internal Funding

The Frost Centre has a number of internal scholarships and funding opportunities available to full-time students, which are granted at the time of admission and are assessed automatically. For further information, please visit: trentu.ca/canadianindigenouisma/program/financial-support

External Funding

Applicants are encouraged to seek external scholarships where available.

For Further Information

For further information on financial support for graduate students, please refer to the graduate studies website.

Courses Available To Graduate Students: Canadian Studies & Indigenous Studies (CSID)

Not all courses will be available every year. Please consult [trentu.ca/frostcentre](https://www.trentu.ca/frostcentre) for information on courses that will be offered for the upcoming academic year.

Note: In the event that a listed course is unavailable, a Special Topic course under the guidance of an individual faculty member may be substituted. Students may be permitted to take one course in another graduate department/program.

- » **CSID 5000Y: Core colloquium**
This required course is intended to introduce students to a fundamental principle which underlies the Frost Centre MA: that all students critically engage with the fields of Indigenous Studies and Canadian Studies. It will also create a context for developing of the thesis/MRP proposal for MA students and build a strong scholarly and collegial community among MA students.
- » **CSID-SUST 5002H: Research methods**
This course will cover two related themes: an overview of the theory and practice of selected research methodologies; and the ethical considerations of research within Canadian Studies and Indigenous Studies and Sustainability Studies.
- » **CSID 5101H-INDG 6603H: Graduate seminar in Indigenous thought**
Indigenous scholars have become an important aspect of the intellectual landscape in Native Studies and a few other disciplines. Over the last few decades, Indigenous scholarly writing has emerged in a number of fields: politics, social theory, philosophy, history. This required course examines this emerging literature.
- » **CSID-HIST-SUST 5171H-CAST-6171H: Indigenous Settler relations**
This course explores the evolution of Indigenous settler relations in Canada, tracing how they are shaped by economic, social, cultural, religious, political and military factors, and how they differ across regions and First Nations. Themes include comparative imperial policies; treaties, land and space; law and Aboriginal-settler relations; education; religion; the state and policy development; political organization and resistance; gender, familial and sexual relations. Not open to students with credit for INDG 4801H.
- » **CSID-SUST 5200H: Sustainable rural communities**
A critical perspective on rural community sustainability in Western developed economies. Traces the evolving interdisciplinary conceptualizations of 'rurality', 'community' and 'sustainability', and their role in understanding how rural people, places and systems respond to Socio-economic and environmental change. Emphasizes how sustainability is manifest in rural and small town Canada.
- » **CSID-5202H-CAST 6102H-ENGL 5306H: Culture, heritage & the arts**
This course will critically explore selected theoretical, empirical, and creative constructions, contestations and celebrations of Canadian culture(s). Course content ranges from the national to the local, examining cultural communities and identities, intellectual traditions, cultural policies, museums and galleries, and cultural expression in film, theatre and literature.
- » **CSID 5210H-CAST 6210H: Perspectives on the Canadian North**
This course explores historical and contemporary perspectives on the Canadian North, focusing on aspects of how Indigenous and non-Indigenous peoples experience and frame the region. It critically examines how environmental, economic, social, cultural, political, legal, and military factors have (re)shaped the region. Themes include Indigenous and Euro-Canadian concepts of North; the frontier/homeland dichotomy; legal systems; sovereignty and security issues; colonialism and state control; land claims and co-management; climate change; and Canada's Northern strategies.
- » **CSID-HIST 5301H-CAST 6301H: Policy, economy & the state**
This course explores the political economy tradition in Canada, and specifically the complex relationship between the state, economy, society, politics, and culture. The course content will provide essential grounding in the approaches, methods, and themes that have been critical to the ongoing development of this Canadian tradition.
- » **CSID 5305H: Community-Based Participatory Research: Engagement with culturally diverse communities**
Through this course, students will engage in Community-Based Research in partnership with community agencies, under the direction of Faculty and with the assistance of the Trent Community Research Centre. Students will undertake a research project in response to community-identified priorities, applying community-based models to address challenges or opportunities with action-oriented results with the Canadian context. In partnering with a community organization, students will also develop project management skills required to successfully navigate a collaborative and interdisciplinary research environment with culturally diverse populations.
- » **CSID-SUST 5401H-CUST 5512H-CAST 6201H: Environment & place**
This course explores human-environmental relationships from a variety of perspectives using both academic and public policy debates as source material. Selected topics will draw from historical and political ecology, environmental protection and activism, heritage law, land tenure and land rights, tourism, public parks, and notions of wilderness in Canadian identities.

- » **CSID 5452H: Trust and Leadership in Parliament: The Prime Minister and the House of Commons**
Explores the role of trust in the exercise of leadership with respect to Canada's Prime Minister and the House of Commons. Concentrating on legislative leadership the course examines how and why, in the face of declining trust and rising unwarranted distrust, the political executive aims to exercise leadership. Not open to students with credit for POST-CAST 4452H.
- » **CSID-ENGL 5501H-CAST 6401H: Identities and social movements**
This course directly addresses a wave of identity politics and its controversial place even within seemingly identity-based movements. Readings on gender, queer theory and politics, disability, aging, and race will come from sociology and political science as well as cultural, literary and film studies
- » **CSID SUST 5626H/INDG 6626H: Harvesting Indigenous Language**
This graduate topics course is designed to facilitate engagement with an Indigenous language through weekend intensive cultural immersion. Located in culturally significant sites within the Kawarthas, the course will focus on language and culture as it relates to the fall cycle within the Natural World. Students will explore the connections between language and identity, worldview, orality, as well as recovery and revitalization. The intensive weekends will provide an immersive experience from which to think about the interplay between culture and language and how language can help us to understand the world better in a contemporary sense.
- » **CSID-SUST 5627H/INDG 6627H: Living and Learning Anishinaabemowin**
This graduate topic course is designed to facilitate engagement with an Indigenous language through weekend intensive cultural immersion. Located in culturally significant sites within the Kawarthas, the course will focus on language and culture as it relates to the Winter cycle within the Natural World. The intensive weekends will provide an immersive experience from which to think about the interplay between culture and language and how language can help us to understand the world better in a contemporary sense.
- » **CSID 5701H-HIST 5105H-SUST 5701H-CUST 5503H-CAST 6501H: Feminist, gender & women's studies**
This course explores the scholarly interpretations, debates, and theories that have shaped our understanding of women and gender in the Canadian and North American context. The historical and social construction of gender identity, culture, and sexualities are explored, and topics such as work, reproduction, 'race,' colonialism, political engagement and social movements.
- » **CSID 5702H-CAST 6702H: Arts Leadership in Canada: issues and perspectives**
Arts leadership goes beyond day-to-day management of institutions and positions. It involves navigating the tensions between immediate realities and long-term goals to realise a leader's vision for institutional, professional, and social change. While all arts leaders internationally respond to common challenges in pursuing their visions (such as funding and institutional structures), there is a uniquely Canadian social and political context for arts leadership which informs both the difficult institutional realities that arts face and the potential for the arts within civic society. Readings and case studies in this course will explore key issues and case studies in Canadian and global arts leadership. Students who have taken CSID 5702H cannot take CAST 6702H.
- » **CSID-AGNG-SUST 5801H-CAST 6801H: Aging, health & society**
This interdisciplinary course examines aging in Canadian society from a critical perspective. The course traces the evolving conceptualizations of aging, old age and life course, and their role in understanding the processes, outcomes and representations of aging and their implications for the development of critically-informed discourse and policy.
- » **CSID 5902H: Special Topics**
Courses may be offered in a variety of areas as a way of introducing students to new subject matter, research techniques or methodologies.
- » **CSID 5990Y, 5990H: Directed study**
A written justification, course outline and approval of the Graduate Program Director are required to take the course.

705-748-1011 ext. 1750 frostcentre@trentu.ca

trentu.ca/frostcentre
trentu.ca/canadianstudiesphd

The doctoral program is offered by the Frost Centre for Canadian Studies & Indigenous Studies in the School for the Study of Canada/ École d'études canadiennes at Trent University. The PhD program fosters an interdisciplinary and multidisciplinary approach to the study of Canada, including in comparative perspectives. The program of courses and dissertation guidance, drawing upon diverse faculty encompasses course requirements, comprehensive examinations and a dissertation.

The PhD program in Canadian Studies normally will be undertaken on a full-time basis. However, in cases of exceptional merit, the Frost Centre will accept a few candidates for the degree on a part-time basis.

Students in the program are required to familiarize themselves with the program guidelines posted at: trentu.ca/canadianstudiesphd/program/phd-program-guidelines

GRADUATE PROGRAM DIRECTOR

H. Nicol, BA (Toronto), MES (York), PhD (Queen's),
Canadian and political geography with emphasis on the circumpolar north, Canada-US borders and geopolitics

FACULTY AND RESEARCH AREAS

See trentu.ca/canadianstudiesphd/faculty-research

ADMISSION REQUIREMENTS

The normal requirement for admission into the PhD program is a Master's degree (or equivalent), with at least high Honours standing, in Canadian Studies or a cognate discipline. Applicants should note, however, that meeting the admission requirement does not guarantee admission to the program. Applicants wishing to be considered for admission to the PhD program must submit completed applications by February 1.

PROGRAM REQUIREMENTS

Doctoral candidates must successfully complete 10 credits. Candidates with deficiencies in certain areas may be admitted to the PhD program, but normally will be required to complete additional work. The specific requirements are as follows:

- 1.0 credit for successful completion of the mandatory core seminar, CAST 6000Y.
- 1.0 credit for successful completion of two courses or tutorials (or the equivalent) drawn from the graduate list below. A GPA of 9.0 (B+) or better must be obtained in these courses for students to be allowed to proceed to the comprehensive examinations.
- 1.0 credit for successful completion of two 0.5 credit written comprehensive examinations. Students will be examined in two fields.
- satisfactory demonstration of an understanding of a language other than English. Although French is the most commonly selected second language, students may be permitted to substitute an Indigenous language or another language if it is demonstrably relevant to their research interests.
- a defence, in English, of a written dissertation proposal. Following the completion of their comprehensives, students will be expected to defend a proposal of the research and analysis they plan to undertake in completing their PhD dissertation. The dissertation proposal defence should normally occur within three months after completion of a student's comprehensive examinations. The dissertation committee will be composed of three faculty members.
- a 7.0-credit dissertation, which must be successfully defended in English at an oral examination.

LANGUAGE REQUIREMENT

All doctoral students will be required to pass the PhD program's language test. The language test generally entails rendering into English a French text (or text in another approved language such as an Aboriginal language indigenous to Canada or another language if it is demonstrably relevant to their research interests). The language test is two hours in length, and students are permitted to use a dictionary. Grades for the language test are "Pass" or "Fail."

Students who have taken a language test as a requirement for their MA cannot use it to meet the PhD language requirement. In order to establish equal treatment to all students, all doctoral candidates will be required to pass the PhD language test.

Courses Available To Graduate Students: Canadian Studies

- » **CAST 6000Y: PhD core seminar: Interdisciplinarity in Canadian Studies: concepts, theories and methods**
This course will examine the complex theoretical and methodological issues associated with the discourse on an interdisciplinary study of Canada. This course is mandatory for all PhD students.
- » **CAST 6070H: PhD comprehensive examination**
Available only to PhD students. Students will receive a grade of *Satisfactory*, *Unsatisfactory* or *Pass with Distinction*.
- » **CAST 6080H: PhD comprehensive examination**
Available only to PhD students. Students will receive a grade of *Satisfactory*, *Unsatisfactory* or *Pass with Distinction*.
- » **CAST 6090Y: PhD dissertation**
To meet program requirements Trent students must take at least one of the half-credit courses from the Canadian Studies courses listed above.. All graduate courses must be approved by the Director of the Frost Centre at Trent University.
- » **CAST 6102H-CSID 5202H-ENGL 5306H: Culture, heritage & the arts**
This course will critically explore selected theoretical, empirical, and creative constructions, contestations and celebrations of Canadian culture(s). Course content ranges from the national to the local, examining cultural communities and identities, intellectual traditions, cultural policies, museums and galleries, and cultural expression in film, theatre and literature. Excludes CSID-HIST 5202H-CAST 6102H.
- » **CAST 6171H-CSID-HIST-SUST 5171H: Indigenous Settler relations**
This course explores the evolution of Indigenous settler relations in Canada, tracing how they are shaped by economic, social, cultural, religious, political and military factors, and how they differ across regions and First Nations. Themes include comparative imperial policies; treaties, land and space; law and Aboriginal-settler relations; education; religion; the state and policy development; political organization and resistance; gender, familial and sexual relations. Not open to students with credit for INDG 4801H.
- » **CAST 6201H-CUST 5512H-CSID-SUST 5401H: Environment & place**
This course explores human-environmental relationships from a variety of perspectives using both academic and public policy debates as source material. Selected topics will draw from historical and political ecology, environmental protection and activism, heritage law, land tenure and land rights, tourism, public parks, and notions of wilderness in Canadian identities.
- » **CAST 6210H-CSID 5210H: Perspectives on the Canadian North**
This course explores historical and contemporary perspectives on the Canadian North, focusing on aspects of how Indigenous and non-Indigenous peoples experience and frame the region. It critically examines how environmental, economic, social, cultural, political, legal, and military factors have (re)shaped the region. Themes include Indigenous and Euro-Canadian concepts of North; the frontier/homeland dichotomy; legal systems; sovereignty and security issues; colonialism and state control; land claims and co-management; climate change; and Canada's Northern strategies.
- » **CAST 6301H-CSID-HIST 5301H: Policy, economy & the state**
This course explores the political economy tradition in Canada, and specifically the complex relationship between the state, economy, society, politics, and culture. The course content will provide essential grounding in the approaches, methods, and themes that have been critical to the ongoing development of this Canadian tradition.
- » **CAST 6401H-CSID-ENGL 5501H: Identities and social movements**
The course directly addresses a wave of identity politics and its controversial place even within seemingly identity-based movements. Readings on gender, queer theory and politics, disability, aging, and race will come from sociology and political science as well as cultural, literary and film studies.
- » **CAST 6501H-CSID 5701H-HIST 5105H-SUST-5701H-CUST-5503H: Feminist, gender & women's studies**
This course explores the scholarly interpretations, debates, and theories that have shaped our understanding of women and gender in the Canadian and North American context. The historical and social construction of gender identity, culture, and sexualities are explored, as are topics such as work, reproduction, 'race,' colonialism, political engagement and social movements.
- » **CAST 6606H: PhD Directed Reading Course**
Reading and research tutorials. A program of research and written work in an area not covered by an existing graduate seminar. Approval of Program Director required.

- » **CAST 6702H-CSID 5702H: Arts Leadership in Canada: issues and perspectives**
Arts leadership goes beyond day-to-day management of institutions and positions. It involves navigating the tensions between immediate realities and long-term goals to realise a leader's vision for institutional, professional, and social change. While all arts leaders internationally respond to common challenges in pursuing their visions (such as funding and institutional structures), there is a uniquely Canadian social and political context for arts leadership which informs both the difficult institutional realities that arts face and the potential for the arts within civic society. Readings and case studies in this course will explore key issues and case studies in Canadian and global arts leadership. Students who have taken CSID 5702H cannot take CAST 6702H.
- » **CAST 6801H-AGNG-CSID-SUST 5801H: Aging, health & society**
This interdisciplinary course examines aging in Canadian society from a critical perspective. The course traces the evolving conceptualizations of aging, old age and life course, and their role in understanding the processes, outcomes and representations of aging and their implications for the development of critically informed discourse and policy.
- » **CAST 6902H: Special Topics**
Courses may be offered in a variety of areas as a way of introducing students to new subject matter, research techniques or methodologies.

ACADEMIC STANDING

All PhD candidates must obtain at least B+ standing or better (GPA 9.0) in courses counted towards the degree.

Comprehensive examinations (which will be graded on a "Satisfactory," "Unsatisfactory" or "Pass with Distinction" basis) are exempted from this required standing.

COMPREHENSIVE EXAMINATIONS

Normally, full-time students should complete their comprehensive examinations within 24 months of their initial registration in the PhD program. Part-time PhD students should finish their comprehensive examinations within 36 months of completing course work. Both full-time and part-time students should normally complete their comprehensive examinations before defending their dissertation proposal.

Normally, students comprehensives will encompass two of the research foci of the PhD, which include but are not limited to:

- **Culture, Heritage and the Arts**
A general knowledge of theories of culture in general, Canadian theoretical discourses on cultural practices, and on the interplay among theory, art, and literature, and their social contexts.
- **Environment and Place**
A general knowledge of locality, landscape, environment and region in Canada.

- **Policy, Economy and Society**
A general knowledge of the complex web of relationships linking economy, civil society and public policy in Canada and their interaction within social, political and cultural life.
- **Identities and Social Movements**
A general knowledge of the character and experience of individual, collective and communal identities in Canada.
- **Feminist, Gender and Women's Studies**
A general knowledge of women's experiences of the major dynamics of social, political, economic and cultural development at all levels of Canadian life.
- **Indigenous Settler Relations**
A general knowledge of the history of colonialism and contemporary issues in Indigenous Settler Relations in Canada.

DISSERTATION PROPOSAL

All students must defend publicly a dissertation proposal after completing their comprehensive examinations. Full-time students must complete this requirement within 27 months of registration in the program.

FINANCIAL SUPPORT

- Full-time students accepted into the PhD program will be offered teaching assistantships, normally for a maximum of eight terms spanning four consecutive undergraduate academic years. In return for the stipend involved, the students are required to work for up to 10 hours per week, generally assisting with some aspects of the undergraduate teaching program. The stipend is fully taxable and deductions are made through the Human Resources department.
- Successful applicants to the Canadian Studies PhD program will automatically be considered for a number of PhD scholarships and bursaries. Scholarships will be awarded to students with high academic standing.
- Students are encouraged to apply for scholarships, particularly the Ontario Graduate Scholarship (OGS), and the Social Science and Humanities Research Council Doctoral Fellowships (SSHRC).

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Interdisciplinary in spirit and theoretical in emphasis, this MA program focuses on contemporary issues in the humanities and social sciences from the perspectives of critical, cultural and political theory.

The aim of the program is to enable students to engage culture, theory and politics in the context of intensive collegial discussion and substantive projects of research. All students pursue a core seminar (CUST 5000Y) in addition to electives. In our one-year stream, students write a Major Research Paper; in our two-year stream, students write a longer Master's Thesis. For both streams, students may pursue research-creation projects in addition to traditional research projects. An annual speakers' series is organized in conjunction with the CUST 5000Y seminar. The degree program is intended both as a preparation for doctoral studies, and as a qualification for those pursuing a non-academic career, for example, in teaching, media, law and government service. Recently, areas of emphasis within the program have been: nature, culture and technology; gender and the body; science as knowledge and discourse; social and political theory; life in the anthropocene.

GRADUATE PROGRAM DIRECTOR

M. Epp, BA (Saskatchewan), MA (McGill), PhD (Alberta)

FACULTY AND RESEARCH AREAS

See PhD Program in Cultural Studies

REGULATIONS

The general regulations and requirements of Trent University for the MA degree apply to the Cultural Studies program.

The admission deadline is February 1 for fall admission into the program. Admission is competitive for a limited number of places. To be considered, applicants should have an Honours degree with a minimum B+ (77%) in the last two years of full-time study, demonstrated aptitude for interdisciplinary study, and an appropriate area of intellectual and research interest.

Students must attain at least a B- (70%) standing in the course work. For further details, see Failed Course Policy ([p. 15](#)).

Competency in a second language is not a requirement, although additional requirements appropriate to the candidate's field, including language competency, may be specified by the supervisory committee.

PROGRAM STRUCTURE AND OPTIONS

Both full-time and part-time MA students may choose between two program streams:

Stream One (Course-Based): Students must complete CUST-5000Y as well as four half-courses and a Major Research Paper. The MRP will be modeled on a scholarly journal article and assessed by an external examiner. The MRP will be approximately 40-50 pages excluding notes and bibliography.

Stream Two (Thesis-Based): Students must complete CUST-5000Y as well as three half courses and a Research Thesis. The thesis will be modeled on a short scholarly monograph with multiple chapters. It will be assessed by an external examiner and the candidate will defend the thesis before a committee of at least 3 faculty members including the external. The thesis will be approximately 120 pages excluding notes and bibliography.

FINANCIAL SUPPORT

Graduate Teaching Assistantships and Research Fellowships are available for full-time students admitted to the program. These awards are made at the point of admission, normally for two years. In addition to bursaries and scholarships available from Trent (information from the Student Aid Office), students in, or applying to, the program are strongly encouraged to seek external forms of support such as the Ontario Graduate Scholarship (OGS) or the Social Science and Humanities Research Council Scholarship (SSHRC).

For further information on financial support for graduate students, please refer to the graduate studies website.

Not all courses will be available every year. Please consult trentu.ca/culturalstudiesma for information on courses that will be offered for the upcoming academic year.

- » **CUST 5000Y: Seminar on Cultural Studies**
The seminar brings together all first-year students enrolled in the program for an exploration of different contemporary theoretical perspectives bearing on culture and politics. The focus will be on problems of interpretation, language, cultural forms and political action, and on preparing students for their thesis or major research project.
- » **Topics in cultural studies (5500 series)**
These half-year courses focus on particular topics and approaches within the program's areas of emphasis. Students must take two from among those offered in a given year. The courses will be selected from the following list.

- » **CUST-ENGL 5312H: Reading Toronto**
A city – and Toronto is no different – isn't just built; it's imagined into existence. In this course, we will discover the many Torontos that are mapped by the imaginations of authors and readers who are eager to build, amplify, and revise the meanings of Canada's largest urban region.
- » **CUST-ENGL 5313H: Objects and Emotions**
Focuses on two recent theoretical movements: speculative realism, also known as speculative materialism, "thing" theory, object-oriented ontology, and affect theory which allows us to rethink the body and human sensibilities outside of human intention.
- » **CUST-ENGL 5315H: Arts of Conflict: Violence, Art, and the Irish Troubles**
This course will explore practical and theoretical conflicts between public violence and its cultural artifacts, including literature, film, murals, sculpture and parades. Our focus will be on twentieth- and twenty-first-century texts, images and public displays from Ireland, usually relating to the Irish Republican Army. We will question why modern cultural formations and political structures condemn violence even as they rely on it; and we will ask what place public violence has in a modern culture defined by its faith in the possibility of reasoning and debating all conflicts away. Not open to students with credit for to CUST-4512H
- » **CUST 5501H: Topics in continental philosophy**
Anglo-American empiricism and continental rationalism share common origins; both refer back to Kant as a seminal figure in their histories. Although the philosophical sympathies of these two traditions appear to diverge, it will be a premise of this course that the differences have been overstated. We shall foreground the emergence of forms of empiricism within the continental tradition, although by implication, we shall also be interested in the forms of rationalism that have come to characterize Anglo-American and analytic philosophy.
- » **CUST 5502H: Science theory**
This course will provide a critical overview of empiricist and rationalist thought in European culture, with special emphasis on the conduct of scientific inquiry. Both Anglo-American and continental texts will be studied in an attempt to establish a dialogue between post-empiricist work on rationality, historicity and social context within the philosophy of science and the various postmodern critiques of enlightenment epistemology.
- » **CUST 5503H-HIST 5105H-SUST-CSID 5701H-CAST 6501H: Feminist, gender and women's studies**
This course explores scholarly interpretations, debates and theories that have shaped our understanding of women and gender in the Canadian and North American context. The historical and social construction of gender identity, culture and sexualities are explored, and topics such as work, reproduction, 'race', colonialism, political engagement and social movements.
- » **CUST 5504H-ENGL 5305H: Subjects of desire**
This course examines theories of subjectivity that have informed work in cultural studies, media studies, and related disciplines. What is the relation between the desiring function of subjectivity and the forces of construction and production variously attributed to power, discourse, or society? How do we conceive of the limits of determination and of the possibility of freedom and agency?
- » **CUST 5505H: Futurities: Centring Difference and Worldmaking(s)**
This course explores the interdisciplinary practice and knowledges of political theory, including futurities. Contemporary critical thinkers, traversing disciplinary boundaries (e.g. Indigenous, Critical Race Theory, Feminism, Queer, Disability, Aging) and theoretical trajectories (e.g. structuralism, post-structuralism, new materialism) will provide insight into crises of our time and (re)imagined possibilities and worlds.
- » **CUST 5507H: Performance theory**
Given the self-consciousness of the contemporary subject, metaphors of performance, of theatre, and of role-playing have been usefully deployed to theorize this subject (e.g. in feminist and queer examinations of gender as performance). This course provides an introduction, through critical and dramatic readings, to some strands of performance theory that both construct and comment on this version of contemporary subjectivity.
- » **CUST 5508H: Media theory**
The course covers selected topics in media studies varying from year to year. Theoretical approaches may include the critical political economy of communication, media archaeology, infrastructuralism, cybernetics, and so on.
- » **CUST 5509H-ENGL 5311H: Black Lives Matter**
This course examines the Black Lives Matter movement as the most recent form of collective social protest against state-sanctioned racial violence. The course looks at the influence of earlier civil rights movements on contemporary forms of protest, the theoretical parameters behind the movement, the "racial formations" (the prison complex, racial justice activism, the Obama presidency) from which the movement emerged, as well as recent literary accounts of the movement.
- » **CUST 5510H-ENGL 5307H: Aging, Disability, and Care in Literature and Culture**
This course will explore depictions of care for older adults in literary, film, public policy, and popular culture texts to show how care is not just economic nor merely medical. Students will reconceive care as cultural and articulate the publics created through different media.
- » **CUST 5511H: Experiments in Historical Fiction**
Examination of ways in which four complex postmodern (experimental) novels by such authors as Isabel Allende, Thomas Pynchon, Milan Kundera, and Christa Wolf follow, play with, or violate the realist conventions of historical fiction. Theoretical approaches in the course include works by Friedrich Nietzsche, Brian McHale, Linda Hutcheon, and Hayden White.

» **CUST 5512H-CSID-SUST 5401H-CAST 6201H:**

Environment and Place

This course explores human-environmental relationships from a variety of perspectives using both academic and public policy debates as source material. Selected topics will draw from historical and political ecology, environmental protection and activism, heritage law, land tenure and land rights, tourism, public parks, and notions of wilderness in Canadian identities.

» **CUST 5514H: Place, Site, Critical Topography**

The course addresses the question of place in its variety of forms: “What place is this?” “Where is this?” “What is a place?” Drawing on readings including Sophocles, Leibniz, von Humboldt, Freud, Simmel, Benjamin and Deleuze, the seminar works at the intersection of cultural studies and the environmental humanities.

» **CUST 5520H: Computational Arts**

Examines diverse spatial media experiences with a focus on documentary, narrative and visual culture. Engaging through experimentation with mapping and GIS tools, location-based media, Augmented Reality and Virtual Reality, students will participate in a major project using digital resources both at The Moore Innovation and Research Hub and Traill College.

» **CUST 5901H: Reading Course**

This course enables students to pursue topics of particular interest which are not presented in existing courses. It allows concentrated, integrated study on a topic or problem that is specifically relevant to a student’s approved program. It enables the student and instructor the opportunity to explore shared interests.

» **CUST 5902H: Special Topics**

Courses may be offered in a variety of areas as a way of introducing students to new subject matter, research techniques or methodologies. After one year, these courses will be reviewed for inclusion in the regular program curriculum.

» **CUST 5600Y: Major Research Paper**

Students will write a major research paper of 50-60 pages. The grade will be the average of grades assigned by the supervisor and second reader. A grade of 70% will be required to pass.

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[trentu.ca/culturalstudies/programs/graduate/
cultural-studies-phd](https://trentu.ca/culturalstudies/programs/graduate/cultural-studies-phd)

The Cultural Studies Department at Trent University extends its groundbreaking approach to the field with its PhD program, the first free-standing PhD in Cultural Studies program in Canada. The program provides students with the freedom to pursue their fields of interest within a context of interdisciplinary integration.

The innovative design of the program allows students the flexibility to work on three interrelated research projects during their career as a PhD student. The projects are developed in a supportive and intensive intellectual environment. As each project is completed, original work may be presented at conferences and submitted to scholarly journals. The unique and flexible design of the program puts the emphasis on research, research-creation, and professional development.

Graduates of the program will have gained a critical and comprehensive knowledge of the intellectual traditions in cultural studies; comprehensive knowledge of their own special field; experience in presenting original work to peers and preparing it for scholarly journals; demonstrated ability to design and follow through programs of original research; and teaching experience in Cultural Studies and cognate areas.

The program welcomes applications from students with a completed MA who have demonstrated excellence in research and writing. A wide range of research is possible on the arts, culture, and using theoretical approaches influenced by such diverse figures as De Saussure, Marx, Freud, Adorno, Benjamin, Brecht, Barthes, Levi-Strauss, Durkheim, Lukács, Arendt, Habermas, Williams, Derrida, Deleuze, Lacan, Kristeva, Foucault, Bourdieu, Rancière, Butler, Thoreau, and Wittgenstein. Graduates of the program are prepared for work in Cultural Studies, but also in areas such as the Contemporary Arts and Films, Literary Studies, Media and Communication Studies (Television and Internet Studies), Gaming, Digital and Literacy Studies, Interdisciplinary Humanities, Memory and Place Studies, Tourism Studies, Urban Studies, Aging Studies, Science Fiction and social studies of culture and the arts.

In order to foster an intellectual community for all the students and faculty of the Cultural Studies PhD there are a number of ongoing lectures and events that include salon seminars and the John Fekete and Elaine Stavro Lecture Series.

For further information about the Cultural Studies PhD Program at Trent University, please visit our website at [trentu.ca/culturalstudies/programs/graduate/
cultural-studies-phd](https://trentu.ca/culturalstudies/programs/graduate/cultural-studies-phd).

GRADUATE PROGRAM DIRECTOR

J. Synenko, BA (York), MA (Western), PhD (York), Faculty and Research Interests

FACULTY AND RESEARCH AREAS

M. Arnold, BMus (Alberta), MMus (Victoria), PhD (Victoria), *Experimental music, the cultural politics of the experimental, the wonderful, musical mediations/ intertextualities/ecologies, African-American music, Celtic music, narrative and not narrating*

F. Baban, MA (Bogazici), PhD (Carleton), *global and comparative politics, globalization theory and critical theories of international relations, focus on the Middle East and the European Union*

S. J. Bailey, BA (Queen's), MA, PhD (Toronto), *19th century literature, especially poetry; travel writing and literature of the environment; critical theory; gender studies*

S. Bérard, BA, MA, PhD (Québec à Montréal), *Québec literature and culture, science fiction, theatre, discourse analysis and theories of enunciation, semiotics, creative writing*

C. Beyers, BA (Trent), MA (York), DPhil (Sussex), *social theory of citizenship and human rights; nationalism and forced migration; memory, trauma, and transitional justice; Bakhtin*

N. Bhanji, BA (Queen's), MA (Toronto), PhD (York), *race and racialization; necropolitics; biopolitics; trans theory; affect; emotion; psychoanalysis; queer theory; masculinities; memory and memorialization; diaspora; transnationalism; political economies of violence; surveillance; social justice*

M. Boyne, BA (Trent), MA (Toronto), PhD (Lancaster) *stylistics, specifically linguistic creativity in twentieth-century "speculative" fiction, stylistic analysis of non-literary texts*

A. Cazorla-Sánchez, PhD (Granada), *modern Spanish and trans-national history, fascism and dictatorships*

N. Changfoot, BA (York), MA (Carleton), PhD (York), *Canadian politics, political theory, women and politics, cultural citizenship, social movements, Hegel and feminist thought*

S. Chivers-Storey, BA (Calgary), MA, PhD (McGill), *disability studies, aging, contemporary writing by women, the "Problem Body" on film*

V. de Zwaan, BA (Trent), MA (McGill), PhD (Toronto), *narrative and genre theory; experimental fiction; history of the novel; literary theory; comparative literature; hypertext and new media fiction*

F. Dunaway, BA (North Carolina-Chapel Hill), PhD (Rutgers), *modern US cultural and environmental history; American Studies; visual culture; mass media and the environment; landscape photography and contemporary environmental art*

M. C. Eddy, MA (Western), PhD (Toronto), *critical race theory, psychoanalysis, hoarders and new materialisms, William Faulkner*

K. Egan, BA (Carleton), MFA (Bard), MA, PhD (York/Ryerson), *media archaeology, technology and art, avant-garde cinema, photochemical arts, research-creation, media preservation and archival theory*

H. Elton, BA (Sheffield), DPhil (Oxford), *field survey, archaeology of warfare, GIS, climate change, the late Roman eastern Mediterranean, the regions of Cilicia and Isauria in Southern Turkey*

M. Epp, BA (Saskatchewan), MA (McGill), PhD (Alberta), *19th and 20th century American literature; the relationship between print culture and performance; literary theory; literary humour; international modernism, violent labor*

S. Henderson, BA (Trent), MA, PhD (East Anglia, England), *music and locality, youth culture, popular culture and identity, British cinema and popular culture, and Canadian popular culture*

H. M. Hodges, BA (Queen's), MA, PhD (Toronto), *postcolonial Anglophone literatures of Africa and the West Indies; oral traditions and popular music of the West Indies; popular music in Britain*

I. Junyk, BA (Western), MA (Queen's), PhD (Chicago), *modernism and the avant-garde; migration, diaspora, cosmopolitanism; trauma, memory, memorialization; the city; literary and visual studies; Central and Eastern Europe (particularly Ukraine), Hapsburg Empire and post-Soviet transition*

G. Kovacs, BA (Trent), MA (Memorial), PhD (Toronto), *Greek poetry of the Archaic and Classical periods, with special interests in Greek and Roman drama and stagecraft, and in the reception of Greek myth in modern popular culture.*

A. Loeb, BA, MA (McMaster), PhD (Ottawa), *role of music in early modern culture, cognitive literary studies, the history of emotions, literary representations of witchcraft and the supernatural, performance studies, and early modern audience studies*

P. Manning, BA (Reed), MA, PhD (Chicago), *linguistic anthropology, semiotics, anthropology of romance, anthropology of politics, liberalism and neo-liberalism, colonialism, technology and nature, landscape, the anthropology of the preternatural*

K. McGuire, BA (Queen's); MA, PhD (Western), *Health Humanities and the cultural representation of disease; gender, social justice, and public health; 18th-century world literature; literary theory; cultural history; feminist studies and women's writing*

A. Meneley, BA (McGill), PhD (New York), *Middle East, Islam, religion and world views, ethno-graphic methods, histories of anthropological theory, and global circulations of food commodities*

L. Mitchell, BA (Thompson Rivers), MA (York), PhD (Victoria), *political theory, media theory, internet studies, Heidegger*

A. O'Connor, BA (Trinity College, Dublin), MA, PhD (York), *sociology of culture, mass media, subcultures, Latin American culture, community radio, documentary film-making, Raymond Williams, Pierre Bourdieu*

A. Pasek, BA (Alberta), MA (McGill), PhD (New York University), *climate change, energy/environmental humanities, science communication, visual culture, new materialisms, infrastructure, cultural politic*

K. Pendleton Jiménez, BA (UC Berkeley), MFA (San Diego State), PhD (York), *writing, community learning, intersectional experiences of gender, sexuality, race and ethnicity in education; queer studies*

J. Penney, BA, MA (Alberta), PhD (Duke), *Freud and Lacan, comparative literature and cinema, queer theory, postcolonial theory, Marxism*

S. Rutherford, BA (Toronto), MSc (Guelph); PhD (York), *posthumanism; animal studies; green political theory; environmental histories; biopolitics of the more-than-human world*

J. Synenko, BA (York), MA (Western), PhD (York), *digital cultures, geomeia, film and visual studies, memory studies, social and political thought*

ADJUNCT FACULTY AND RESEARCH AREAS

E. Angelova, MA (Sofia University, Bulgaria), MA, PhD (Toronto), *20th-century continental philosophy (Heidegger, Derrida, post structuralist ethics, French feminist theory) and Kant; 19th-century continental philosophy (Hegel)*

B. Bellamy, BA, MA (Trent), PhD (Alberta), *science fiction studies, speculative literature, energy humanities (petrocultures), apocalyptic and post-apocalyptic narrative, american literature & culture, environmental humanities, literary criticism (literary & genre theory), critical theory (marxism & feminism), open-access publishing, and world-systems theory*

L. Boucher, BA (Western), MA (Guelph), PhD (York), *social movements, gender-based violence and anti-violence activism, gender and public policy, and the Canadian non-profit sector.*

E. Bruusgaard, BA (Waterloo), MA (Trent), PhD (Queen's), *Canadian literature, Indigenous literatures, particularly contemporary poetry; American women's literature; material culture and narratives of domestic production*

R. Cousins, BA, MA (Ottawa), PhD (Trent), *history of ideas, historiography, animation and comics, radio, sound design, alternative and avant-garde theatre, absurdism, surrealism, nonsense literature, "low" comedy and parody, pop culture, kitsch*

C. Cwynar, MA (Western), PhD (Wisconsin-Madison), *Communication and Nationalism/National Identity, Media History, Neoliberalism and Promotional Culture, Public Media, Radio and Podcasting*

K. Keefer, BA, MA (Trent), PhD (York), *Cultural history; body marking; Identity; African history; Classical history; Intellectual history; the history of slavery globally; missionary education and development; representation within game*

M. Eamon, BA (Ottawa), MA (Queen's/RMC), MPhil (Cambridge), PhD (Queen's), *print culture, enlightenment, cultural and intellectual history*

M. Morse, BA (McGill), MA, PhD (York), *history of ideas, ensemble rhythm, discourse and logical theory, and the principles of dance and song as social action*

EMERITUS

J. M. Bordo, BA (McGill & Alberta), MA, MPhil, PhD (Yale), *art and aesthetic inquiry between theory and history with an emphasis on landscape and place theory; the early 20th formation of cultural theory; Studies: Thoreau, Wilderness, Berlin*

J. Fekete, MA (McGill), PhD (Cambridge), *literary and cultural theory, especially modern and post-modern, science fiction, utopia, the technological imaginary, moral panic, biopolitics*

D. Holdsworth, MSc (McMaster), PhD (Western), *green political theory; cross-cultural reception of philosophical traditions (continental and analytic philosophy); disciplinary and professional practice within post-modern culture; Deleuze and the new philosophical realism*

V. Hollinger, MEd (Newcastle), MA, PhD (Concordia), *queer and feminist speculative fiction, feminist theory, performance theory, post-modern theatre*

I. McLachlan, MA (Oxford), *contemporary theatre and performance, commerce and cultural transmission in Southeast Asia*

E. Stavro, MA, PhD (Toronto), *traditional and contemporary political theory, socialist and post modern political theory, democratic theory, feminist thought, psychoanalysis, body politics, Simone de Beauvoir*

A. L. Wernick, MA (Cambridge), MA, PhD (Toronto), *modern and post-modern social and cultural theory, religion, and culture and economy*

REGULATIONS

The general regulations and requirements of Trent University for the PhD degree apply to the Cultural Studies PhD program.

ADMISSION REQUIREMENTS

Admission is competitive for a limited number of places. Consideration of applications begins February 1 for admission the following fall. To be considered, applicants should have an MA degree with a minimum A- (80%) on their Masters degree course work, demonstrated aptitude for theoretical inquiry, as well as excellent writing skills, and an area of intellectual and research interest consonant with the emphasis and aims of the program. An original and innovative dissertation proposal is also required.

RESIDENCY REQUIREMENT

Normally, students are expected to have full-time status over a four-year course of studies toward the degree, including regular presence on the Peterborough campus and continual geographic availability. In any event, conversion from full-time to part-time status will only be permitted after the Comprehensive Examination and the Dissertation Seminar have both been successfully completed.

FINANCIAL SUPPORT

Graduate students in the PhD Program are provided with a minimum level of financial support which includes a combination of a Graduate Teaching Assistantship (GTA), Research Fellowship, and/or a Dean's PhD Scholarship. The support provided to students is adjusted annually as a result of collective bargaining for the graduate teaching assistantship (GTA) portion of the support, and periodically by the Graduate Studies Committee for overall levels of support. Funding will be guaranteed to all eligible full-time students for four years conditional on successful progress through the Program.

For further information on financial support for graduate students, please refer to the graduate studies website.

SUPERVISION

Students should secure a supervisor and two committee members in their first year in the program.

PROGRAM REQUIREMENTS

Satisfactory completion of each program requirement requires a passing grade (PASS). In all cases of program requirements, with the exception of CUST 6100Y and the required elective, which requires a grade of 70% or higher to pass, the grade awarded will be PASS, FAIL, or INC ("incomplete"), in accordance with the University's grading system. Each INC grade alerts the student to a problem in progressing toward the degree and requires consultation with the supervisory committee. If necessary, an interview with the director may take place, in which the student will be asked to show why they should not be asked to withdraw from the Program. Each FAIL grade indicates unsatisfactory work and the student may be asked to withdraw from the Program.

The expected time of completion of the degree is four years. The CUST PhD degree is granted once the Program confirms that all Program requirements have been met and once the dissertation is formally approved by the University.

REQUIRED COMPONENTS

The 15 required components that must be successfully completed are listed below.

- » **CUST 6100Y: Intellectual traditions in cultural studies**
A year-long seminar concerned with questions, problems and traditions in Cultural Studies and organized around the materials selected for the Comprehensive Exam that year. CUST 6100Y will help students prepare for the exam (CUST 6125Y) and, indirectly, to integrate their research into the field of Cultural Studies. Not open to students with credit for CUST 6110H.
- » **CUST 6110Y: Practice of theory in cultural studies**
An introduction to the practices of theory in Cultural Studies through the demonstration of approaches, models, and keywords by colleagues in fields such as visual studies, semiology, psychoanalysis, ethnography, narratology, cultural history, archival research. The seminar addresses topic formation and supplements the materials in CUST-6100Y. (For example 19th century preparations for 20th century cultural theory).

- » **CUST 6125Y: Comprehensive examination**
The comprehensive examination, held in April or May of Year One, tests the student's familiarity with the Cultural Studies canon. Satisfactory completion of the Comprehensive Examination requires a grade of PASS. A student who does not pass (PASS) the comprehensive examination on the first attempt will be awarded a grade of INC ("incomplete") and will be offered a second chance to take the examination, normally not later than August 31, the end of Year One.
- » **CUST 6200Y: Year two dissertation seminar**
A seminar in discourse formation with the aim to ensure that the dissertation arises from a continuous practice of research and writing in the context of academic and professional consideration. The main focus of the seminar is the elaboration of the students' work in progress, having three outcomes, initial draft of the first project, special field bibliography, and a prospectus. Students will present a version of their first project at a Colloquium in May.
- » **CUST 6225Y: Special field bibliography**
A reasoned bibliography, accompanied by a brief text of description and justification, of the student's special field(s) of competency within the larger domain of cultural studies, which evolves under the supervision of the Supervisory Committee. The bibliography and accompanying text should be submitted not later than August 31 of Year One.
- » **CUST 6250Y: First project**
By August 31 at the end of Year Two, the student's first project must be completed at a level considered by the Supervisory Committee to be of publishable quality. The student will receive a satisfactory grade (PASS) when the student's Supervisory Committee confirms that the project is completed. Receiving a satisfactory grade (PASS) on this component does not prejudice the outcome of the oral defence in Year Four.
- » **CUST 6275Y: Dissertation proposal**
A Dissertation Proposal, normally up to 2,000 words, is due by December 31 of Year Two for the approval (PASS) of the Supervisory Committee. The proposal is expected to provide a description of the purpose, content and structure of the dissertation.
- » **CUST 6325Y: Special field examination**
A student will take a written and oral examination of the Special Field, based on the approved Special Field Bibliography, in the Spring of Year Two. The student will receive from the examining committee an evaluation of Pass, Resubmit: Revisions Required, or Not Passed: Rewrite. A second evaluation of Not Passed results in failure. A Rewrite will be due normally not later than August 31st of Year Two.
- » **CUST 6350Y: Second project**
By August 31 of Year Three, the student's second project must be completed at a level considered by the Supervisory Committee to be of publishable quality. The student will receive a satisfactory grade (PASS) when the student's Supervisory Committee confirms that the project is completed. Receiving a satisfactory grade (PASS) on this component does not prejudice the outcome of the oral defence in Year Four.

- » **CUST 6450Y: Third project**
By January 1 of Year Four, the student's third project must be completed at a level considered by the Supervisory Committee to be of publishable quality. The student will receive a satisfactory grade (PASS) when the student's Supervisory Committee confirms that the project is completed. Receiving a satisfactory grade (PASS) on this component does not prejudice the outcome of the oral defence in Year Four.
- » **CUST 6475Y: Dissertation as a whole**
In Year Four, students are expected to bind their three projects together into a dissertation as a coherent whole. The Director will appoint a Supervisory Committee for the final dissertation and oral defence. The student will receive a satisfactory grade (PASS) for CUST 6475Y when all members of the student's Supervisory Committee sign the evaluation form stating that the dissertation is completed and of sufficient quality to proceed to formal examination.

ELECTIVE COURSE

Elective courses are normally taken at the 6000 (PhD) level, usually drawn from the Trent University graduate calendar. The elective course must be approved by the student's Supervisor and Program Director, 5000 (Masters) level courses taken as a PhD Student may qualify for the elective requirements with approval from the Program Director.

ORAL DEFENCE

After the Supervisory Committee confirms that the dissertation may proceed to examination, an oral examination is held, in accordance with Trent University regulations.

SUBMISSION FOR PUBLICATION

Each of the three projects is completed by the student at a level considered publishable by the supervisory committee. At least one of the three projects is to be submitted for publication before the degree is granted, to a journal approved by the supervisory committee.

LANGUAGE REQUIREMENT

All students are required to pass a two-hour language test involving translation into English of a French text or, with permission of the program, another language if it is more relevant to their projects. Dictionaries are allowed. The source text will be of an intellectual quality suited to PhD research. This requirement may also be met by completing and passing an undergraduate Trent University language course (or its equivalent), which includes reading and writing components, as well as a suitable translation component.

705-748-1011, ext. 7564 educgradadmin@trentu.ca
trentu.ca/education/masters

The Master of Education offers graduate students the opportunity to explore educational theory and research to gain the critical insights needed for transformative practice. Major themes of the program include ecological and social justice, leadership and educational administration, critical literacies, Indigenous knowledge, and curriculum inquiry. The program is interdisciplinary, providing students with the opportunity to work with professors from across the university. We have faculty from Education, Business Administration, Canadian Studies, English Literature, Indigenous Studies, History, and Psychology. Because the Master of Education can be utilized in a variety of settings, it is a valuable degree for today's dynamic workforce.

The objectives of the program are to:

- Emphasize critical practices and pedagogies;
- Encourage and celebrate excellence and innovation in teaching, learning, research and student development;
- Attract students through flexible part-time and full-time program pacing options;
- Offer students the prospect of enhanced employment opportunities for leadership roles in education.

Qualities and transferable skills developed in the program include: initiative, decision-making in complex situations, critical analysis of systemic processes, intellectual independence required for continuing professional development, ethical behaviour consistent with academic integrity for research, understanding of theory and the research process, experience in scholarly and professional writing, and the ability to apply new knowledge in a wide range of educational contexts.

GRADUATE PROGRAM DIRECTOR

K. Pendleton Jiménez, BA (UC Berkeley), MFA (San Diego State), PhD (York)

FACULTY AND RESEARCH AREAS

Education

N. Bell, BA (Trent), BEd MEd (Queen's), PhD (Trent), *Infusion of Indigenous knowledge in education, Anishinaabe culture-based education and Anishinaabe research theory and methodology*

C. Bruce, BA, BEd (York), MA, PhD (Toronto), *teacher efficacy; models of professional learning, effective uses of technology, teaching and learning mathematics*

P. Elliott, BSc, PhD (Wales), *relationship between science, literacy and society; public understanding of science; the impact of personal schooling experiences on new science teachers' professional practice; nature of good practice in environmental and sustainability education and biodiversity education*

D. Handlarski, BA (Trent), BEd (Queen's), MA (Wilfrid Laurier), MA PhD (York), *social justice in education, and ground teaching and learning in pedagogical theory, as well as theories of diversity, equity, and anti-oppression*

L. Hill, BMus, MMus (Toronto), GDipTL (Christchurch, NZ), PhD (Trent), *arts education, arts-based research, Indigenous studies, decolonizing pedagogy, social justice in education*

C. Mooney, BEd (Southampton), MA (Open University), *Teacher development of mathematical subject knowledge and pedagogical content knowledge*

B. Niblett, HBOR, BA, BEd, MEd, PhD (Lakehead) *Activism in Education, experiential learning, outdoor and environmental education, social justice pedagogy*

L. Iannacci, BA, BEd (York), MEd, PhD (Western), *language and literacy; early childhood education; culturally and Linguistically diverse learners; critical multiculturalism; disability studies; narrative research methods*

K. Pendleton Jiménez, BA (UC Berkeley), MFA (San Diego State), PhD (York), *writing, community learning, intersectional experiences of gender, sexuality, race and ethnicity in education, queer studies, arts-based research*

W. Smale, PhD (Alberta), BSc, BEd, MEd, HBPE (Lakehead), *educational administration, early school learning, deviance, early childhood interventions, and mentorship*

K. Young, BA (Ottawa, York), BEd, MEd, PhD, (York), *language and literacy; curriculum theorizing; ecojustice and environmental educational leadership; arts-based research*

English

R. Bode, BA, MA, PhD (Toronto), *19th and early 20th century British and American; novel; drama; young adult fiction; ecocriticism; 19th century American women writers; George Eliot; Wharton; Conrad; Shakespeare*

Indigenous Studies

L. Davis, BA (Queen's), MA (Sussex), MA (Alberta), PhD (Toronto), *Indigenous community development, alliance-building, globalization, Indigenous education, international studies*

Psychology

N. Im-Bolter, MA, PhD (York), *language, cognitive/social cognitive functioning, and psychopathology*
Social Work

S. Hillock, BA (Mount Allison), BSW (Saint Thomas), MEd (New Brunswick), PhD (Memorial), *equality, social justice, privilege and oppression in the classroom, femagogy*

J. Parker, BA (Simon Fraser), MA, PhD (York), *stress and coping, personality and psychopathology*

Sociology

P. Ballantyne, BA, MA (Western), PhD (Toronto), *sociology of health, poverty, food security, medicine, qualitative methods*

ADJUNCT FACULTY

A. Agostino, BA, MA, PhD (York), *development of mathematical reasoning*

A. Arraiz Matute, BSc (Trent), MEd, PhD (OISE, Toronto), *Impacts of race, gender, ethnicity on development; identity development in communities of colour; decolonizing education; community-based education*

H. Bourrie, BA (Laurentian), BEd, (York), MEd (Western), PhD candidate (York), *mathematics education, early learning in mathematics, pedagogical documentation, role of the teacher, democratic education*

M. Davidson, B.A (York) BEd (Queen's) MEd (McGill) PhD (Concordia), *visual art education, arts-based research, documentary photography/oral history, digital storytelling, children's literacy, material culture and cultural performance*

R. Hanley-Dafoe, BSc (Trent), BEd, MEd (Queen's), EdD (Western), *Innovative pedagogy, resilience, advanced assessment and evaluation*

T. Jackson, BSc (Lethbridge), GDipTL (Christchurch, NZ), MSc (Univ. New England), EdD (Western), *literacy theory and pedagogy, disability studies, special education, equity and social justice In education*

Y. Khoo

D. Kowalchuk, BA, BEd (Lakehead), MEd (Charles Sturt), EdD (OISE, Toronto), *critical theory and pedagogy in social justice education, educational leadership, education theory and policy*

D. Lavell-Harvard

S. Muehlethaler, BA (Wilfrid Laurier), MA (Connecticut), EdD (Calgary), *Post-secondary student affairs, leadership, global citizenship and student experience*

R. Nicholls, BA, BEd (Trent), MA, PhD (Toronto), *Indigenous and decolonial pedagogies, education law, critical pedagogy, social justice In education*

N. Robinson, BA (Guelph), MA, PhD (OISE), *post secondary education, student development theory, student leadership and services*

A. Sidnell, MusBac (Toronto), BEd (Toronto), MEd (Toronto), EdD (Western), *educational leadership, mentorship, culturally and linguistically diverse classrooms, arts education*

D. Stanley, BSc (Acadia), MSc (Simon Fraser) PhD (Alberta), *curriculum studies, cognition and learning, complex dynamical systems, mathematics educations, health and healthy learning organizations, phenomenology*

K. Trembly, BEd (Windsor), MA (Toronto), PhD (Toronto), *arts education, Indigenous education*

REGULATIONS

The general regulations and requirements of Trent University for the MEd degree apply to this graduate program. To be considered for admission, students must have completed an honours degree with an average of at least B+ (77%, GPA 3.3) in the last 10 undergraduate courses. Applicants with a general degree (3 years) plus a domestic BEd also eligible to apply. Applicants with a general degree plus an international BEd may be considered on a case-by-case basis.

Additional considerations:

- Availability of the appropriate faculty as instructors, supervisors and committee members.
- Appropriateness of the applicant's previous education and training.
- Feasibility of the applicant's proposed course of study and project.
- Command of appropriate language/s by the applicant.
- The Graduate Programs Selection Committee will begin the selection process in the weeks following the application submission date of February 1.
- Students must maintain at least a second class standing (B- 70%) in their work. For further details, see Failed Course Policy ([p. 15](#)).

PROGRAM OPTIONS

Students have three options for completing the MEd program:

Stream One (Course-Based) – This requires the completion of ten half credit courses (5.0 credits). Students must complete two mandatory core courses and eight electives.

Stream Two (Research Project) – This requires the completion of eight half credit courses (4.0 credits) plus a research project (1.0 credits). Students must complete two mandatory core courses plus six electives. It is strongly recommended that one elective is selected from the list of research methods specialization courses available in the program handbook.

Stream Three (Thesis-Based) – This requires the completion of six half credit courses (3.0 credits) plus a thesis (2.0 credits). Students must complete two mandatory core courses and four electives. It is strongly recommended that one elective is selected from the list of research methods specialization courses available in the program handbook. The candidate will defend the Thesis before a committee of at least three faculty members including the external reviewer.

Full-time students confirm their stream at the end of the second term of enrollment. Changing streams after this time may be allowed at the discretion of the Graduate Program Director and Dean of Graduate Studies.

Each student will be allocated an advisor. For those choosing the research project and thesis option, a supervisor will be allocated to replace their advisor. This may be the same person. Students will select research topics for the Major Research Paper and Thesis in consultation with their supervisor.

COMPLETION TIME

Students will complete the program on a part- or full-time basis over a minimum of two years, with a maximum of five years allowed for program completion. All students must complete two mandatory courses. The part-time program delivery is designed to meet the needs of a student body largely composed of students in full-time employment, mostly in education-related positions.

Not all courses will be available every year.

Please consult the MEd course timetable for information on courses that will be offered for the upcoming academic year. Please see the MEd website, trentu.ca/education/masters, for up-to-date course listings.

REQUIRED COURSES

» **EDUC 5010H: Interdisciplinary Critical Approaches to Educational Theory**

This mandatory course will introduce students to salient educational theories that have shaped and continue to shape education. The course emphasizes interdisciplinary approaches associated with the history, sociology, and philosophy of education to help students understand and critically assess theories of education.

Plus, one of the following research methods courses:

» **EDUC 5020H: Introduction to Educational Research Methods**

This mandatory course examines various research orientations and approaches. The course will provide an overview of topics related to the design, conduct, critical interpretation, and evaluation of research, including related technical and ethical considerations. Special emphasis will be placed on research and methods related to education.

» **EDUC 5030H: Advanced Educational Research Methods: Interpretation and Inquiry**

Students will investigate the construction, rationale, and principles of methodologies, and corresponding practices of data collection and analysis. We will examine the role of methodological decisions on the types, possibilities and limits of knowledge produced through inquiry. Students will ultimately choose one method to explore deeply.

» **EDUC 5031H: Action Research as Inquiry and Leadership in Education**

This course connects the concepts of inquiry and leadership through the lens of action research. Using action research as an overarching perspective, students will explore practitioner-led participatory methods of inquiry and engagement. Key course inquiries may include mobilization, knowledge democracy and practitioner leadership, dialogue as collective inquiry and cyclical approaches to educational inquiry.

» **EDUC 5032H: Arts-Based Research Methods**

This course investigates arts-based research methodologies, such as creative writing, visual art, film, music and theatre. These qualitative methods are increasingly important in academic investigations. Through course texts, discussion, and assignments, students consider rationale, techniques, ethics, research questions, process, product, contributions, and limitations of utilizing arts-based methodologies for scholarly inquiry.

» **EDUC 5210H: Critical Narrative Inquiry: Stories and Transformation**

This course introduces students to narrative as a disciplined form of inquiry. Storying and narrative are presented as ways of making sense of experience and of connecting practice with theory. Central constructs explored during the course are voice, perspective, collaboration and transformation of experience.

ELECTIVE COURSES

» **EDUC 5011H: Educational Theory in Canadian and International Contexts**

This course compares thinking about education in Canadian and comparative contexts, with the goal of exploring perspectives and purposes of education around the world and how these shape the nature and quality of educational practices and impact teacher and learner experiences.

» **EDUC 5040H: Course Steam Synthesis (Course stream only)**

Students will assimilate the theoretical and practical concepts encountered in other core and elective courses. Each student will apply the knowledge they have acquired throughout their MEd degree and demonstrate their ability to access, review, and critically read research literature as it applies to an area of personal interest.

» **EDUC 5050H: Major Research Project 1: Research and writing for MEd MRP stream students.**

Equal to a thesis in academic quality but more limited in scope and/or originality, the report will usually be 30-50 pages in length.

» **EDUC 5051H: Major Research Project 2: Research and writing for MEd MRP stream students.**

Equal to a thesis in academic quality but more limited in scope and/or originality, the report will usually be 30-50 pages in length.

» **EDUC 5110H: Curriculum Theory**

This course surveys major theories of curriculum that have influenced education in Canada. An outline of the techniques employed in curriculum development, including sources of influence and control, specification of outcomes, selection and coordination of activities, strategies, resources and evaluation, and critical reconceptualist approaches are explored related to educational contexts.

- » **EDUC 5120H: Evaluation of Curriculum & Instruction: A Critical Approach**
This course examines current issues in curriculum evaluation and instruction. Students will be asked to consider multiple perspectives as they critically examine the evaluation of curriculum and instruction. The course uses a variety of lenses, rather than as subject matter or methods alone.
- » **EDUC 5130H: Early Childhood Curricula-Reconceptualist Perspectives**
This course engages educators and professionals working with young children (ages 3 – 8) in critically examining current curricula and policy related to early childhood education. Students will explore diverse understandings of the early years learning in ways that develop pedagogies that are responsive to children’s identities and socio-cultural/political contexts.
- » **EDUC 5220H: Multiliteracies and Identities**
This course critically explores how literacy curricula has both facilitated and constrained student’s identities. Literacy instruction is examined in relation to the ways it has capitalized on and/or neglected what students bring with them to school and how literacy instruction can extend and narrow identity options made available to them.
- » **EDUC 5240H: STEAM**
This course investigates how Science, Technology, Environmental Education, Engineering, the Arts and Mathematics (STEAM) can be used to develop a pedagogy of problem solving that reconceptualizes challenges we face individually and collectively. A variety of conceptual and critical lenses will be applied to issues of STEAM subjects and careers.
- » **EDUC 5250H: Bridging Research and Practice in Mathematics Education**
In this course, students will examine how theories and practices in mathematics education intersect, complement and/or contradict one another. Research into the teaching of fractions, algebra and spatial reasoning will serve as salient content areas for deconstructing the challenges of research-practice gaps.
- » **EDUC 5310H: Leadership, Literacy and inclusion**
Students examine leadership as it relates to literacy and inclusion. The course focuses on the development of professionals who lead in creating inclusive environments. Participants will explore aspects of literacy and inclusion and ways of furthering their ability to be leaders in their fields.
- » **EDUC 5320H: Education and leadership**
This course is designed to enable students to identify contemporary and classic theories of leadership, and apply these theories to problems of practice in education-relevant professional contexts. The course will focus on interdisciplinary theoretical and analytical perspectives with origins in psychology, sociology, social anthropology, business administration, community development and others.
- » **EDUC 5410H: Educational and Administrative Law**
This course focuses on constitutional, statutory, and case law as applied to education in Canada and in particular Ontario. Students will examine a wide range of topics including intentional wrong and defenses, the various aspects of negligence and its defenses, occupier’s liability, employer’s liability, administrative law, and Charter rights.
- » **EDUC 5420H: Issues in Post Secondary Education**
This course will examine issues related to post-secondary education in Canada. This will include: administrative governance, structures and functions in Canadian universities and colleges; the historical development of public post-secondary education in Canada; faculty positions; research, teaching and service; accessibility and funding; activism and social change; administrative processes; and future directions.
- » **EDUC 5430H: Values and Ethics in Educational Practice**
This course will include an examination of ethical principles related to education, including values frameworks, power dynamics, moral responsibility, and ethical dilemmas. The course will include a review and critique of literature related to teaching ethics, ethical decision-making, student moral development, and personal values in educational practice.
- » **EDUC 5510H: Gender, Sexuality and Education**
Students consider how gender and sexuality influence contexts of learning, broadly defined. Topics include the role of body, identity, community, curriculum, and policy in how students, educators, and community members experience education. Several theoretical lenses are introduced, such as feminist and queer pedagogies, anti-racist education, critical disability and transgender studies.
- » **EDUC 5610H: Indigenous Education**
Indigenous ontology, epistemology, and pedagogy in teaching to and about Indigenous people are explored, as well as infusion of Indigenous knowledge in public education and culture-based education in First Nation communities. Further topics include educational policy, decolonization, Indigeneity, student success, culturally relevant instructional methods, teacher capacity, and community partnership.
- » **EDUC 5620H: Learning From the Land and Indigenous People**
Through land-based and experiential educational practices, students will engage in a medicine wheel learning process to develop their awareness, knowledge, understanding, and wisdom of Indigenous and environmental education. Experience on the land, course readings, and reflective course assignments engage the student in Indigenous worldview and its broad applications to education. Not open to students with credit for INDG-3350. Please note, an additional \$100 supplemental fee will be required for this course.

- » **EDUC 5625H - INDG 6625H: Land-Based Cultural Immersion Course**
This graduate topics course is designed to facilitate engagement with an Indigenous language through a week long camp. Located in a culturally significant site, the course operates from the position that language provides a foundational framework for understanding the world. Students are not expected to be fluent in an Indigenous language but should have enough familiarity to work in a culturally immersive environment. Students will explore the connections between language and identity, worldview, orality, as well as recovery and revitalization. The week long camp will provide an immersive experience from which to think about the interplay between culture and language and how language can help us to understand the world better in a contemporary sense. Topics covered in the course include discussion of oral and writing systems, narrative and stories, performance, songs, chants, dances, conveyed through action (physical activities, movement, dancing, practices) that facilitate the development of positive relationships with the natural World(i.e. land, waters, trees, plants, animals, spiritual beings, ancestors etc.)
- » **EDUC 5710H: Community Learning: Relationships, Creativity, Action**
Students will have the opportunity to investigate community as a structure that shapes teaching and learning, within and beyond traditional classrooms. We will explore connections between identity, belonging, and contribution in diverse community configurations, based on affiliations such as geography, ethnicity, sexuality, and technology.
- » **EDUC 5720H: Eco-justice Education**
This course will survey major theories of eco-justice education. Through an analysis and critique of modernism, socio-linguistic, eco-feminist, indigenous, science and technological, and local-global perspectives, eco-justice education involves a cultural analysis of the social and ecological crises and the identification of diverse cultural eco-justice methods in relation to educational contexts.
- » **EDUC 5730H: Education and Mental Health**
Students examine how mental health knowledge, values, practices and policies operate within learning environments. Building on a foundation of critical (dis)ability studies, the curriculum explores the various perspectives describing and understanding mental health, mental health diagnoses, and interventions, including assessment, treatment, and resistance within individual, group, family, and community contexts.
- » **EDUC 5740H: Race Ethnicity and Education**
Students will have the opportunity to explore how pedagogical curriculum and policy are shaped by cultural values. The colonial Canadian context, immersed in multicultural ideals, will be highlighted, as well as the utilization of anti-racist education as a theoretical framework.
- » **EDUC 5810H: Well-being, Sustainability and Experiential Learning I**
'Well-being, for all, forever' is a definition of sustainability used by Hopkins (2013) in a report for UNESCO. How can education be repurposed so that it contributes to this goal, both through the endeavors of the schooling system and beyond? The course will start by considering O'Brien's concept of 'sustainable happiness', one that brings together the idea of sustainability and evidence from the field of positive psychology concerning what makes us truly happy. Using this concept as a lens, during the rest of the course we will explore the role of experiential learning as a vehicle for sustainability education in the local community. With a range of activities, readings, visits and guest speakers, we will critically explore the true meaning of sustainability education and raise fundamental questions about the purpose of education.
- » **EDUC 5820H: Well-being, Sustainability and Experiential Learning II**
This course extends EDUC-5810: Wellbeing, Sustainability and Experiential Learning, but it also stands alone and it is not necessary to have taken the 2018 course. The courses may also be taken in reverse order. We will examine the affective impact of experiential learning in natural and built settings and consider E. O. Wilson's concept of biophilia in the context of O'Brien's theory of sustainable happiness. Examples of attempts to immerse children and adults in nature, such as forest schools and forest bathing, will be explored. Guest speakers and field visits will enable students to experience local initiatives to connect people with the natural environment, the potential benefits of doing so, and the goals of those providing the opportunities.
- » **EDUC 5910H: Independent Reading Course**
This course enables students to pursue topics of particular interest which are not presented in existing courses. It allows concentrated, integrated study on a topic or problem that is specifically relevant to a student's approved program. It enables the student and instructor the opportunity to explore shared interests.
- » **EDUC 5920H Master of Education Trial Course 1**
This is a new code to use when running trial courses. If the course is run more than 2 times it will go through the normal Graduate Studies approval process to obtain its own course number.
- » **EDUC 5930H Master of Education Trial Course 2**
This is a new code to use when running trial course. It will be used when more than 1 trial course is offered in a term. If the course is run more than 2 times it will go through the normal Graduate Studies approval process to obtain its own course number.
- » **EDUC 5940H: Thesis Research 1: Research and writing for MEd thesis stream students.**
The thesis offers a substantive scholarly and/or professional contribution to the field of educational research and practice.

- » **EDUC 5941H: Thesis Research 2: Research and writing for MEd thesis stream students.**
The thesis offers a substantive scholarly and/or professional contribution to the field of educational research and practice.
- » **EDUC 5942H: Thesis Research 3: Research and writing for MEd thesis stream students.**
The thesis offers a substantive scholarly and/or professional contribution to the field of educational research and practice.
- » **EDUC 5943H: Thesis Research 4: Research and writing for MEd thesis stream students.**
The thesis offers a substantive scholarly and/or professional contribution to the field of educational research and practice.

■ Graduate Diploma in Educational and Community Leadership

705-748-1011, ext. 7564 educgradadmin@trentu.ca
trentu.ca/education/programs/graduate-diploma

Building on the previously established Master of Education in Educational Studies, this part-time graduate diploma is focused on Educational and Community Leadership. It is aimed at professionals interested in pursuing leadership roles in education and community contexts. In this program you will explore teaching and learning contexts within and beyond the classroom. This personalized approach will support you in your educational learning goals, whether you work in education or industry, community or public service. This program was designed especially for students in full-time employment, and encourages you to chart your own course of study and follow it at your own pace.

Graduates of this program will be awarded a Graduate Diploma in Educational and Community Leadership.

GRADUATE PROGRAM DIRECTOR

K. Pendleton Jiménez, BA (UC Berkeley), MFA (San Diego State), PhD (York)

FACULTY

See MEd in Educational Studies for a listing of faculty appointed to the School of Education graduate programs

REGULATIONS

The general regulations and requirements of Trent University apply to the Graduate Diploma in Educational and Community Leadership. To be considered for admission, applicants must have achieved a four-year bachelor's degree (BA/BSc, or equivalent), or a three-year bachelor's degree plus a BEd degree (or equivalent), from an accredited university, with a minimum GPA of 73% (B) in their last 10 credits. Applicants must meet English language proficiency requirements as described in the Graduate Academic Calendar.

Graduate Diploma candidates who wish to “ladder” into the Master of Education program must demonstrate success in the graduate courses and should have approval from the Program Director. Applicants who would not be admitted to the MEd on academic grounds may apply to the graduate diploma, and if admitted, demonstrate improved academic ability (77% or greater across the five courses) in order to proceed into the MEd program. Laddering from the Graduate Diploma to the MEd requires approval of the Program Director.

REQUIRED COURSES

For the graduate diploma in Educational and Community Leadership, students will be required to successfully complete 2.5 credits consisting of 2 required courses and 3 elective courses. The required courses are EDUC 5010H – Interdisciplinary Critical Perspectives on Educational Theory, and EDUC 5020H: Introduction to Educational Research Methods.

- 3 - 0.5 electives credits

» EDUC 5010H: Interdisciplinary Critical Approaches to Educational Theory

This mandatory course will introduce students to salient educational theories that have shaped and continue to shape education. The course emphasizes interdisciplinary approaches associated with the history, sociology, and philosophy of education to help students understand and critically assess theories of education.

» EDUC 5020H: Introduction to Educational Research Methods

This mandatory course examines various research orientations and approaches. The course will provide an overview of topics related to the design, conduct, critical interpretation, and evaluation of research, including related technical and ethical considerations. Special emphasis will be placed on research and methods related to education.

ELECTIVE COURSES

See the MEd in Educational Studies for a listing of elective courses.

COMPLETION TIME

Time to completion is 4 terms of part-time study.

705-748-1011 ext. 7733 publictexts@trentu.ca
trentu.ca/englishma

The constantly evolving material forms of texts and their modes of circulation shape publics into being, and are shaped by publics in turn. In the MA in English Literature at Trent University, our students will develop new ways of looking at the production of texts, their circulation, and the relationship between texts and their publics, exploring issues that are emerging as central to literary research in the twenty-first century.

A key element of this program is the combination of theory and practice. Thus in the Public Texts Colloquium, students will be brought together with faculty, visiting scholars and experts (e.g., archivists, librarians, printers, publishers, editors, booksellers, book designers) for an intensive exploration of relevant historical, theoretical and practical issues. In the same spirit, students will be able to customize their studies by choosing one of four different paths to the degree: some may wish to embark on a concentrated study of some aspect of the subject by writing a thesis; others may wish to combine additional courses with a major research paper; and still others may elect to combine their academic studies with the practical experience of an internship or a research-creation project. This flexibility assures that, in addition to being prepared for further studies at the PhD level in English literature and in allied areas such as Print Culture or the History of the Book, our graduates will develop professional skills applicable to fields such as publishing, editing, communications, journalism, or archival work.

Students in the English MA Public Texts program may also participate in Trent University's Graduate Collaborative Specialization programs in Feminist and Gender Studies or in Aging Studies, undertaking specialized research in these areas. For further information, please refer to the Collaborative Specializations section of this academic calendar.

GRADUATE PROGRAM DIRECTOR

K. Pendleton-Jiménez, BA (UC Berkeley), MFA (San Diego State), PhD (York)

FACULTY AND RESEARCH AREAS

English

J. Baetz, BA, MA (McGill), PhD (York), *Canadian literature; Anglo-American modernisms; 20th- and 21st-century poetry; graphic fiction; urban literatures*

S. Bailey, BA (Queen's), MA, PhD (Toronto), *nineteenth-century British, Canadian and French literature; cultural history; modernism; visual arts; women's writing; travel writing*

S. W. Brown, BA, MA (Windsor), BA, PhD (Queen's), FSA (Scot.), *history of the book, with emphasis on material print culture; Scottish literature; history of journalism, especially early newspapers and magazines; advertising and print; satire and print media*

S. Chivers-Storey, BA (Calgary), PhD (McGill), *Canadian literature; film; disability studies; contemporary writing by women*

M. C. Eddy, BA, MA (Western), PhD (Toronto), *modern and contemporary American fiction; African-American fiction; 19th-century American women poets; black literary and critical theory; theories of subjectivity and the body; Faulkner; Toni Morrison*

J. Findon, BA (British Columbia), MA, PhD (Toronto), *Middle English literature; Middle Irish and Middle Welsh literature; women in medieval literature; myth and folklore; children's literature; creative writing*

R. Ghatage, BA (Mount Royal), MA, PhD (Toronto), *nineteenth- and twentieth-century American literature; African American studies; transatlantic literatures; critical theory; intellectual history*

H. M. Hodges, BA (Queen's), MA, PhD (Toronto), *postcolonial literatures of Africa, South Asia and the West Indies; contemporary British cultures and literatures; oral literatures of Africa and the West Indies*

A. Loeb, BA, MA (McMaster), PhD (Ottawa), *role of music in early modern culture, cognitive literary studies, the history of emotions, literary representations of witchcraft and the supernatural, performance studies, and early modern audience studies*

K. McGuire, BA (Queen's), MA, PhD (Western), *Restoration and 18th-century British literature; literary theory; cultural history; 19th-century Canadian poetry; the novel and print culture*

R. Winger, BA (Mount Allison), BEd (Ottawa), MA (Guelph), PhD (Carleton), *Canadian literature & culture; creative writing; creative critique; contemporary & 20th-century poetry and fiction; gender studies*

Cultural Studies

K. Egan, BA (Carleton), MFA (Bard), MA, PhD (York/Ryerson), *media archaeology; technology and art; avant-garde cinema; photochemical arts; research-creation; media preservation and archival theory*

M. Epp, BA (Saskatchewan), MA (McGill), PhD (Alberta), *19th- and 20th-century American literature; the relationship between print culture and performance; literary theory; literary humour; international modernism; violent labor*

I. Junyk, BA (Western), MA (Queen's), PhD (Chicago), *modernism and the avant-garde; migration, diaspora, cosmopolitanism; trauma, memory, memorialization; the city; literary and visual studies; Central and Eastern Europe (particularly Ukraine), Hapsburg Empire and post-Soviet transition*

L. Mitchell, BA (Thompson Rivers), MA (York), PhD (Victoria), *Media theory; post-structuralism and subjectivation; phenomenology and quotidian experience*

Education

K. Pendleton-Jiménez, BA (UC Berkeley), MFA (San Diego State), PhD (York), *writing, community learning, intersectional experiences of gender, sexuality, race and ethnicity in education, queer studies, arts-based research*

Gender & Social Justice

N. Bhanji, BA (Queen's), MA (Toronto), PhD (York), *race and racialization; necropolitics; biopolitics; trans theory; affect; emotion; psychoanalysis; queer theory; masculinities; memory and memorialization; diaspora; transnationalism; political economies of violence; surveillance; social justice*

J. Cole, BA, MA (Trent), PhD (Toronto), *Indigenous Performance as it intersects with settler/Indigenous relations and reciprocal relationship to the land, especially at the site of the Kiji Sibi/Ottawa River in Algonquin Territory*

History

F. Dunaway, BA (N. Carolina), PhD (Rutgers), *visual culture (including photography, film and mass media); the production, circulation, and reception of texts related to social movements, especially modern environmentalism*

Philosophy

K. Norlock, BA (Northern Illinois), MA, PhD (Wisconsin-Madison), *ethics, feminism, and environmental and social justice*

Psychology

M. Chan-Reynolds, BSc (Trent), MA, PhD (Waterloo), *computational modelling of cognitive processes (e.g., attention, reading, memory)*

Sociology

N. Nichols, BA (Trent), BEd (Queen's), MA, PhD (York), *Social inequality; poverty; youth homelessness; youth justice; child welfare; education; "youth at risk"; youth mental health; higher education*

Trent Centre for Language and Linguistics

M. Boyne, BA (Trent), MA (Toronto), PhD (Lancaster) *stylistics, specifically linguistic creativity in twentieth-century "speculative" fiction, stylistic analysis of non-literary texts*

ADJUNCT FACULTY AND RESEARCH AREAS

E. Bruusgaard, BA (Waterloo), MA (Trent), PhD (Queen's) *Canadian and Indigenous literatures, material cultures (including textiles and fashion history), fat and aging studies, and the construction of gender identity in literature*

M. Eamon, BA (Ottawa), MA (Queen's/RMC), MPhil (Cambridge), PhD (Queen's), *print culture; Enlightenment; cultural and intellectual history*

C. Hobbs, BA (McMaster), MA, MLIS (Western), *literary archives; personal archives; literary theory; digital archives*

S. Katz, BA (York) MA (McGill), PhD (York), *sociology; aging; critical gerontology; cultural theory, sociology of the body; memory; expertise and the human sciences*

M. Polito, BA, B Ed (Trent) MA, PhD (York), *early modern drama, including the circulation of dramatic manuscripts*

Z. Pollock, BA (Manitoba), PhD (London), *editing of Canadian poetry; computing and the humanities*

E. A. Popham, Emeritus, BA, MA (Manitoba), PhD (Queen's), *Renaissance literature; Elizabethan political pageantry; Canadian literature; computers and the humanities; textual editing*

C. Principe, BA (Trent), MA (Concordia), MA, PhD (York) *trauma theory and social justice*

M. Steffler, BA (Victoria), MA, PhD (McMaster), *19th- and 20th-century Canadian literature, especially prose; women's life-writing; children's literature; postcolonial theory; textual editing*

N. Whitlock, Program Coordinator, Creative Book Publishing Program at Humber College

REGULATIONS

The general regulations and requirements of Trent University for the MA degree apply to this graduate program. To be considered for admission, students must have completed an Honours Degree in English Literature or in another field relevant to Public Texts, with an average of at least B+ (77%, GPA 3.3) overall and A- (80%, GPA 3.7) in English courses, or equivalent. In some cases students without an Honours Degree will be accepted into the Program either on the condition that they earn further undergraduate credits as specified by the Graduate Program Selection Committee or that they provide the Committee with a convincing case for admission based on professional experience.

The Graduate Programs Selection Committee will begin the selection process as of the application submission date of February 1 until all available positions/spaces are filled. Applications received after this date will be accepted and may be considered for funding until all available positions/spaces are filled.

Students must maintain at least a second class standing (B- 70%) in their work. For further details, see Failed Course Policy ([p. 15](#)). There is no language requirement, although additional requirements appropriate to the candidate's field, including requirements with regard to language, may be specified by the supervisory committee. Students who intend to pursue doctoral work will be strongly encouraged to develop a reading ability in at least one language in addition to English.

PROGRAM OPTIONS

Students have four options for completing the MA program:

1. Thesis

- ENGL 5001H: Colloquium (Pass/Fail) (0.5 credit)
- ENGL 5003H: Research and Professional Development Seminar (Pass/Fail) (0.5 credit)
- ENGL 5007H: Public Texts (0.5 credit)
- 4 elective courses (total of 2.0 credit)

2. Major Research Paper

- ENGL 5001H: Colloquium (Pass/Fail) (0.5 credit)
- ENGL 5003H: Research and Professional Development Seminar (Pass/Fail) (0.5 credit)
- ENGL 5007H: Public Texts (0.5 credit)
- 4 elective courses (total of 2.0 credits)
- ENGL 5500Y: Major Research Paper (1.0 credit)

3. Internship

- ENGL 5001H: Colloquium (Pass/Fail) (0.5 credit)
- ENGL 5003H: Research and Professional Development Seminar (Pass/Fail) (0.5 credit)
- ENGL 5007H: Public Texts (0.5 credit)
- 4 elective courses (total of 2.0 credits)
- ENGL 5600Y: Internship (1.0 credit)

There are limited spaces available for a 16-month internship option that includes the Humber College Creative Book Publishing graduate certificate program. Students are responsible for applying to Humber, and for paying Humber tuition for this professional certification, summer program.

4. Research-Creation

- ENGL 5001H: Colloquium (Pass/Fail) (0.5 credit)
- ENGL 5003H: Research and Professional Development Seminar (Pass/Fail) (0.5 credit)
- ENGL 5007H: Public Texts (0.5 credit)
- 4 elective courses (total of 2.0 credits)
- ENGL 5700Y: Research-Creation Project and Paper (1.0 credit)

Admission to the research-creation stream includes the submission of a portfolio. A minimum of 0.5 undergraduate university credits in the creative area proposed for the project will normally be required.* ENGL5209H: Materiality and the Text in the Digital Age is strongly recommended for all students in the program in the fall semester.

COMPLETION TIME

Full-Time Studies. For full-time students the minimum time for program completion is one year (12 months). The maximum is three full years (as per University policy). The expected completion time for the Thesis option is two years, and for the Major Research Paper, Internship or Research-Creation option it is one year. The Public Texts program asks that students submit a bound, hard copy of their thesis upon completion of their degree.

Part-Time Studies. Students may pursue their MA degree on a part-time basis. The minimum time for completion for part-time students is two years and the maximum time is five years.

FINANCIAL SUPPORT

Graduate Teaching Assistantships and Research Fellowships are available for all full-time students admitted to the program. Research Assistantships are also available; students will hold Research Assistantships in addition to their Graduate Teaching Assistantships and Research Fellowships. While the program will normally be completed in a calendar year (12 months) of full-time study, students who are completing the Thesis option will be eligible for support for two consecutive academic years provided they are making acceptable progress on their research.

In addition to bursaries and scholarships available from Trent University, students contemplating application to the program are urged to apply for an Ontario Graduate Scholarship and/or a SSHRC/CGS Scholarship and to additional external (non-university) funding agencies. Application materials for the OGS and SSHRC/CGS are available online and from the School of Graduate Studies at Trent University.

For further information on financial support for graduate students, please refer to the graduate studies website.

REQUIRED COURSES

- » **ENGL 5001H: Colloquium**
The Colloquium will bring together all students in the program with faculty, visiting scholars and experts (e.g., archivists, librarians, printers, publishers, editors, booksellers, book designers, researchers in various aspects of theories of publics) for an exploration of relevant historical, theoretical and practical issues. The Colloquium will be offered in the fall semester.
- » **ENGL 5003H: Research and Professional Development Seminar**
Topics include research methods and resources; the nature and requirements of a research project; the presentation of the results of research in public forums; career development, academic and non-academic. At the end of the year, students will publicly present a paper; in most cases this will be a proposal for their Thesis or Major Research Paper or Internship. The Seminar will be offered in the winter semester.
- » **ENGL 5007H: Public Texts**
Explores philosophies and theories of publics through political, affective, and radical public texts. We will focus on concepts of publics in multiple historical contexts in order to put pressure on our ideas of what publics have been, what they are, and what they can be in the future.

ELECTIVE COURSES

These courses focus on general areas in the field of Public Texts such as the material and social production of texts; the circulation of texts; publics and texts, among others. In addition, students may take up to 0.5 credit in one of the following.

- ENGL 5901H, a reading course in an area specifically related to a student's area of interest, assuming faculty availability
- a course offered by another graduate program at Trent University, to be determined on a case-by-case basis

Please note: not all elective courses are offered every year.

» ENGL 5104H: Textual Studies in D.I.Y. Punk

An investigation into the production and circulation of punk texts (in the broadest sense of the word text), focusing on the period 1976-86. In trying to explain how and why UK punk happened when it did, we consider fanzines, the music press, independent labels, political organizations, and the role of fashion.

» ENGL 5107H: Print & Visual Culture

This course traces the impact of making prints, from early associations with the printing press (letterpress) to the development of commercial book illustration. Topics may include science and illustration, the rise of illustrated children's books, modernist prints and artists' books, the woodblock and Civil War reporting, printmaking techniques and theory.

» ENGL 5121H: Medieval Manuscripts: Texts, Scribes, Audiences

This course explores medieval texts produced from the 12th century to the 15th century, particularly the 14th-century manuscripts of Chaucer's *Canterbury Tales*. The course considers basic issues in medieval manuscript studies, including an introduction to scripts and abbreviations and the practice of glossing, and some hands-on work with quill pens and parchment.

» ENGL 5204H: From Private to Public: Letters, Tweets, and Other Epistles

This course considers the many ways in which written correspondence plays a significant role in other literary genres, most notably, the novel, and also occupies an enduring position as a genre on its own contributing substantially, in its adaptability and flexibility, to human communication.

» ENGL 5207H: Imagining Immunity

This course explores the role of immunity (in both its interlocking legal and biological senses) in shaping a sense of collectivity and community both in literary and political discourse. Of particular interest will be the medical rhetoric informing contemporary debates on vaccination and other public health interventions.

» ENGL 5209H: Materiality and the Text in the Digital Age

What happens to the study of the materiality of texts when a screen replaces the paper or parchment, and the stability of the written or printed signs is no longer guaranteed? Topics include: paratexts and metadata, archival theory, the Digital Humanities, hypertexts, technology, and the book as fetish.

» ENGL 5305H-CUST 5504H: Subjects of Desire

This course examines theories of subjectivity that have informed work in cultural studies, media studies, and related disciplines. What is the relation between the desiring function of subjectivity and the forces of construction and production variously attributed to power, discourse, or society? How do we conceive of the limits of determination and of the possibility of freedom and agency?

» ENGL 5306H-CSID 5202H-CAST 6102H: Culture, heritage & the arts

This course will critically explore selected theoretical, empirical, and creative constructions, contestations and celebrations of Canadian culture(s). Course content ranges from the national to the local, examining cultural communities and identities, intellectual traditions, cultural policies, museums and galleries, and cultural expression in film, theatre and literature

» ENGL 5307H-CUST 5510H: Aging, Disability, and Care in Literature and Culture

This course will explore depictions of care for older adults in literary, film, public policy, and popular culture texts to show how care is not just economic nor merely medical. Students will reconceive care as cultural and articulate the publics created through the different media.

» ENGL 5310H: Photography in Postmodern Literature

An overview of theoretical and literary representations of pre-digital photography in postmodern literature, this course investigates intersections between visual culture, subjective interpretation, personal and formal memory, artistic production, and objectivity. Theoretical and postmodern literary texts will be examined alongside historic photographs, photographic practices, and both public and private histories.

» ENGL 5311H - CUST 5509H: Black Lives Matter

This course examines the Black Lives Matter movement as the most recent form of collective social protest against state-sanctioned racial violence. The course looks at the influence of earlier civil rights movements on contemporary forms of protest, the theoretical parameters behind the movement, the "racial formations" (the prison complex, racial justice activism, the Obama presidency) from which the movement emerged, as well as recent literary accounts of the movement.

- » **ENGL - CUST 5312H: Reading Toronto**
A city - and Toronto is no different - isn't just built; it's imagined into existence. In this course, we will discover the many Torontos that are mapped by the imaginations of authors and readers who are eager to build, amplify, and revise the meanings of Canada's largest urban region.
 - » **ENGL-CUST 5313H: Objects and Emotions**
Focuses on two recent theoretical movements: speculative realism, also known as speculative materialism, "thing" theory, object-oriented ontology, and affect theory which allows us to rethink the body and human sensibilities outside of human intention.
 - » **ENGL 5314H: Private Lives in Public Spaces**
This course studies the growth and popularity of the literary memoir in Canada in the 21st century, focusing on the formats and ways in which the private life is transferred into public spaces, particularly printed texts, but also the internet, screens, galleries, theatres and outdoor civic and natural spaces.
 - » **ENGL-CUST 5315H: Arts of Conflict: Violence, Art, and the Irish Troubles**
This course will explore practical and theoretical conflicts between public violence and its cultural artifacts, including literature, film, murals, sculpture and parades. Our focus will be on twentieth- and twenty-first-century texts, images and public displays from Ireland, usually relating to the Irish Republican Army. We will question why modern cultural formations and political structures condemn violence even as they rely on it; and we will ask what place public violence has in a modern culture defined by its faith in the possibility of reasoning and debating all conflicts away. Not open to students with credit for CUST-4512H.
 - » **ENGL 5321H: Gender, Monstrosity and the Other**
This course examines a number of medieval English texts that portray monstrosity and otherness, including tales of magical transformation, stories of Otherworld visitations, tales featuring anomalous bodies or characters who tread the boundary between human and animal, and texts in which versions of masculinity or femininity are constructed as 'monstrous.' Using contemporary theoretical approaches, we will explore the social, cultural and historical contexts in which these literary works were produced.
 - » **ENGL 5330H: Musical Thinking**
This course examines representations of English music theory and practice on the early modern stage. Drawing on literary analysis, musicology, and cognitive theory, students will explore music's role in the "cognitive ecology" of the theatre where it enabled complex, collaborative thinking about cosmology, religion, politics, class, sex, gender, and bodies. No music theory knowledge required.
 - » **ENGL 5340H: The Politics of Black Art**
This course investigates how twentieth- and twenty-first century African American authors have critically reflected upon the political function of artistic production. Among other topics, it questions how art interlinks the private and public spheres of life and explores art's contribution to the realization of a more just and ethical world.
 - » **ENGL-CSID 5501H-CAST 6401H: Identities and Social Movement**
The course directly addresses a wave of identity politics and its controversial place even within seemingly identity-based movements. Readings on gender, queer theory and politics, disability, aging, and race will come from sociology and political science as well as cultural, literary and film studies.
 - » **ENGL 5901H: Reading Course**
This course enables students to pursue topics of particular interest which are not presented in existing courses. It allows concentrated, integrated study on a topic or problem that is specifically relevant to a student's approved program. It enables the student and instructor the opportunity to explore shared interests.
 - » **ENGL 5902H: Special Topics**
Courses may be offered in a variety of areas as a way of introducing students to new subject matter, research techniques or methodologies. After one year, these courses will be reviewed for inclusion in the regular program curriculum.
- MAJOR RESEARCH PAPER AND INTERNSHIP**
- » **ENGL 5500Y: Major Research Paper**
Approximately 50 pages, modeled on a scholarly journal article. It is supervised and assessed by a member of the English graduate faculty. The grade will be assigned by the supervisor and a second reader from the English graduate faculty.
 - » **ENGL 5600Y: Internship**
The Internship will be supervised by a member of the English graduate faculty and by a placement supervisor. The placement supervisor will submit a report at the end of the internship to the faculty supervisor and, assuming the report is satisfactory, the faculty supervisor will assign a grade based on a research essay of approximately 30 pages placing the Internship in the context of the student's research.
 - » **ENGL 5700Y: Research-Creation Project and Paper**
The 1.0 credit Research-Creation project will ask students to create a public text with artistic, scholarly, and experimental dimensions. The project will include both a creative public text and a 30-page scholarly explanation, critique and theorization of the text. The research-creation project will be supervised by a member of the English graduate faculty, who will assign a grade based on the 30-page research essay. The project must be completed by the end of the third semester.

705-748-1011 ext. 7360 enlsgard@trentu.ca
 Fax: 705-748-1026 trentu.ca/els

The Environmental & Life Sciences Graduate Program is an interdisciplinary program leading to either a MSc or a PhD degree in the natural sciences. Students conduct research in applied and basic science and many students develop their research projects in partnership with governmental agencies, industry, organizations, and other universities. The centrepiece of student training is the thesis – an original investigation in the natural sciences – augmented by seminars, a mandatory core course (for MSc students), elective courses, and the candidacy examination (for PhD students).

The Program is served by faculty principally from the departments of Biology, Chemistry, Forensic Science, and School of the Environment, as well as adjunct faculty from provincial and federal government agencies, non-governmental organizations and industry. The program serves as a broad umbrella for these disciplines to interconnect. Four Canada Research Chairs and one NSERC Senior Industrial Research Chair are appointed to the program.

The program offers instruction in six areas of emphasis:

- Cell Biology and Genetics
- Stress Physiology
- Physical Geography
- Trace Contaminant Toxicology and Chemistry
- Ecosystem Biogeochemistry
- Ecology and Conservation Biology

The aim of the program is to provide students with a background in the theory and practice of environmental and biological science that will enable them to function and thrive in a variety of work environments.

GRADUATE PROGRAM DIRECTOR

S. Watmough, BSc (Liverpool Polytechnic), PhD (Liverpool John Moores)

FACULTY AND RESEARCH AREAS

Anthropology

J. Conolly, BA (Toronto), MA, PhD (London), *spatial ecology & conservation biology, palaeoecology*

W. Fox, BA, MA (Toronto), *First Nation trade networks In the Great Lakes region with particular emphasis on the Middle Woodland and Historic (17th Century) periods, lithic sourcing in Ontario, symbolic artifact evidence for native religious belief systems in the Great Lakes region, the identification of ethnicity in the archaeological record*

E. Morin, BSc, MSc (Montréal), PhD (Michigan), *archaeology, paleolithic of Europe, methods and theory in faunal analysis, human behavioural change during the late Pleistocene, prehistory of Northeastern North America.*

P. Szpak, BA (McMaster), PhD (Western), *stable isotopes, palaeoecology, historical ecology, archaeological science, environmental archaeology, bone chemistry, palaeodiet, domestication and animal husbandry; North American Arctic, Peru and Chile, British Columbia, California*

Biology

H. Bates, BSc (Ottawa), PhD (Toronto), *the processes that regulate the production of heat from brown adipose tissue and how these can be harnessed for the generation of anti-obesity therapeutics*

D. V. Beresford, BEd (Queen's), BSc, PhD (Trent), *role of dispersal In Insect and mite populations, stable flies as pests, Insects that colonize corpses*

C. Brunetti, BSc, PhD (McMaster), *molecular biology of human poxviruses*

G. Burness, BSc (Memorial), MSc (Brock), PhD (British Columbia), *animal energetics, avian physiological ecology*

M. Dorken, BSc (Guelph), MSc (Queen's), PhD (Toronto), *plant evolution and reproductive strategies*

N. Emery, BSc (Queen's), PhD (Calgary), *physiological ecology of plants*

M. Fox, Emeritus, BA (Pennsylvania), MEdes (Calgary), PhD (Queen's), *fish ecology, pond culture*

J. R. Freeland, BSc (Saskatchewan), MSc, PhD (Queen's), *molecular ecology, population and conservation genetics*

P. Frost, BSc (Rochester), MSc (Ohio State), PhD (Arizona State), *biological stoichiometry in aquatic ecosystems (David Schindler Professor in Aquatic Science)*

A. Greer, BSc (Mount Allison), MSc (Trent), PhD (Arizona State), *Infectious disease, epidemiology, disease ecology, disease dynamics, mathematical modelling, One Health, zoonosis, public and veterinary health, pandemics, and epidemics*

K. Hillsley, BSc, PhD (Sheffield University, UK), *Effects of stress and infection on the Microbiota - Gut - Brain axis, Peripheral-CNS interactions, Neurophysiology*

T. Hossie, BSc, MSc (Trent), PhD (Carleton), *predator-prey interactions, predator-predator interactions, behavioural ecology, conservation biology, ecology of bisexual-unisexual salamander complexes*

R. Huber, BSc, PhD (Toronto), *social amoeba Dictyostelium discoideum as a model system for studying the functions of proteins linked to human disease and the structure and function of the extracellular matrix (ECM)*

S. Jamieson, BSc (Memorial), M.Sc. (New Brunswick), Ph.D. (Simon Fraser University), *Urban Ecology, Bird and fish behavioural ecology, Cross-seasonal factors affecting life history traits, Student satisfaction and feeling connected with nature*

C. Kapron, Emeritus, BSc (Waterloo), MSc, PhD (McGill), *cellular and molecular mechanisms of embryonic toxicity and teratogenicity*

L. Kerr, BSc, MSc (Carleton), PhD (British Columbia), *behavioural neuroscience, cellular mechanisms, cancer growth and chemotherapeutic efficiency*

D. Murray, BSc (McGill), MSc (Alberta), PhD (Wisconsin), *mammal and amphibian ecology, population dynamics, behavioural ecology, predation, parasitism (Canada Research Chair in Integrative Wildlife Conservation)*

E. Nol, BSc (Michigan), MSc (Guelph), PhD (Toronto), *conservation ecology of birds*

G. Raby, BSc (Trent), PhD (Carleton), *fish ecology*

J. A. Schaefer, BSc (McGill), MSc (Manitoba), PhD (Saskatchewan), *behaviour and population dynamics of terrestrial mammals*

J. Sutcliffe, Emeritus, BSc (Waterloo), MSc, PhD (Toronto), *infectious disease*

S. Tobin, BSc (Western), MSc, PhD (York), *animal physiology and stem cell research. Beneficial to students interested in conducting research in biomedicine.*

S. West, BPhysEd, MSc, PhD (Toronto), *examining exercise and bone health in children and adults with chronic disease*

P. Wilson, BSc, MSc, PhD (McMaster), *evolutionary genetics, DNA profiling (Canada Research Chair in DNA Profiling, Forensics, and Functional Genomics)*

M. A. Xenopoulos, BSc, MSc (Québec), PhD (Alberta), *global change and its effects on aquatic communities in lakes and rivers*

J. Yee, BSc, MSc, PhD (British Columbia), *molecular & biochemical parasitology*

Chemistry

J. Hendel, BSc (Waterloo), MSc (Guelph), PhD (National Univ. of Ireland), *Glycoscience; Synthetic carbohydrate chemistry; Glycomimetics; n-glycan isolation and purification from natural sources; Glycomics*

H. Hintelmann, BSc, MSc, PhD (Hamburg), *fate of metals in environment, bioavailability/ speciation of metals and organometals, stable isotope methods and hyphenated ICP-MS techniques*

E. Keske, BSc (Western), PhD (Queen's), *organic synthesis, organometallic chemistry, homogeneous catalysis, reaction mechanism elucidation*

S. Narine, BSc, MSc (Trent), PhD (York), *biomaterials precursor synthesis, formulation and materials characterization (NSERC Industrial Chair in Biomaterials)*

M. Parnis, Emeritus, BSc., PhD (Toronto), *estimation and application of partition coefficients in environmental fate modelling*

S. Rafferty, BSc (Waterloo), PhD (British Columbia), *environmental biochemistry*

A. Vreugdenhil, BSc, PhD (McGill), *trace contaminants, transformation of organic & non-organic contaminants*

Forensic Science

C. Kyle, BSc (Bishop's), MSc (Guelph), PhD (Alberta), *conservation and population genetics, molecular ecology*

S. Martic, BSc (Bishop's), MSc (McMaster), PhD (Queen's), *biological biomarker identification, detection and toxicology screening using a variety of bioanalytical and biochemical tools*

A. Moorthy, BEng (McMaster), MSc, PhD (Guelph), *computational approaches for improved data interpretation, particularly as it relates to mass spectral measurements in forensic science*

B. J. Saville, BSc (Guelph), MSc, PhD (Toronto), *fungus genomics*

A. B. A. Shafer, BSc (McMaster), MSc (Acadia), PhD (Alberta), *applying genomic methods to conservation, wildlife management, and legal issues. understanding the drivers of important processes like migration and adaptation in nature*

Kinesiology

D. Forman, BHS (Ontario Institute of Technology), MSc (Memorial), PhD (Ontario Institute of Technology), *Neuromuscular Physiology, Biomechanics and Ergonomics, Reducing the prevalence of work-related musculoskeletal disorders by enhancing our knowledge of human vulnerabilities and performance adaptations*

School of the Environment

J. Aherne, BA (Trinity College, Dublin), MAppSc, PhD (University College Dublin), *impacts and disturbance on aquatic and terrestrial ecosystems*

K. Borden, BSc (Queen's), MSc, PhD (Toronto), *plant root ecology, nutrient acquisition and cycling in soil, and greenhouse gas emissions in more diversified agroecosystems (e.g., agroforestry, intercropping, and cover cropping).*

M. Buell, BSc (Guelph), MSc, PhD (Trent), *Great Lakes water and sediment quality, toxicology, fish biology, knowledge collaboration, Western science and Indigenous knowledge systems, ecotoxicological risk assessment*

J. M. Buttle, Emeritus, BA (Toronto), PhD (Southampton), *hydrology, fluvial geomorphology*

D. H. Dang, BSc, MSc, PhD (Toulon), *environmental geochemistry, trace metals, stable and non-conventional isotopes, aquatic contaminants, mass spectrometry*

C. Eimers, BSc (Toronto), MSc (Trent), PhD (Waterloo), *soil processes, water quality, hydrology and climate change*

R. D. Evans, *Emeritus*, BSc (Toronto), PhD (McGill), *geochemical control of trace metal and radionuclide distribution in the environment, particularly as it relates to the uptake of these substances by aquatic organisms*

C. Furgal, BSc (Western), MSc, PhD (Waterloo), *environmental health, planning and resource development, risk management and communication, and Arctic Indigenous issues*

B. E. Hickie, BSc (Guelph), MSc (Waterloo), PhD (Waterloo), *environmental toxicology, pharmacokinetic modelling*

J. F. Koprivnjak, BSc, MSc (McGill), PhD (Atlanta, Georgia), *spatial and temporal characterization of dissolved organic matter in natural waters*

P. M. Lafleur, *Emeritus*, BSc (Brandon), MSc (Trent), PhD (McMaster), *forest-atmosphere energy interactions, impacts of climatic change*

C. L. McKenna Neuman, BSc (Queen's), MSc (Guelph), PhD (Queen's), *process geomorphology, mechanics of sediment transport, periglacial/coastal aeolian geomorphology*

C. D. Metcalfe, *Emeritus*, BSc (Manitoba), MSc (New Brunswick), PhD (McMaster), *aquatic organic contaminants*

M. Nehemy, BSc (Sao Paulo, Brazil), MES, PhD (Saskatchewan)

R. Ponce-Hernandez, BEng (Universidad, Chapingo), MSc (Colegio de Postgraduados), DPhil (Oxford), *geographical information systems applied to suitability and impact assessments in agricultural and forest ecosystems*

I. Power, BSc, PhD (Western), *carbon sequestration and tailings management, natural analogues for carbon mineralization, and geobiological approaches to carbon management*

A. Tanentzap, BSc, MSc (York), PhD (Cambridge), *ecology and evolution with a focus on solutions to protect biodiversity, drinking water, and carbon sequestration under environmental change*

K. Thompson, BSc (Western), PhD (Guelph), *microbial communities in ecosystem functioning, including SOM stability and GHG fluxes, microbial measures as biological Indicators of soil health, agricultural management, industrial disturbance, climate change and land use change*

A. Watkinson, BSc (Ottawa), MSc (Laurentian), PhD (Alberta), *restoration ecology; land reclamation; plant and soil recovery post-disturbance; novel approaches to facilitate revegetation; development of Anthroposols; habitat restoration for species at risk; prairie ecosystems; boreal ecosystems*

S. Watmough, BSc (Liverpool Polytechnic), PhD (Liverpool John Moores), *impacts of acid rain, climate change, nutrient depletion, forestry and metals on forest and lake ecosystems*

T. H. Whillans, *Emeritus*, BA (Guelph), MSc, PhD (Toronto), *fisheries, wetland ecology, renewable resource management*

OTHER FACULTY

J. Bowman, BSc (Queen's), MSc (Laurentian), PhD (New Brunswick), *spatial population ecology, landscape ecology, ecology of mammal and bird populations (Ontario Ministry of Natural Resources)*

G. S. Brown, BSc (Dalhousie), MSc (Laurentian), PhD (Guelph) *population ecology of large mammals (Ontario Ministry of Natural Resources)*

W. Burr, BSc, PhD (Queen's), *applied statistics: time series, spectrum estimation, and statistical modelling*

N. Jones, BSc (Guelph), PhD (Alberta), *fish habitat and the productive capacity of aquatic ecosystems (Ontario Ministry of Natural Resources)*

R. Metcalfe, BA, MA (Wilfrid Laurier), PhD (Queen's), *basin-scale runoff processes in cold regions, GIS and remote sensing applications in hydrology (Ontario Ministry of Natural Resources)*

J. Northrup, BS (Bates College), MSc (Alberta), PhD (Colorado State), *quantitative ecology, with a focus on large mammals and movement behaviour.*

B. Patterson, BSc (New Brunswick), MSc (Acadia), PhD (Saskatchewan), *dynamics of vertebrate predator-prey systems (Ontario Ministry of Natural Resources)*

E. Sager, BSc, PhD (Trent), *climate change, pollution, forest and lake ecosystems*

C. Wilson, BSc (Queen's), MSc (Windsor), PhD (Guelph), *evolutionary ecology and biogeography of freshwater organisms, (Ontario Ministry of Natural Resources)*

ADJUNCT PROFESSORS

R. Bailey, BSc, MSc (Guelph), PhD (Western), *Environmental statistics and Benthic macroinvertebrates*

J. Benson, BSc (Humboldt), MSc (Louisiana), PhD (Trent), *population viability model for Algonquin wolves*

L. Braga, BSc, MSc, PhD (Sao Paulo), *Environmental microbiology in agriculture, Bioinformatics, Exploring the ecological aspects of plant-virus interactions*

J. Brownscombe, BSc, MSc (Trent), PhD (Carleton), *science and management of fish habitat, including studies of fish behavior, physiology, and space use in the Great Lakes*

A. Campomizzi, BSc (Dayton, Ohio), MSc, PhD (Texas A & M), *ecological research to advance the conservation of songbirds in Ontario*

J. Canario, MSc, PhD (Lisbon), *analytical chemistry, environmental chemistry, mercury, sulphur and selenium biogeochemistry in the environment, permafrost chemistry, polar sciences*

L. Cartwright, BSc (Brock), MSc (Trent), PhD (McMaster) *restoration ecology*

D. Catlin, BA (Hamilton), MSc (Oregon State), PhD (Virginia), *coastal conservation, advanced mark recapture techniques, population dynamics, dispersal, conservation biology, model selection and inference, shorebird biology*

S. Côté, BSc (Laval), PhD (Sherbooke) *population ecology, conservation biology and behavioural ecology, conservation and wildlife management of vertebrates*

S. Cooke, BES, MSc (Waterloo), PhD (Illinois) *aquatic conservation and management*

C. Cullingham, BSc (Guelph), PhD (Trent), *the genomics of plants, pathogens, and pests*

C. Davy, BSc (Guelph), MSc (Western), PhD (Toronto), *genetic and behavioural responses of small and declining wildlife populations to environmental changes. (Ontario Ministry of Natural Resources)*

M. DiLeo, BSc, MSc (Queens), PhD (Toronto), *Wildlife Species at Risk Research Scientist with Ontario Ministry of Northern Development, Mines, Natural Resources and Forestry (NDMNRF), integration of ecology and genomics to study species-at-risk responses to landscape fragmentation and climate change*

M. Donaldson, BSc (Waterloo), MBioTech (Toronto), PhD (Trent), *molecular biology, genomics, genetics, evolutionary and population ecology and biological conservation*

M. Drever, BSc (Toronto), MSc (Simon Fraser), PhD (Guelph), *Related to modelling habitat and populations of shore-birds, seabirds, and waterbirds*

E. Emilson, BSc (Guelph), MSc, PhD (Sudbury), *Research Scientist Forest Aquatic Ecology Natural Resources Canada. A multidisciplinary approach to address how anthropogenic impacts such as forestry and mining interact with climate change, pollution, and other stressors to affect water quality and aquatic ecosystem functions.*

S. Farrow, BSc, MSc (Trent), PhD (Calgary), *advanced molecular biology techniques (gene silencing, cloning), synthetic biology applications (biosynthetic pathway reconstitution in hosts), bioinformatics (transcriptome assembly and gene discovery), analytical chemistry (mass spectrometry, HPLC, NMR) and biochemistry (heterologous expression, purification, crystallography, kinetics)*

R. Feldman, BScH (Kingston), MSc (Vancouver), PhD (Montreal), *Research Scientist with the Ontario Ministry of Northern Development, Mines, Natural Resources, and Forestry. Opportunities to conduct research that links directly to environmental policy*

A. Fisk, BSc, MSc (Windsor), PhD (Manitoba), *Great Lakes aquatic ecology including food webs, fish movement and ecotoxicology*

J. Fitzsimmons, BSc (Queen's), MSc (Memorial), PhD (Ottawa), *Falconry; Zoos; Wildlife rehab; Wildlife in captivity; Wildlife disease; Human dimensions of wildlife management in southern Ontario*

K. Fleming, BSc (Trent), MSc (Toronto), PhD (Trent) *connections between anthropogenic disturbances, land-use practices, and their effect on terrestrial and aquatic invertebrate communities*

S. Flemming, BSc (Alberta), MSc (Otago, NZ), PhD (Trent), *shorebird and waterbird monitoring programs; analyze long-term regional population trends*

S. Forbes, BSc, PhD (Univ of Technology, Sydney), *forensic taphonomy and chemistry. Focused on understanding post-mortem (epigenomic) change*

C. Fortin BSc (Montreal), MSc, PhD (Quebec), *interactions of metals with aquatic biota, focusing on the roles of metal speciation (including natural organic matter) and cellular nutritional status*

C. Gibson, BSc (Dalhousie), MEng, PhD (McMaster), *field of geomatics*

M. Gordon, BAsC (Waterloo), MEng (Monash), PhD (York), *atmospheric science, air quality and aerosol dynamics*

L. Gutowsky, BSc, MSc (Trent), PhD (Carleton), *Study of fish populations using biotelemetry, Statistics professor and active quantitative ecologist with a considerable skillset in data analysis and visualization*

T. J. Haxton, BSc (Guelph), MSc (Trent), PhD (Ottawa), *large-bodied fish, population dynamics, response to anthropogenic stressors, riverine systems, flowing water assessment techniques*

K. Hillsley BSc, PhD (Sheffield, UK) *cellular and molecular biology*

B. Hu, BElectrEng, MElectrEng (Tianjin), PhD (Boston), *remote sensing and its application to a wide range of environmental monitoring applications*

S. Jamieson, BSc (Memorial), MSc (New Brunswick), PhD (Simon Fraser)

T. Johnson, BSc (Guelph), MSc (York), PhD (Wisconsin), *Great Lakes aquatic ecology including food webs, ecophysiology, and stressors (with a focus on aquatic invasive species)*

D. Kaplan, BA (Clark), PhD (Harvard), (Sick Kids Hospital), *neurosciences and mental health*

J. Kirk, BSc, PhD (Alberta), *Impacts of human alterations on the release, bioaccumulation and biomagnification of contaminants and impacts of contaminants released from major industrial developments in the Canadian high and sub Arctic*

E. Koen, BSc (Western), MSc (Ottawa), PhD (Trent), *wildlife landscape ecology*

W. H. Korver, BSc (Guelph), DVM (Ontario Veterinary College), *biology of stress in captive animals, comparative anatomy and physiology, herpes virus in elephants, musth in elephants*

J. Leach, BSc (Guelph), MSc, PhD (British Columbia), *forest hydrology and water quality*

D. Lesbarrères, BSc (Bordeaux), MSc (Rennes), PhD (Angers), *ecology and evolutionary biology*

V. Mangal, BSc, PhD (Trent), *biogeochemistry of organic matter and contaminant cycling, especially with contaminant uptake in algae*

M. Manseau, BSc (Québec and British Columbia), MSc (Laval), PhD, (Swedish University of Agricultural Sciences), PhD (Laval), *conservation biology, animal and landscape ecology, population and landscape genetics, indigenous-led conservation*

G. Mastromonaco, BSc, MSc, PhD (Guelph), *reproductive biotechnologies, stress hormone analysis*

S. Mayor, *Research Scientist at the Ontario Ministry of Natural Resources and Forestry. Research in disturbance ecology, landscape ecology, biodiversity conservation, and climate change impacts*

L. McKinnon, BSc (Toronto), MSc (Michigan), PhD (Rimouski), *alternative prey on nest predation risk or arctic-nesting shorebirds and collaborative networks studying trophic interactions in the Arctic.*

E. Morrison, BSc, PhD (Trent), *molecular biology, metabolomics, biochemistry and plant and fungus physiology*

A. Namayandeh, BSc (Windsor), MSc (York), PhD (Trent), *far north biodiversity project, taxonomy and biogeography of non-biting midges or chironomidae*

K. Newman, MChem, PhD (Wales Swansea), *nanoparticle characterisation using single particle ICP-MS, environmental monitoring of radionuclides, mass bias correction for high precision isotope ratio measurements using MC-ICPMS, mass spectrometry design and development*

C. Paulo, Licentiate (Coimbra), MGeoResources (Portugal), PhD (Toronto), *mineralogy and geomaterials that will cover the basis of crystallography*

R. Petri, BSc (Alberta), MSc, PhD (Saskatchewan) *host-microbiome interactions, digestive physiology, microbiology, and bioinformatics*

P. Pillai, BSc, BEd, MSc (Kerala, India) PhD (Trent), *polymeric and organic synthesis, polymer formulations, and biobased/renewable polymers, click chemistry, bio-polymer composites, nanotechnology (nano-metric fiber reinforced composites), electrospinning of polymers and polymers for environmental applications*

J. Popp, BSc, MSc, PhD (Laurentian), Canada Research Chair in Indigenous Environmental Sciences. *Noted expert in research focused abilities in weaving Indigenous Knowledge with western scientific research*

K. Rausis, BSc, MSc (Barcelona Spain), PhD (Catalonia Spain), *geochemistry of mine development, CO2 removal using magnesium oxide and enhanced rock weathering of wollastonite in agricultural soils*

J. C. Ray, BSc, MSc (Stanford), PhD (Florida), *conservation of wildlands and large mammals (Wildlife Conservation Society Canada)*

J. Riley, BSc (Guelph), MSc (Laurentian), PhD (Australia), *ecology and animal behaviour within an evolutionary framework, and its applications to the real-world challenges in the conservation of reptiles and amphibians*

L. Rutledge, BSc, BEd (Western), MSc (Northern British Columbia), PhD (Trent), *hybridization & speciation; ecological shifts in response to environment*

A. Schulte-Hostedde, BSc (Western), MSc (Guelph), PhD (Western), *behavioural and evolutionary ecology (Laurentian University)*

P. Shahpoury, BSc (Azad Univ, Iran), MSc (Putra, Malaysia), PhD (Otago, NZ), *analytical techniques focused on airborne contaminants, environmental exposure to airborne chemical contaminants*

M. Sharifi, BSc, MSc, PhD (Isfahan Univ, Iran), *organic amendment and cover crop management in tree fruits and wine grapes; soil carbon and nitrogen dynamics; Ethnobotany (Avalanche lilies and Black Huckleberries)*

S. Shetranjiwalla-Merchant, BSc (Pune, India), MSc, PhD (Trent), *multi-disciplinary research in designing innovative materials and processes from renewable and environmentally sustainable sources*

P. A. Smith, BSc (Trent), MSc (British Columbia), PhD (Carleton), *arctic-breeding shorebirds; effects of environmental change on the demography of arctic birds; assessments of the factors linked to global population declines of shorebirds*

D. Stewart, BSc (Acadia), PhD (Toronto), *molecular evolutionary biology with broad interests*

N. Stock, BSc, MSc, PhD (Waterloo), *trace contaminants, organic contaminants*

K. Storey, BSc (Calgary), PhD (British Columbia), *potential use of amphibian larvae as bioindicators of wetland health and water quality*

T. Stotesbury, BSc (Trent), MSc (Auckland, NZ), PhD (Trent), *understanding the (bio)chemical properties of common types of physical evidences and traces deposited at crime scenes and how they persist in the environment*

S. B. Watson, BSc & MSc (McGill), PhD (Calgary), *limnology, cell biology, community ecology and database mining at low for cell-through-ecosystem analyses*

T. Wheeldon, BSc (Carleton), MSc, PhD (Trent), *Wolf genetic/genomic research, Understanding the dynamics of vertebrate predator-prey systems and in determining the proximate and ultimate factors that cause changes in abundance of wildlife populations*

C. Whitfield, BSc, MSc, PhD (Trent), *catchment hydrochemistry, applied biogeochemistry*

S. Wilson, BSc (McMaster), MSc, PhD (UBC), Canada Research Chair. *Focuses on environmental aspects of economic geology and on chemical sedimentology. Mineral behaviour, with a particular emphasis on crystallography and crystal chemistry, to understand and manage environmental change in engineered and natural settings.*

J. Winter, BSc (Liverpool, UK), MSc (Manchester, UK), PhD (Waterloo), *human/aquatic system interactions, nutrient modeling, landscape analysis (Ontario Ministry of Environment)*

K. Woodend, RN, BScN, MSc (Ottawa), PhD (Toronto) *aging persons, chronic disease management and self-management, health systems*

Q. Xie, BSc (Wuhan, China), MSc (Beijing), PhD (Saskatchewan), *trace elements and isotopes as environmental tracers (Trent Water Quality Centre)*

REGULATIONS

The general regulations and requirements for graduate degrees at Trent University apply to the Environmental & Life Sciences Graduate Program. Application for admission should be received by February 1 for consideration for scholarships, bursaries, and teaching assistantships for Fall admission into the program. A small number of students are admitted in January and May. Applicants should hold an undergraduate Honours degree in Biology, Environmental Chemistry, Environmental Science or Geography. Students must have a supervisor before acceptance in the program. The ENLS course (ENLS 5000H) is compulsory for all first-year MSc students. Students without training in advanced statistics are strongly recommended to take ENLS 5001H too. Students are permitted to take a maximum of one half-credit reading course (ENLS 5090H). In addition to the thesis, candidates for the MSc degree will be required to complete the minimum equivalent of 1.0 course credits. The supervisory committee may specify an additional 0.5 credits, in consideration of the student's academic background and research requirements; any such requirement will be determined by the committee within 8 months of admission.

Prospective PhD students will normally have a thesis-based MSc degree. Candidates for the PhD degree will be required to complete at least 0.5 credits; the supervisory committee may require an additional 0.5 credits, determined within 8 months of admission. Applicants who have achieved excellent standing at the Honours baccalaureate level, and who wish to proceed directly to Doctoral study will enroll initially as a Master's student. If the student achieves a superior academic record and shows particular aptitude for research, the Graduate Studies Committee, on the recommendation of the Environmental & Life Sciences Graduate Program Executive, may authorize conversion to the PhD program without completion of the MSc degree. Direct-entry PhD students (those who have passed the conversion examination) will be required to complete a minimum of 1.0 credit; the supervisory committee may require an additional 0.5 credits, determined within 8 months of the conversion examination. For both degrees, the thesis is expected to include the results of an original investigation. PhD students must enrol in the PhD candidacy examination (ENLS 6100H) at the start of their second year of study; they must undertake the oral candidacy examination within the first 16 months of study. The examination will establish, to the satisfaction of the program, that the student has an effective grasp of her/his research area. Degree candidates (MSc and PhD) have the option of submitting their thesis either in the "traditional" or "manuscript" format. Candidates must pass an oral examination in defence of their thesis research. Students must attain at least a B- (70%) in all course work to remain registered in their program. The expected time for completion is two years for the MSc, four years for the PhD, and five years for those who convert to the PhD program before completion of the MSc. All Environmental & Life Sciences (ENLS) graduate students need to establish a supervisory committee in conjunction with their thesis and research supervisor(s) within the first term. The supervisory committee will consist of three ENLS faculty members. They may be derived from ENLS Trent faculty, ENLS adjunct faculty, or ENLS special

graduate faculty; every student supervisory committee must have a minimum of one regular (non-adjunct) Trent faculty member.

FINANCIAL SUPPORT

Full financial support is provided (minimum of six terms or the equivalent of two years of study for full-time eligible MSc students and twelve terms or the equivalent of 4 years of study for full-time eligible PhD students) in the form of teaching assistantships, research assistantships and/or scholarships. Candidates are encouraged to apply for external scholarships on their own behalf. Information on scholarships is available from the School of Graduate Studies.

For further information on financial support for graduate students, please refer to the graduate studies website.

Not all courses will be available every year. Please consult the program office for information on courses that will be offered for the upcoming academic year.

CORE COURSE

- » **ENLS 5000H: Research Foundations**
This core course, which serves as the mandatory half credit required by all first year MSc students, will challenge participants to examine their philosophy of science with particular reference to their own research in one of the six ENLS streams. Students also present and defend their research proposals. Excludes ENLS 5100H, ENLS 5200H, ENLS 5300H, ENLS 5400H, ENLS 5500H, ENLS 5600H.

ELECTIVE COURSES

- » **ENLS 5001H: Research design and data analysis**
This course will emphasize advanced statistical techniques for use in field and laboratory studies, including applications of linear and non-linear models, analysis of variance and multivariate statistics. This course is strongly recommended for students who have not taken an advanced statistics course (e.g. analysis of variance, multivariate statistics) as an undergraduate. Prerequisite: an introductory statistics course. Not open to students with credit for BIOL-ERSC 4030H.
- » **ENLS 5026H: Wetland restoration and creation**
This is a seminar course that explores the global literature on wetland restoration and creation. The course will compare explicitly the technological and ecological experiences with different wetland types and situations, in order to determine opportunities and limitations. At least one field trip will be required. The course assumes a basic knowledge of wetland ecology and is designed for students who have taken a first course in wetland biology or who have equivalent experience.

- » **ENLS 5028H: Communicating science**
Science exists only because scientists are writers and speakers. In this course, students will hone their skills at writing and presenting science with clarity and economy. In class, students will present science, in oral and written form, and evaluate the quality of that communication. We will emphasize that conveying science is storytelling, that modeling good writing can improve one's own writing, and that making science accessible means dispensing with jargon. Enrollment is limited.
- » **ENLS 5050H: Directed Research**
This course is available for graduate students who wish to develop their knowledge and skills in a more discipline-specific area by undertaking a small research project or targeted exercises requiring the collection and analysis of original data. The format of the course and associated activities are designed by the student in consultation with the instructor. The research project can entail unpublished data, data from public repositories, a meta-analysis of published data, new data from small lab- or field-based project(s) collected within the timeframe of a half-credit course. Data analyzed from this course cannot be used as part of the student's thesis.
- » **ENLS 5088H-ICAN 5001H: Mass spectrometry**
In this course, students will be taught the theory and operating principles of the mass spectrometers used in Trent University's Water Quality Centre, and explore current applications in both organic and inorganic mass spectrometry. Special emphasis will be given to the practical application of mass spectrometry theory to enable students to effectively use the Water Quality Centre mass spectrometers in their graduate research.
- » **ENLS 5090H: Reading course**
This course is available for graduate students who wish to receive instruction on a more discipline-specific basis. The format of the course is designed by the student in consultation with the supervisor or supervisory committee. Written justification for the course must be made to the Program Director and must be arranged before registration for the course. Under exceptional circumstances, and subject to program approval, a student may register under the ENLS 5090H to take a course from another academic institution for credit.
- » **ENLS 5091H: IIES- International Environmental Science: Topics & Issues**
The International Institute of Environmental Science (IIES) provides a platform for advanced discussion on significant international environmental issues. IIES member institutes will provide online course(s). Interested students will discuss course with their supervisor, develop a syllabus centered around the online component. Additional requirements include: weekly meetings, topic discussion, readings, a final paper and/or presentation.
- » **ENLS 5099H: Special topic course**
Courses may be offered in a variety of areas as a way of introducing students to new subject matter, research techniques or methodologies. After one year, these courses will be reviewed for inclusion in the regular program curriculum.
- » **ENLS – FRSC 5800H: Bioinformatics**
Bioinformatics – the application of computer programming to the management and analysis of biological information – is necessary for storing, manipulating, and analyzing large datasets. This course will consist of a mix of active lectures (i.e. coding during lecture) and computer-based labs and independent research. Students will work independently, under guidance from the instructor, on a bioinformatics project of their choosing that falls within the concepts covered, and skills developed during lecture and lab. Students will work collectively on writing a primer focused on a topic provided by the instructor.
- » **ENLS 6100H: PhD candidacy exam**
Students are required to develop a research proposal for their dissertation in conjunction with their supervisory committee. Once the proposal is approved by the supervisory committee it is submitted to the program office. The proposal must be submitted between 12 and 16 months after enrolment. A candidacy exam is scheduled once it is approved by the examination committee. It is a closed oral examination in front of the examination committee. A grade of pass, fail, or pass with remediation will be given and will be noted on the transcript. Students who fail the exam will be required to leave the program.

705-748-1011 ext. 7516 mscforensics@trentu.ca
trentu.ca/graduatestudies/program/forensic-science-mscfs

The field of forensic science is growing and rapidly evolving to meet a variety of social, judicial and academic needs of modern crime scene investigation. The field is applied by nature, and integrates theoretical aspects of physical, biological and social sciences. The focus of the MScFS program will be to promote cutting-edge training and higher level-critical thinking in all aspects of crime scene investigation and analysis, in particular emphasizing the added value of research within a forensic context. The program is served by faculty with significant and relevant experience in academic, practitioner, and professional forensic sciences.

GRADUATE PROGRAM DIRECTOR

J. Cahn, BSc (Ottawa), MSc, PhD (Toronto),
bioarchaeology and forensic anthropology

FACULTY AND RESEARCH AREAS

Forensic Science

S. Accettone, BSc (Ontario Tech), PhD (Western),
chemical education

M. Buell, BSc (Guelph), MSc, PhD (Trent), *environmental forensics, chemistry and toxicology*

J. Cahn, BSc (Ottawa), MSc, PhD (Toronto),
bioarchaeology and forensic anthropology

C. Kyle, BSc (Bishop's), MSc (Guelph), PhD (Alberta),
conservation genomics and wildlife forensics

S. Martic, BSc (Bishop's), MSc (McMaster), PhD (Queen's),
analytical chemistry and biochemistry

A. Moorthy, B.Eng (McMaster), MSc, PhD (Guelph),
computational methods for data analysis

A. B. A. Shafer, BSc (McMaster), MSc (Acadia), PhD (Alberta),
genomic methods and applications

R. L. Smith, BCom, JD (Queen's), LLM (Osgoode), *criminal law & expert evidence*

ADJUNCT FACULTY

M. Donaldson, BSc (Waterloo), MSc (Toronto), PhD (Trent) *molecular biology, genomics, genetics, evolutionary and population ecology and biological conservation*

M. Illes, BSc, MSc, PhD (Trent), *bloodstain pattern analysis and forensic epistemology*

D. Wilkinson, BSc (Sussex), PhD (Cambridge), *chemistry of fingerprints & related expert evidence*

REGULATIONS

The general regulations and requirements of Trent University apply to the Forensic Science graduate program. Students are admitted to the program once a year for studies beginning the following September. Applicants are required to hold a four-year Bachelor of Science degree in a relevant science including anthropology, biology, chemistry, forensic science, physics, psychology, or other disciplines. Applicants must have achieved an average of at least an upper second-class standing (B+/77%) in the work of the last 10 full academic credits or the last two undergraduate years (full-time equivalent). Applicants that do not meet these requirements, but have significant practical forensic experience, will also be considered.

COMPLETION TIME

Students will be able to successfully complete the full-time program in 12 months. The two streams for completing the MScFS program are summarized below:

1. Course Based

This is a professional course-based program that consists of three academic terms. Through lectures, labs, and one term research placement, students can be ready to apply the learned skill sets to the workforce in one year. All students will be required to take FRSC 5001H, FRSC 5003H, FRSC 5006H, FRSC 5007H, FRSC 5010H or FRSC 5020H, FRSC 5030H, FRSC 5040H, and FRSC 5070H.

- Semester 1, 4 half credit (0.50) core courses + 1 half credit (0.50) elective + FRSC 5090H*
- Semester 2, 4 half credit (0.50) core courses + 1 half credit (0.50) elective + FRSC 5090H*
- (*FRSC 5090H is a half credit course but spans the fall and winter semesters)
- Semester 3, Research Placement (FRSC 5009H)

2. Major Research Paper

Students design and carry out forensic research under the supervision of a faculty member and write a major paper. Permission of the program and availability of a faculty supervisor are required. Students will be interviewed by potential supervisors for the available major research paper positions. Available projects and application instructions will be circulated to all students accepted into the MScFS program over the summer prior to the start of the program in September. All students will be required to take FRSC 5001H, FRSC 5030H, and one of the following FRSC 5007H, FRSC 5010H, FRSC 5020H. The remaining 3 courses will be selected in consultation with the faculty research supervisor.

- Semester 1, 3 half credit (0.50) core courses + FRSC 5950H
- Semester 2, 3 half credit (0.50) core courses + FRSC 5950H
- Semester 3, FRSC 5970H

QUALIFYING COURSE

- » **FRSC 5000Q: Fundamentals in Forensic Science**
This course is designed to instruct candidates with conditional entry into graduate level studies in forensic science. Across three modules, students will learn key concepts in forensic science and law, biology and genetics, and chemistry and physics. Students will be assessed per module and via a final exam. The results of these assessments will be used to determine their acceptance into the graduate program (MScFS).

REQUIRED COURSES

- » **FRSC 5001H: Communicating Science & Forensic Reporting**
A forensic scientist must be able to effectively communicate their knowledge and findings. This course will explore and practice the skills in presenting technical scientific information to both scientific and non-scientific audiences. Written and oral presentation of scientific knowledge will be a major component of this course.
- » **FRSC 5003H: Research Design and Statistics in Forensic Science**
The course addresses a range of fundamental research skills, including: practicing ethical and safe research; research proposal and journal article writing; data handling and statistical analysis; critical evaluation of research; and formal research presentations. Through oral presentations and discussions students will develop effective communication techniques in order to present scientific information to a variety of audiences. Ultimately, this course provides foundational skills to prepare the next generation of forensic scientists for the professional and research responsibilities required in the rapidly developing forensic field.
- » **FRSC 5006H: Leadership in Forensic Science**
Leadership is required at all levels in forensic science. This course is designed to introduce students to a broad spectrum of issues in forensic science leadership from the crime scene to the crime lab. Topics to be discussed will include management styles, emotional intelligence, situational awareness, performance management, health and wellness, small group dynamics, ethics and leadership roles.
- » **FRSC 5007H: Advanced Forensic Toxicology**
Advanced Forensic Toxicology course is composed of three modules dedicated to drugs and metabolites, biological matrices and measurements. A lecture- and lab-based course will provide advanced understanding of toxicology, pharmacology, and methodology in the forensic science context with hands on experience in sample preparation, data collection, analysis and interpretation and reporting.
- » **FRSC 5009H: Forensic Placement**
This course provides field-based learning experience in a professional setting. It emphasizes both professional practice and research skills, allowing students to gain valuable work experience in a forensic field of their choice, explore forensically relevant research questions, and develop a professional network.
- » **FRSC 5010H: Advanced DNA Typing**
This course will provide knowledge of theoretical and practical DNA analytical techniques essential for every forensic scientist to understand. This course will provide students with a study in advanced molecular genetic techniques, DNA profiling, and emerging technologies as they relate to forensic science.
- » **FRSC 5020H: Advanced Forensic Chemical Analysis**
The lectures will focus on the advanced topics in forensic chemical analysis including the use of molecular spectroscopy, elemental analysis, mass spectrometry, chromatography to analyze forensic evidence such as polymers, fibers, paint, drugs, residues, soil, explosives, among others. Novel chemical methodology with applications in forensic sciences will also be described. Laboratory will provide technical skills and illustrate applications of chemical analysis in forensic context.
- » **FRSC 5030H: Presentation of Expert Evidence and the Courts**
Forensic scientists must be aware of their roles and responsibilities within the Canadian (and international) judicial system. This course will explore the interplay between science and law. Expert witness testimony and the presentation of evidence will be a major and practical component of this course. Students will study criminal and civil procedures and rules of evidence specific to the role of forensic experts in providing testimony in court and tribunal settings. This course will prepare students for their future as expert witnesses. Oral and written communication skills will be employed throughout the course.
- » **FRSC 5040H: Complex Crime Scene Analyses**
Crime scene investigation commences the moment the chain of evidence is established. It involves the meticulous and rigorous application of the scientific method in order to achieve successful documentation, collection and processing of biological and physical evidence. This course will untangle the complexities of analyzing crime scenes in an array of situations and the application of advanced forensic investigation techniques. It will discuss new and emerging technologies available to crime scene investigators and cover an array of possible scenarios that may be encountered.
- » **FRSC 5070H: Advanced Topics in Forensic Science**
This course looks to survey the ever-expanding reach of forensic science, focusing on recent advancements and innovations as discussed in the literature. Critical evaluation of the key limitations and forthcoming challenges expected to arise as a consequence of such advancements will be discussed.
- » **FRSC 5090H: Work-Integrated Skills Development**
This course prepares students to bridge academic theory with field-based experience in a professional setting; emphasizing job search and professional networking skills. Students are provided foundational knowledge and skills to prepare for the responsibilities of forensic positions. Pre-requisite for FRSC-5009H.

» **FRSC 5950D: Major Research Paper 1**

The MRP is set up as an extended interaction with an external organization. It has been designed to meet the needs of the forensic Science industry. The MRP provides for a larger scope project than that of a placement but not the scope of an MSc thesis. The MRP begins in September and ends at the end of August after the students present their work. The goal of this MRP is to allow students more time to interact with the placement organization, to learn from them, and contribute back to the organization through their investigations. To provide the students and advisors with structure that allows this to be completed in 1 year this MRP is assigned two courses, FRSC 5950D and FRSC 5970H.

» **FRSC 5970H: Major Research Paper 2**

The MRP is set up as an extended interaction with an external organization. It has been designed to meet the needs of the forensic Science industry. The MRP provides for a larger scope project than that of a placement but not the scope of an MSc thesis. The MRP begins in September and ends at the end of August after the students present their work. The goal of this MRP is to allow students more time to interact with the placement organization, to learn from them, and contribute back to the organization through their investigations. To provide the students and advisors with structure that allows this to be completed in 1 year this MRP is assigned two courses, FRSC 5950D and FRSC 5970H.

ELECTIVE COURSES

» **FRSC 5110H: Firearms and Ballistics**

An introduction to forensic firearm examination and ballistics. Students learn the concepts and theories in this field, including firearm, ammunition and firearms accessories examination; firearms and toolmark identification, ballistics (internal, external, terminal, wound ballistics, impact damage assessment); shooting incident reconstruction; and proper documentation and report writing. Labs are structured to represent real casework examinations conducted by forensic firearm examiners.

» **FRSC 5111H: Basic Bloodstain Pattern Analysis**

This course is intended to develop a fundamental knowledge of the discipline of bloodstain pattern analysis (BPA). A student will learn the basic theoretical and practical aspects that are associated with the discipline. Scientific evidence-based analysis and conclusions will be emphasized. Techniques will be discussed in lecture and students will then have the opportunity to learn the practical aspects by participating in laboratory experimentation.

» **FRSC 5320H/PSYC 5320: Forensic Psychology**

Examines how empirical psychological research informs police, the law, and courts. Topics include suspect interrogation and lineups, critical approaches to deception detection, eyewitness memory and testimony, jury biases and jury selection, mental illness and drug courts, risk assessment tools and methods, psychopathy and predictive assessment, sexual and intimate partner violence, and theories of homicidal offenders.

» **FRSC 5570H: Biocrime & Bioterrorism**

Microbial forensics is a rapidly developing field that covers food safety and environmental attribution as well as national security. In FRSC 5570H, students will gain knowledge of microbial forensics by learning about microbes and other biological agents used in criminal endeavours. They will also be provided with an overview of the methods used to detect the biocrime and link it to individual perpetrators. Bioterrorism will be a major focus of the course and this will encompass attacks on humans, agriculture, food and other societal resources. This will include discussions of the science as well as the broader impacts of biocrime attacks on society.

» **FRSC 5600H: Case Studies in Environmental Forensic Science**

This course examines contemporary and iconic environmental forensic cases, with a focus on strategies used to identify environmental poisonings and/or impacts. Through the exploration of case studies such as major oil spills, and chemical company negligence, students will gain skills and knowledge in environmental forensics investigations.

» **FRSC 5700H: Chemical Sensors and Biosensors in Forensic Sciences**

This course will provide students with an introduction to the chemical sensors and biosensor currently used in the field of forensic sciences in a broad sense and will include applications such as onsite testing, roadside testing, workplace testing, drug testing, toxicological testing, presumptive testing, food safety, agriforensics and environmental forensics. The overview and advancements of analytical approaches in this field will be provided. In depth description of various techniques and sensing platforms for characterization and detection of a wide range of molecules will be provided described. The strategies for design and development of functional sensors for applications in sciences, including forensic sciences will be presented.

» **FRSC-ENLS 5800H: Bioinformatics**

Bioinformatics – the application of computer programming to the management and analysis of biological information – is necessary for storing, manipulating, and analyzing large datasets. This course will consist of a mix of active lectures (i.e. coding during lecture) and computer-based labs and independent research. Students will work independently, under guidance from the instructor, on a bioinformatics project of their choosing that falls within the concepts covered, and skills developed during lecture and lab. Students will work collectively on writing a primer focused on a topic provided by the instructor.

» **FRSC 5990H: Special Topics**

The special topics course will cover an area of study relevant to the Master of Science Forensic Science Program that the instructor has specific expertise in. The goal of these courses is to provide an opportunity for students to learn from a diverse group of individuals in areas or at a depth beyond those covered in the other existing courses. The course may cover new subject matter, research techniques or methodologies. After one year, these courses will be reviewed for inclusion in the regular program curriculum.

■ MA Program in History

705-748-1011 ext. 6270 history_ma@trentu.ca
trentu.ca/historyma

The History MA program at Trent offers students research opportunities in six fields of study covering a wide-range of geographic, temporal, and theoretical interests: *Colonialism and Conflict*, *Regional and Trans-National History*, *Social and Cultural History*, *Iberian-American History*, *Canadian History*, and *European History*. This intellectual breadth, Trent's commitment to small group teaching and fostering close mentoring relationships between faculty and graduate students, ensure a high-quality graduate student experience.

The program affords students the personal attention and flexibility they need to achieve their academic goals and gives them an opportunity to pursue the full range of the historian's craft. Graduates of the MA program will be well prepared to pursue either doctoral studies in history or professional careers that build on historical expertise.

The program combines course work and an intensive research project. Students can choose between two program streams. The "Course-Based" Stream will require students to take the required full-credit Core Course and four half-credit courses, and write a Major Research Paper. In the "Thesis-Based" Stream the students will take the Core Course and two half-credit courses, and write a longer Research Thesis. The Core Course on theory, historiography, and methodology will provide students with a thorough grounding in historical issues, methods, theories, and debates. This course will also enable graduate students to interact on a weekly basis, fostering collegiality and intellectual exchange.

GRADUATE PROGRAM DIRECTOR

F. Dunaway, BA (North Carolina), PhD (Rutgers), *United States, Canadian, and global environmental history; media and visual culture; the American West; Arctic history*

FACULTY AND RESEARCH AREAS

History

A. Cazorla-Sanchez, PhD (Universidad de Granada), *modern Spanish history; fascism and dictatorships; modern European history; transnational history*

F. Dunaway, BA (North Carolina), PhD (Rutgers), *United States, Canadian, and global environmental history; media and visual culture; the American West; Arctic history*

C. Durand, BEd (Québec à Chicoutimi), BA, MA (Montréal), PhD (McGill), *Québec history, from 1867 to the present, from social, cultural and political perspectives; and food history, 1880-1980*

I. Elbl, BA, MA (Charles), MA, PhD (Toronto), *late medieval Portugal and overseas expansion; late medieval emotions, values, attitudes*

F. Harris-Stoertz, BA (Calgary), MA, PhD (California), *medieval social history, in particular high medieval adolescence, pregnancy and childbirth*

J. Hurl-Eamon, BA (Western), MA (Queen's), PhD (York), *early modern Britain, with focus on gender; plebeian families; crime; war and society*

J. Miron, BA (McGill), MA, PhD (York), *cultural and social history; 19th and 20th century Canada; women; sexuality; medicine and crime*

V. Nguyen-Marshall, BA (Dalhousie), MA, PhD (British Columbia), *colonial Vietnam, in particular poor relief, public sphere and civil society; gender and cultural identities in colonial societies*

D. M. K. Sheinin, BSc (Toronto), MA, PhD (Connecticut), *Latin American history (particularly Argentina and Bolivia), USA, with emphasis on foreign relations, Toronto History*

K. Siena, BA (SUNY), MA (Rochester), PhD (Toronto), *early modern British history, with special interest in medicine, sex and disease; urban poverty and social welfare*

R. A. Wright, BA (Trent), MA, PhD (Queen's), *modern Canadian intellectual; cultural and political history; Cuban-Canadian relations*

Canadian Studies

C. Dummitt, BA (Trent), MA (Dalhousie), PhD (Simon Fraser), *modern Canadian; gender, social and cultural history; masculinity*

P. W. Lackenbauer, MA, PhD (Calgary), *Modern Canadian and circumpolar history; political studies; military history / war and society; and Indigenous-state relations in Canada*

Environmental Life Sciences

S. Rutherford, BA (Toronto), MSc (Guelph), PhD (York), *political ecology, environmental justice, animal studies*

Indigenous Studies

J. Pind, BA, MA (Laurentian), PhD (Queen's), *Anishinaabeg history, Indigenous education, Indigenous-settler relations, Counter-mapping/Digital historical mapping, and Climate change history*

ADJUNCT FACULTY

S. Bocking, BSc, MA, PhD (Toronto), *history of the environmental sciences, in Canada, Great Britain, and the United States; Great Lakes fisheries research; roles of expertise in public policy; environmental history; environment and development issues*

M. Eamon, BA (Ottawa), MA (Queen's/RMC), MPhil (Cambridge), PhD (Queen's), *print culture, enlightenment, cultural and intellectual history*

N. Hatton, MA (Lakehead), PhD (Waterloo), *published work interrogates the deeper personal, social, and cultural meanings attached to sport for both participants and spectators in Canadian society*

M. W. Herren, BA (Claremont), MSL (Pontifical Institute of Mediaeval Studies), PhD (Toronto), FRSC, *Classical Studies; History of schools, books, and scholarship (late antiquity / early Middle Ages); reception of Graeco-Roman mythology in the Middle Ages; Christianity in Britain and Ireland (400-1000 C.E.)*

K. Keefer, MA (Trent), PhD (York), *cultural history; the history of identity; African history; Classical history; the history of slavery globally; body marking and origins; missionary education and development*

D. Stillwell, BA, MA (Lakehead), PhD (McMaster), *American eugenics and genetics, women in medical genetics in North America*

R. Viera, MA (Carleton), PhD (McMaster), *nineteenth-century Britain and the British world, cultural and transnational histories*

EMERITUS

A. Brunger, BSc (Southampton), MSc (Calgary), PhD (Western), *historical geography; particularly comparative settlement of British immigrant groups in South Africa and Ontario*

R. Dellamora, A.B. (Dartmouth College), BA (Cambridge), MPhil, PhD (Yale). *Victorian England; literature; gender; sexuality; especially the cultural construction of masculinities; critical theory*

B. W. Hodgins, BA (Western), MA (Queen's), PhD (Duke), *Canadian North; Aboriginal history; Canada and Australia; canoe travel history*

E. H. Jones, BA (Saskatchewan), MA (Western), PhD (Queen's), *colonial America; United States from the revolution to the civil war; Anglicans and political culture; Peterborough (Ontario)*

S. D. Standen, BA (British Columbia), MA (Oregon), PhD (Toronto), *early colonial Canada; French-Aboriginal relations; public history and history museums*

G. Taylor, BA, PhD (Pennsylvania), *modern business and American history*

J. R. Topic, BA, MA, PhD (Harvard), *Andean archaeology and ethnohistory; complex societies, warfare, and urbanism; spatial models, regional analysis, and field methods*

K. Walden, BA, MA, PhD (Queen's), *modern Canada, social, cultural and intellectual history, special interest in the development of consumer culture, historical meaning of symbols, myths, and rituals*

REGULATIONS

The general regulations and requirements of Trent University for the MA degree apply to this graduate program.

Students are normally admitted into the Program once a year for studies beginning in the following September. The History Graduate Program Committee will begin the selection process immediately following the application submission date of February 1. Applications received after this date will be accepted and considered for funding until all available positions/spaces are filled.

Students must attain at least a B- (70%) in all course work to remain registered in their program. For further details, see Failed Course Policy ([p. 15](#)).

Entrance Requirements

Applicants to the MA program normally will be expected to have completed a BA Single or Joint Major Honours Degree in History, with a minimum 77% (GPA 3.67 on the 4 point scale) average in the last ten undergraduate credits.

Additional considerations:

- Availability of the appropriate faculty as instructors, supervisors and committee members.
- Appropriateness of the applicant's previous education and training.
- Feasibility of the applicant's proposed course of study and project.
- Availability of appropriate academic resources (library, interlibrary, online, archival, oral, etc).
- Command of appropriate language/s by the applicant.

PROGRAM STRUCTURE AND OPTIONS

Both full-time and part-time MA students may choose between two program streams:

- **Stream One (Course-Based):** Students must complete the Core Course, four additional half-credit courses, and a Major Research Paper. The Major Research Paper will be modeled on a scholarly journal article. It will be approximately 30–50 pages long, excluding notes and bibliography.
- **Stream Two (Thesis-Based):** Students must complete the Core Course, two additional 0.5 credit courses, and a Research Thesis. The Thesis will be modeled on a short scholarly monograph with multiple chapters. The candidate will defend the Thesis before a committee of three faculty members (Supervisor, Supervisory Committee Member and Examiner). The Thesis will be approximately 120 pages in length, excluding notes and bibliography.

Both the Major Research Paper and Thesis are expected to have an appropriate theoretical framework, discuss relevant historiography and make use of primary sources. A supervisor will be appointed for both the Major Research Paper and Thesis. Students will select research topics for the Major Research Paper and Thesis in consultation with their supervisor.

COURSE SELECTION

All students must complete the Core Course (HIST 5100Y: The historian's craft: Historiography, theory, method). Elective courses should be chosen from within the students' declared "fields of study". (See below). Full courses will be taught over the normal academic year (September to April). Half-courses will be taught over one semester (September to December or January to April).

COMPLETION TIME

Full-Time Studies. The minimum for program completion is one year (12 months). The maximum is three full years (as per University policy). While it is possible to complete both streams within one year, stream two (Thesis) usually takes 2 years.

Part-Time Studies. Students may pursue their MA degree on a part-time basis. The minimum time for completion for part-time students in both streams will be two years and the maximum time is five years.

FINANCIAL SUPPORT

Graduate Teaching Assistantships and Research Fellowships are available for all full-time students admitted to the Program. While the program will normally be completed in a calendar year, students in the Thesis stream (Stream Two) will be eligible for two consecutive years provided they are making acceptable progress on their research.

In addition to bursaries and scholarships available from Trent University, students contemplating application to the Program are urged to apply for an Ontario Graduate Scholarship and/or SSHRC/CGS Scholarship, as well as to additional external (non-university) funding agencies. Application materials for the OGS and SSHRC/CGS are available on-line and from the School of Graduate Studies at Trent University.

For further information on financial support for graduate students, please refer to the graduate studies website.

Not all courses will be available every year. Please consult trentu.ca/history/programs/graduate/graduate-course-listing for information on courses that will be offered for the upcoming academic year.

CORE COURSE

- » **HIST 5100Y: The historian's craft: Historiography, theory, method**
An introduction to historical concepts, the role of theory in historical research, the relationship between history and other scholarly disciplines, developments in historiography, research methods, and ways of practicing history. The course is compulsory for all History MA students.

ELECTIVE COURSES

Course-based Program. Students are required to take four half-credit courses, in addition to the Core Course. See above.

Thesis-based Program. Students are required to take two half-credit courses.

Elective courses should be chosen from within the Field of Study students have identified in their application. Note each elective course corresponds to two or more fields of study.

- » **HIST 5105H-CUST 5503H-CSID-SUST 5701H-CAST 6501H: Feminist, gender & women's studies**
This course explores the scholarly interpretations, debates, and theories that have shaped our understanding of women and gender in the Canadian and North American context. The historical and social construction of gender identity, culture, and sexualities are explored, and topics such as work, reproduction, 'race,' colonialism, political engagement and social movements.
- » **HIST 5114H: Themes in social and cultural history**
This course will consider innovative developments in social and/or cultural history. With an emphasis on methods, approaches, and interdisciplinary perspectives, the course may cover such issues as morality, authenticity, gender, class, modernity, and transnational history. Not open to students with credit for HIST-5240H.
- » **HIST 5118H: Themes in Canadian history**
This course invites students to study Canadian history in the context of shifting popular and elite conceptions of historical expertise. Topics include the decline of taught history, the "uses and abuses" of history, the "end of history", historians as public intellectuals and activists, and emergent debates over memory, apology and reparation.
- » **HIST-CSID-SUST 5171H-CAST 6171H: Indigenous settler relations**
This course explores the evolution of Indigenous settler relations in Canada, tracing how they are shaped by economic, social, cultural, religious, political and military factors, and how they differ across regions and First Nations. Themes include comparative imperial policies; treaties, land and space; law and Aboriginal-settler relations; education; religion; the state and policy development; political organization and resistance; gender, familial and sexual relations. Not open to students with credit for INDG 4801H.
- » **HIST 5210H: Themes in Comparative Colonial History**
With a stress on historiographies and historical methods, this course addresses economic, social, political, and cultural aspects of imperial rule and subject peoples under colonial authority. The approach is topical and may cover problems in race, gender, business, and social hierarchies.

- » **HIST 5220H: Themes in the Medieval and Early Modern World**
This course explores topics in medieval and early modern history (pre-1800), including a range of methods, approaches, analyses of primary sources, and major historiographic debates that frame historians' work on this period, equipping students to draw historical conclusions about a place one historian termed "The World We Have Lost."
- » **HIST 5230H: Themes in Modern European History**
This course will focus on the social, cultural, and political history of nineteenth and twentieth century Europe, with an emphasis on methods, approaches, and historiography. Topics will include war, revolution, dictatorship, genocide, and historical memory.
- » **HIST 5250H: Themes in Animal History**
A historical survey of relationships between people and other animals across a range of historical periods. Topics include domestication of livestock, animal work, hunting, pet keeping, the rise of zoos, animals in warfare, and the use of animal in science. We will also explore the rise of animal welfare and animal rights as movements. Close attention will be paid to the questions of agency, sentience, and methodological innovation to study them in historical context.
- » **HIST-CSID 5301H-CAST6301H: Policy, economy & the state**
This course explores the political economy tradition in Canada, and specifically the complex relationship between the state, economy, society, politics, and culture. The course content will provide essential grounding in the approaches, methods, and themes that have been critical to the ongoing development of this Canadian tradition.
- » **HIST 5500Y: Major research paper (MRP)**
The major research paper MRP will be modelled on a scholarly journal article. The MRP must address a specific analytical research question and make an original contribution in at least two of the following three areas: theory/theoretical framework, historiographical analysis or work using original data.
- » **HIST 5901H: Reading course**
A course designed to provide opportunities for intensive study by an individual student in a particular field of the program. Approval of the relevant instructor and the department's graduate committee is required.
- » **HIST 5902H: Special Topics**
Courses may be offered in a variety of areas as a way of introducing students to new subject matter, research techniques or methodologies. After one year, these courses will be reviewed for inclusion in the regular program curriculum.

705-748-1011 ext. 7443 indigenousstudiesphd@trentu.ca
Fax: 705-748-1416 trentu.ca/indigenousstudiesphd

We are part of an international movement to decolonize academic institutions and recognize the centrality of Indigenous Knowledges as foundations for contemporary Indigenous life.

The program has one field; Indigenous Knowledges: Peoples, Lands, Cultures and seeks to ensure that physical, mental, emotional and spiritual dimensions of Indigenous knowledges, as reflected in traditional and contemporary worldviews and expressed in practice, are articulated, discussed, documented, recognized and experienced.

The Indigenous Studies PhD program offers Indigenous and non-Indigenous students an educational opportunity at an advanced level of study within a respectful environment. Students engage in learning experiences that are grounded in Indigenous cultures in content and process and which reflect the interaction between traditional and contemporary Indigenous knowledges within the academic context.

Interdisciplinary in nature, the program was developed in partnership with Indigenous communities with the purpose of offering advanced learning opportunities of the highest quality. The program assumes an emic, or insider's, viewpoint rooted in Indigenous Knowledges, spirituality, principles and cultural values. It recognizes Indigenous knowledges as valid ways of understanding the world and Elders and Knowledge Holders as the key producers and carriers of Indigenous knowledges.

Specific Objectives of the Program:

- to advance Indigenous Studies as an interdisciplinary field of study through the rebuilding and recognition of Indigenous knowledge systems and the creation of knowledge which reflects Indigenous peoples' experiences.
- to make available to students, at an advanced level, education that will enable graduates to employ a range of experience and skills in their chosen profession.
- to explore research methodologies that reflect Indigenous knowledge systems.
- to provide non-Indigenous students with tools to become good allies to Indigenous communities and organizations.
- to prepare students for a variety of careers that will benefit from highly educated individuals who wish to contribute to the strengthening of human dignity and relationships with the planet and all its inhabitants.

GRADUATE PROGRAM DIRECTOR/GRADUATE FACULTY

P. Sherman, (Algonquin), BA (Eastern Connecticut State), MA (Connecticut), PhD (Trent)

DIRECTOR OF INDIGENOUS KNOWLEDGES/GRADUATE FACULTY

B. Wall, (Potawatomi), BA (Michigan), MA (Berkeley), PhD (Trent)

INDIGENOUS STUDIES PHD PROGRAM GRADUATE COUNCIL

The PhD program is overseen by the Indigenous Studies PhD Program Graduate Council, which is composed of members from Indigenous communities and organizations, faculty, students and administrators from Trent, as well as Indigenous faculty from other universities.

FACULTY AND RESEARCH AREAS

Indigenous Studies

L. Davis, *Emeritus*, BA (Queen's), MA (Sussex), MA (Alberta), PhD (Toronto), *Indigenous community development, alliance-building, globalization, Indigenous education, international studies*

M. S. Dockstator, (Oneida), BSc (Waterloo), LLB, DJur (York), *Indigenous self-government, Traditional Knowledge, law, constitutional development*

K. Fitzmaurice, BA (Queen's), MA (Trent), PhD (Trent), *Urban Indigenous studies, housing and homelessness, Indigenous-Settler politics and law, Indigenous critical theory, Indigenous research methods*

C. Furgal, BSc (Western), MSc, PhD (Waterloo), *Indigenous health, environmental health, planning and resource development, risk management and communication, Arctic Indigenous issues*

M. Lacombe, *Emeritus*, BA (McGill), MA, PhD (York), *women's writing, postcolonial literature in Canada, diversity and Quebec/Francophone writing and culture*

D. Longboat, (Roronhiokewen), (Mohawk), BA (Trent), MES, PhD (York), *Native Studies, environmental issues, Haudenosaunee traditional teachings. On leave.*

D. N. McCaskill, *Emeritus*, BA (Winnipeg), MA (Carleton), PhD (York), *Indigenous education, urbanization, justice and corrections, community development, self-government, international development*

M. Mumford, *Emeritus*, (Métis), BA (Alberta), MFA (Brandeis), *Indigenous performance*

D. Newhouse, (Onondaga), BSc, MBA (Western), *development of modern Indigenous societies, governance, economies*

J. Pind, BA, MA (Laurentian), PhD (Queen's), *Anishinaabeg history, Indigenous education, Indigenous-settler relations, Counter-mapping/Digital historical mapping, and Climate change history*

P. Sherman, (Algonquin), BA (Eastern Connecticut State), MA (Connecticut), PhD (Trent), *Indigenous histories, Indigenous women, Indigenous relations, within the natural world, colonialism and resistance. Indigenous performance*

S. Swamp, (Mohawk), Wolf Clan Faith Keeper, BA (McMaster), *Indigenous knowledge, Haudensaunee culture, Mohawk language*

B. Wall, (Potawatomi), BA (Michigan), MA (Berkeley), PhD (Trent) *Indigenous knowledge, women's water knowledge, Indigenous food systems*

Education

N. Bell, BA (Trent), BEd, MEd (Queen's), PhD (Trent), *education, Anishinaabe land based education, Indigenous knowledge*

Geography

M. Skinner, BA (Wilfrid Laurier), MA (Guelph), PhD (Queen's), *health, rural and social geography: rural ageing, sustainable rural communities, challenges facing the voluntary sector, health and social care, community-based research*

ADJUNCT FACULTY AND RESEARCH AREAS

K. Anderson, BA, MA (Toronto), PhD (Guelph), *Indigenous history, Indigenous women*

S. Brascoupé, (Algonkian/Mohawk), MA (New York State), *history, Native economic development, education, business, Indigenous Health and Wellness*

J. Borrows (Anishinaabe), BA, MA, JD, LLM (Toronto), PhD (Osgood Hall), *Indigenous law and legal traditions*

B. Loucks (Anishinaabe), BA (Western), MEd (Toronto), *public administration, cultural research, curriculum development, language policy*

L. Simpson (Mississauga), BSc (Guelph), MSc, (Mount Allison), PhD (Manitoba), *Indigenous governance, politics and treaties; Indigenous mobilization, resistance and resurgence; Indigenous women; Indigenous perspectives on the land; Indigenous Knowledge; Indigenist theory and methodologies; Indigenous environmental perspectives and philosophies*

P. Williams, (Haudensaunee), BA, LLB (Western), LLM (York), *Legal advisor, repatriation of cultural materials and ancestral remains, research, negotiation*

REGULATIONS

To be considered for admission, students must have completed a Masters Degree in a field relevant to Indigenous Studies with an overall average at graduation of at least A- (80%, GPA 3.7). In cases, where the master's degree is in a field other than Indigenous Studies, students may be required to enroll in a Qualifying Year Program in Indigenous Studies to ensure an adequate academic background for pursuing PhD work in the discipline. The Qualifying Year will consist of between four and five upper year undergraduate courses in Indigenous Studies (with MA level assignments); the number of courses will depend on the student's background and qualifications. Successful completion of a Qualifying Year will permit the student to compete for admission on an equal basis with other applicants. Admission to the PhD program is not, however, guaranteed. Additionally, students admitted to the program having completed a MA MRP project instead of a thesis may be required to take additional research and/ or writing courses or workshops.

The PhD program is full-time program for the first two years. This means that students should be living within driving distance of the campus for this period. There is an expectation that students will be available regionally to participate in course and program activities on a regular basis throughout the academic year. Upon completion of all coursework, comprehensive exams, and a dissertation proposal, students may apply for part time status. Part-time status will only be granted if a dissertation proposal has been defended.

The PhD program has one field: Indigenous Knowledges: Peoples, Lands, Cultures. Students will be invited to indicate their area(s) of research emphasis within the one field in their application. In addition, when applying to the program students will be asked to choose one of two options available for their dissertation format: Monograph Dissertation (INDG 6800Y) or Knowledge Basket Dissertation (project-based) (INDG 6825Y).

During the first two-years, students will enrol in 2.0 credits in the first year and 2.5 credits in the second year. All students will take INDG 6600Y, 6603H, 6700Y, 6701Y, 6715H, and 6720H during this period. To maintain an appropriate time frame for program completion it is important that students complete all first-year program requirements in order to register in second year courses.

Students must maintain a B+ average in all courses. Students who receive a failing mark in a required course will be asked to leave the program. Students are required to complete an annual form that documents completion of courses and program milestones. Student progress is reviewed annually by the Student Progress Committee. If a student has not met normal timelines in the program due to outside factors, they will be required to submit a plan to their supervisor that provides a timeline to complete outstanding milestones. Such a plan is reviewed by the Student Progress Committee. Students can also request a meeting with the Student Progress Committee to provide more information about delays in their progress. If outstanding milestones are not met within the timeframe agreed upon in the approved plan, the student may be asked to leave the program.

Upon successful completion of the courses, all students will write a core comprehensive examination (INDG 6740H) in Indigenous Studies consisting of an oral examination on Indigenous Knowledges and a take-home examination on the discipline of Indigenous Studies. The take-home examination is based upon the core comprehensive bibliography (consisting of 70 sources divided between four themes). The INDG 6720H course helps prepare students for the core comprehensive examination, based on the PhD program's core bibliography. Students are expected to take comprehensive exams at the normally scheduled times (Written exam in December-January and the oral exam in June). Students who fail a comprehensive exam may retake an exam one additional time. Students may not defer comprehensive exams. In situations where exams have been delayed by incomplete coursework, students must take the exam at the next scheduled date. Students who miss the second deadline will be asked to meet with the Student Progress Committee. If a suitable solution cannot be met, the student may be asked to withdraw from the program. More details about the core comprehensive examination can be found on the Indigenous Studies PhD website. The course and comprehensive examination components of the program will be followed by the creation of a dissertation proposal. Depending on the chosen format (monograph or project-based), the proposal may differ in scope and format. Proposals should not exceed 40 pages. The dissertation proposal will normally be defended within six months of successful completion of the comprehensive examination (s). An examination committee must examine the dissertation proposal and determine if it provides a satisfactory road map for successful completion of the proposed project, whether a monograph or project-based dissertation.

PROGRAM OPTIONS

Monograph Dissertation

For a monograph dissertation the examination committee shall be made up of the supervisor and at least one member of the supervisory committee as well as a member who is external to the committee. A graduate faculty member who is outside the supervisory committee shall chair the proposal defence. Upon completion of the monograph dissertation proposal, it is submitted to the supervisory committee and a full committee meeting is scheduled to approve the proposal. Upon receiving approval from the supervisory committee, the proposal is sent to an external examiner and a defence is scheduled.

Defence requirements for students pursuing a monograph dissertation can be referenced in the Academic Regulations section of the Graduate Academic Calendar ([p. 11](#)).

Completion of 6.0 credits including: 6600Y, 6603H, 6700Y, 6701Y, 6715H, 6720H, 6740H, 6800Y

Knowledge Basket Dissertation

Path A Research-Creation

Path A for the Dissertation Knowledge Basket is a project-based option. Candidates will conduct original research and disseminate the findings of that research within a creative component and a written component (20,000-30,000 words). Components should be as balanced as possible in their reflection of the overall dissertation with no more than 70% of the basket emphasis falling on the creative component and no less than 30% falling on the written component. The final component of Path A is a Round Table wherein the candidate presents the overall Dissertation Knowledge Basket to the examining committee and engages in critical dialogue regarding the overall project. Depending on the nature of the creative component, a public presentation may be required prior to the defence.

Completion of 6.0 credits including: 6600Y, 6603H, 6700Y, 6701Y, 6715H, 6720H, 6740H, 6825Y

Path B Scholar-Practitioner

Path B: is designed for students who carry a specific Indigenous practice and would like to apprentice with an Elder or Knowledge Holder as a component of a practice-based research project within the field of Indigenous Knowledges: Peoples, Lands, Cultures. To qualify for this path, students must have a minimum of seven years prior experience with said Indigenous practice. As a scholar practitioner, students will demonstrate candidate mastery of an Indigenous practice (under the direction of an approved Elder or Knowledge Holder) as well as disseminate the findings of their practice-based original research through a creative component (accompanied by support documentation).

Completion of 6.0 credits including: 6600Y, 6603H, 6700Y, 6701Y, 6715H, 6720H, 6740H, 6825Y

Creative Component (both pathways)

A creative component reflects the act of creating something that has practical applicability. It should reflect the research process under-taken as well as the findings from that research. The creative component can be:

- A creative piece (graphic novel, fictional novel, film, play/performance, painting, visual arts, pottery, sculpture, quilts, etc.) under the guidance of an Elder, Knowledge Holder, or other Expert in that practice),
- Product or tool (educational, environmental, etc.),
- Architectural design
- Website or online/web-based platform, etc

These suggestions are not exclusive, other options are possible if determined appropriate for the student/committee/project. The nature and scope of this component should reflect the student's level of knowledge, skills, and capacity to carry out the work required to complete the project. It must also consider the availability and willingness of an expert in the specific area of the project to serve on the committee. The proposed creative piece must also be appropriate in effort and scope for inclusion in a PhD Knowledge Basket. Upon completion of

the creative component, it is distributed (or presented) to the community of practice, the supervisory committee, and external examiners.

Note that students are responsible for any fees associated with all apprenticeships or training that might be required to undertake the work involved in producing the creative component.

WRITTEN COMPONENT

Pathway A: The written component is meant to situate the creative component and the students overall research project. The written component does not have to follow a monograph format exclusively but should address the students positionally, the research undertaken, community of practice and teachers related to the creative component, findings of the research, who benefits from the project and how it contributes to humanity and human experience. The written component can be made up of one or more written pieces equaling 20,000-30,000 words. The written component should be completed within one term of completing the creative component. Both components are reviewed by an examining committee and discussed collectively at a Round Table by the candidate and the examining committee.

Pathway B: Support Documentation: Support documentation for Pathway B can be produced in written form or through the creation of a Voicethread Presentation. Written documentation should be 25-30 pages in length and be in any format that is best suited to the overall project. It can be one document or a combination of written documentation that serves the purposes of the project and the intended audience (s). Voicethread presentations should be 8-10 professional slides with accompanying audio or video commentary. The overall commentary for the presentation should be kept to under 30 minutes. Support documentation must be completed within one term of completing the creative component. Both components are reviewed by an examining committee and discussed collectively at a Round Table by the candidate and the examining committee.

Note: Depending on the nature of the IK practice, there is the possibility of combining the Creative Component with the apprenticeship (i.e. Basket making, beading, quillwork, etc.) Combining the apprenticeship and creative component must be approved in advance by the Elder or Knowledge Holder, the supervisory committee, and the Director of Studies. Depending on the nature of the research, the Director of Studies may consult with the Traditional Council for final approval. Dissertation Examination Process

The Dissertation Knowledge Basket will be examined collectively by the examining committee as an integrated and interrelated whole constituting the dissertation for this option within the PhD Program in Indigenous Studies (Pathways A & B). An external and internal examiner, appointed by Graduate Studies will review the overall Dissertation Knowledge Basket and provide a report to the PhD Program within one month of receiving it. Depending upon the nature of the project, it may be necessary to have two external examiners: one with expertise in the format area of the Creative Component and one with expertise in the research area of the candidate.

Upon receipt of reports by the external examiners, the program director will notify the supervisory committee of the decision of the examiners. Once the decision is reached to move forward to the defence stage a date will be set by the program for a Round Table.

ROUND TABLE

The Round Table serves as the defence and final component of the knowledge basket dissertation. The program will organize a round table within one month of receiving the external examiner reports. The Round Table will provide an opportunity for the candidate to discuss the dissertation knowledge basket in its entirety. After the presentation, the examining committee will engage with the candidate about each component and provide guidance, support, and specific feedback for any revisions that are required. The examining committee will then meet in camera to discuss what was shared by the candidate (both components as well as the presentation) and make one of the following decisions:

- Pass with No Revisions
- Pass with Minor Revisions
- Not a Pass but the Candidate can Resubmit
- Not a Pass

At the conclusion of the Round Table the candidate will be provided with a reasonable amount of time to make the necessary changes required as part of defence process. Once the required changes are made and the external examiners (or the supervisor if appointed to do so by the examining committee) have signed off then the candidate will be considered to have completed the defense stage of the program. They would then proceed to deposit their dissertation with Graduate Studies. Upon completion of that step, they would be considered to have met the academic requirements of the PhD Program given there are no other outstanding requirements (such as the language requirement).

ETHICS PROCESS

As part of the doctoral journey, students are required to engage in an ethics process, involving the submission of an ethics application and review by both Trent's Research Ethics Board (REB) and the INDG PhD Ethics Committee. This process should coincide with the proposal defense phase. Upon successful completion of the ethics process and proposal defense, students progress to PhD Candidacy.

DISSERTATION SUPERVISION AND PART-TIME STATUS

Doctoral dissertations within the graduate program are overseen by a Dissertation Supervisor selected from Trent's Graduate Faculty, along with a Supervisory Committee possessing the requisite expertise to offer guidance throughout the dissertation process. The composition of the supervisory committee must adhere to the guidelines set by the School of Graduate Studies. Students who have satisfactorily defended their dissertation proposals become eligible to apply for part-time status, subject to the regulations of the INDG PhD program and the School of Graduate Studies.

LANGUAGE REQUIREMENT

Students will be required to demonstrate an introductory level of understanding in an Indigenous language. This can be demonstrated by:

Passing an examination in an Indigenous language (either Mohawk or Nishinaabemowin) administered by the Chanie Wenjack School for Indigenous Studies. If a student speaks a different Indigenous language, the Program will hire a language examiner, on a case-by-case basis, to conduct exams in an Indigenous language other than Mohawk or Nishinaabemowin.

Presenting a transcript with a grade of B+ or better in a 1.0 credit course in an Indigenous language taken at an accredited university.

Enrolling in a 1.0 credit undergraduate Indigenous language course (such as INDG 2800Y, INDG 2250Y). A grade of B+ or higher must be achieved in the course.

Enrolling in two 0.5 credit courses in one Indigenous language (such as INDG 3851H and INDG 3852H) or by taking two of the following courses: INDG 6625H-EDUC 5625H and INDG 6626H-CSID SUST 5626H when they are offered periodically. A grade of B+ or higher must be achieved in both 0.5 credit courses.

Taking a community language course or one-on-one instruction with a fluent language speaker for an 8-month long period. Upon completion of a language course or one-on-one instruction, students must submit a copy of a transcript or letter from a language instructor to the program assistant clearly stating the course taken, the length of the course, the level of language learned, and the letter grade provided to the student. This transcript or letter can come from an Indigenous community outside of Canada. It will be at the discretion of the Director of Studies or the Program Director to approve the letter in cases where a family member of the student has been the language instructor.

FINANCIAL SUPPORT

Successful applicants to the Indigenous Studies PhD program will automatically be considered for a limited number of Indigenous Studies PhD scholarships when available and the Quaker Oats Company of Canada Limited Graduate Scholarship in Indigenous Studies. Scholarships will be awarded to students with high academic standing. The majority of students accepted will be offered teaching assistantships, normally for a maximum of eight terms spanning four consecutive undergraduate academic years. In return for the stipend involved, the students are required to work for up to 10 hours per week, generally assisting with some aspect of the undergraduate teaching program. The stipend is fully taxable and deductions are made through the Human Resources department. Students will need to find additional funding if they go beyond four years to complete. Students are encouraged to apply for scholarships, particularly the Ontario Graduate Scholarship (OGS) and the Social Science and Humanities Research Council Doctoral Fellowships (SSHRC).

For further information on financial support for graduate students, please refer to the graduate studies website:

trentu.ca/graduatestudies/tuition-awards-funding/graduate-scholarships-and-awards

COURSES AVAILABLE TO GRADUATE STUDENTS: INDIGENOUS STUDIES

Not all courses will be available every year. Please consult trentu.ca/indigenoustudiesphd, for information on courses that will be offered for the upcoming academic year.

First Year Courses

- » **INDG 6600Y: Graduate seminar in Indigenous knowledge**
The course examines theories of Indigenous Studies from interdisciplinary and experiential perspectives focusing on the nature of Indigenous thought as expressed through oral tradition, written texts and other sources. Indigenous Elders and Traditional people will participate extensively in the course. Required of all students.
- » **INDG 6603H-CSID 5101H: Graduate seminar in Indigenous thought**
Indigenous scholars have become an important aspect of the intellectual landscape in Indigenous Studies and a few other disciplines. Over the last few decades, Indigenous scholarly writing has emerged in a number of fields: politics, social theory, philosophy, history to name a few. This course examines this emerging literature. Required of all students.
- » **INDG 6625H-EDUC 5625H: Land-Based Cultural Immersion Course (Optional)**
This graduate topics course is designed to facilitate engagement with an Indigenous language through a week long camp. Located in a culturally significant site, the course operates from the position that language provides a foundational framework for understanding the world. Students are not expected to be fluent in an Indigenous language but should have enough familiarity to work in a culturally immersive environment. Students will explore the connections between language and identity, worldview, orality, as well as recovery and revitalization. The week long camp will provide an immersive experience from which to think about the interplay between culture and language and how language can help us to understand the world better in a contemporary sense. Topics covered in the course include discussion of oral and writing systems, narrative and stories, performance, songs, chants, dances, conveyed through action (physical activities, movement, dancing, practices) that facilitate the development of positive relationships with the natural World(i.e. land, waters, trees, plants, animals, spiritual beings, ancestors etc.) This course is offered periodically.

» **INDG 6626H/CSID SUST 5626H: Harvesting Indigenous Language**

This graduate topics course is designed to facilitate engagement with an Indigenous language through weekend intensive cultural immersion. Located in culturally significant sites within the Kawarthas, the course will focus on language and culture as it relates to the fall cycle within the Natural World. Students will explore the connections between language and identity, worldview, orality, as well as recovery and revitalization. The intensive weekends will provide an immersive experience from which to think about the interplay between culture and language and how language can help us to understand the world better in a contemporary sense. This course is offered periodically.

» **INDG 6627H/SUST-CSID 5627H: Living and Learning Anishinaabemowin**

This graduate topic course is designed to facilitate engagement with an Indigenous language through weekend intensive cultural immersion. Located in culturally significant sites within the Kawarthas, the course will focus on language and culture as it relates to the Winter cycle within the Natural World. The intensive weekends will provide an immersive experience from which to think about the interplay between culture and language and how language can help us to understand the world better in a contemporary sense. This course is offered periodically.

» **INDG 6630H: Special topics reading course**

This is a reading course for students who have come from the Frost Centre or Sustainability Masters programs and who took INDG 6603H at the MA level. Students are required to maintain the same course load as other students in the PhD cohort. This course will allow them to maintain the same course load by taking a reading course that serves their need in the program. This course should be completed by the end of the first term of the second year.

SECOND YEAR COURSES

» **INDG 6700Y: Practicum field placement**

Students work with an Indigenous community or organization, with a focus on community or organizational needs. The practicum should be approximately 200 hours, either full-time (five weeks) or part-time, two days per week and is normally carried out in the second year of study. Practicums should be completed by the end of the third year. Required of all students.

» **INDG 6701Y: Dissertation research course**

This course is designed to support students in developing an appropriate plan to carry out research for their dissertation. Students work through the various stages of proposal development. Required of all students.

» **Dissertation Proposal Examination**

Once students have developed their dissertation proposal and it has been approved by their supervisor and supervisory committee, it must be examined by the Dissertation Proposal Examination Committee. The Committee will determine whether the student has a viable research proposal and the potential for completion of the degree.

» **INDG 6720H: Readings in Indigenous studies (Core comprehensive examination)**

This course is intended to assist students in preparing for the Core Comprehensive Examination. Students use the IS PhD Core Comprehensive Exam Bibliography as a minimum basis for preparation. This class meets fortnightly. Required of all students.

» **INDG 6740H: Core comprehensive examination**

Students will register for this once they have completed all coursework and are ready to take the core comprehensive examination. This allows the core comprehensive examination to appear on a student transcript.

THIRD YEAR COURSES

» **INDG 6800Y: Dissertation**

Students are required to conduct original research and complete a PhD dissertation that is judged to be a mature and original contribution to knowledge. A PhD student must successfully defend her/his dissertation in an oral examination before a Dissertation Examining committee. The maximum time for completion of the PhD degree is five years.

» **INDG 6825Y: Project-Based Dissertation**

Students are required to conduct original research and complete a project-based dissertation consisting of a creative project component and a written component (20,000-30,000 words). The dissertation must make an original contribution to the field of Indigenous Studies and be consistent with program guidelines for the project-based option. A PhD student must successfully complete both components of the project-based option and defend those components before a Dissertation Examining Committee. The maximum time for completion of the Project-Based dissertation and other required academic requirements is five years.

THESIS SUPERVISION

Theses will be supervised by a Dissertation Supervisor selected from the Core Faculty and a Supervisory Committee.

Master and Graduate Diploma Program in Instrumental Chemical Analysis

705-748-1011 ext.7549 mica@trentu.ca

trentu.ca/graduatestudies/program/instrumental-chemical-analysis-mica

trentu.ca/mica/program

Many aspects of modern environmental science, health sciences, and biology are dependent on high quality chemical data and the determination of elements and compounds found at very low concentrations in a variety of media. To measure these substances at such low concentrations requires state-of-the-science analytical instruments and knowledge of quality control, quality assurance, and data processing. The Instrumental Chemical Analysis program is in response to a critical need for people who have both the theoretical understanding of how modern instruments function and the skills to operate them. This professional graduate program gives graduates practical skills and theoretical foundation for jobs in commercial, academic and government laboratories. There are two streams within the Instrumental Chemical Analysis program: A Graduate Diploma (GDip) in Instrumental Chemical Analysis and a Master of Instrumental Chemical Analysis (M.ICA).

GRADUATE PROGRAM DIRECTOR

J. F. Koprivnjak, BSc, MSc (McGill), PhD (Georgia Tech), *Spatial and temporal characterization of dissolved organic matter in natural waters*

FACULTY AND RESEARCH AREAS

Chemistry

H. Hintelmann, BSc, MSc, PhD (Hamburg), *fate of metals in environment, bioavailability/ speciation of metals and organometals, stable isotope methods and hyphenated ICP-MS techniques*

ADJUNCT FACULTY

K. Newman, MChem, PhD (Wales Swansea), *characterization of nanoparticles, cells and microplastics using single particle ICP-MS, fundamental studies of mass bias in multi-collector ICP-MS*

D.F.K. Rawn, BSc (Winnipeg) MSc, PhD (Manitoba), *method development and analysis of persistent environmental organic contaminants in various food matrices and human tissues/fluids; analyte determination using GC and LC coupled to quadrupole and sector mass spectrometers*

K. Stewart-Abernathy, BSc (Wilfrid Laurier), MAsC, PhD (Waterloo), *tailoring polymeric materials for gas and aqueous sensors; understanding the mechanisms by which sensing materials and analytes interact*

N. Stock, MSc (Guelph), PhD (Toronto), *development of high-resolution mass spectrometry for the determination and identification of organic contaminants, and environmental metabolomics*

PROFESSORS EMERITI

R. D. Evans, BSc (Toronto), PhD (McGill), *geochemical control of trace metal and radionuclide distribution in the environment, particularly as it relates to the uptake of these substances by aquatic organisms*

C. D. Metcalfe, BSc (Manitoba), MSc (New Brunswick), PhD (McMaster), *aquatic organic contaminants*

REGULATIONS

The general regulations and requirements of Trent University apply to the Instrumental Chemical Analysis graduate program. Students are admitted to the program once a year for studies beginning the following September. Applicants are required to hold a four-year Bachelors of Science degree in any relevant science including biology, biochemistry, chemistry, environmental science, forensic science, physics, or health science. Applicants must have achieved an average of at least an upper second-class standing (B+/77%) in the work of the last 10 full academic credits or the last two undergraduate years (full-time equivalent). Students should also be able to demonstrate some relevant analytical laboratory experience.

PROGRAM OPTIONS

- Master of Instrumental Chemical Analysis (M.ICA), full-time studies, with placement (practicum)
- Graduate Diploma in Instrumental Chemical Analysis, full-time studies

COMPLETION TIME

Students will be able to successfully complete the full-time course-based degree program in 12 months and the full-time course-based diploma program in 8 months.

Proposed progression through the M.ICA program:

Semester 1, 5 half credit (0.50) core courses

Semester 2, 5 half credit (0.50) core courses

Semester 3, Placement

Proposed progression through the Graduate Diploma program:

Semester 1, 5 half credit (0.50) core courses

Semester 2, 4 half credit (0.50) core courses

CORE COURSES

» ICAN 5001H–ENLS 5088H: Mass Spectrometry

In this course, students will be taught the theory and operating principles of the mass spectrometers used in Trent University's Water Quality Centre and explore current applications in both organic and inorganic mass spectrometry. Special emphasis will be given to the practical application of mass spectrometry theory to enable students to effectively use the Water Quality Centre mass spectrometers in their graduate research.

» ICAN 5002H: Advanced Analytical Separation Techniques

This course will consist of three blocks of material. In the first, students will learn about modern separation techniques that are not taught in the undergraduate Chromatography course (CHEM 3400H) at Trent. In the second, students will become familiar with common problems encountered in routine chromatographic applications, and how to solve them. In the third block, students will be trained in the development and modification of routine chromatographic techniques.

» ICAN 5003H: Accreditation and Quality Management Systems

This course focuses on a broad understanding of quality management systems (QMS) in chemical laboratory operations to ensure quality control (QC) in laboratory practices. Accreditation, certification, analytical method validation, and implementation to ensure quality are covered. This course will equip students with competence and tools expected to be applied by quality officers and laboratory professionals working in laboratories or testing centres.

» ICAN 5004H: Statistical Analysis and Data Processing

This course provides students with the knowledge required for the use of statistical methods of data analysis to address matters related to data processing and informed decision making. The importance of experimental design is also covered as an efficient approach to analytical method validation.

» ICAN 5005H: Instrument Maintenance and Repairs

In this course, students will be taught the basic aspects of routine instrument maintenance and learn simple types of common repairs required for chromatographic and mass spectrometric instrumentation. Students will be familiarized with the fundamentals of several main relevant areas, including vacuum technology, ion optics, gas and liquid handling, instrumental electronics, and computer control of instrumentation. They will also learn how to assess the operational state of different parts of analytical instrumentation, and how to perform routine measures that maintain or restore this operational state. By the end of this course, successful students will be competent at performing routine maintenance tasks for chromatographic and mass spectrometric instrumentation, and will be able to attempt simple common repairs under the supervision of more experienced personnel (e.g. service technicians).

» ICAN 5110H: Troubleshooting Analytical Methods and Instruments

In this course, students will be introduced to the fundamental approaches involved in troubleshooting complex analytical instrumentation and methods. Students will learn fundamental strategies, such as problem isolation, and how to apply these spectroscopic, chromatographic, and mass spectrometric instrumentation and methods. They will also learn how to collect and interpret appropriate data/ information and incorporate quality control and quality assurance information into the troubleshooting process. By the end of this course, successful students will be able to approach complex instrumental or methodological problems in a systemic manner, and identify and resolve the underlying issues in a timely and effective manner.

» ICAN 5111H: Instrumental Chemical Analysis

In this course, students will prepare for their practicum in an analytical laboratory. Students will familiarize themselves with the analytical challenge, review the theoretical background, and develop a work plan. They will also consider and solve logistical challenges involved in the project, and learn how to apply for a job.

» ICAN 5120H: Sample Preparation

This course introduces students to the methods for collection and preparation of samples for the analysis of organic and inorganic contaminants. Through a series of lectures, tutorials and laboratory exercises, students will learn how to sample and how to prepare water, soil/ sediments and biota samples for analysis.

» ICAN 5121H: ICP-MS & LC-MS/MS

In this course, students will be taught the theory and practical application of Inductively Coupled Plasma-Mass Spectrometry (ICP-MS) and Liquid Chromatography-Tandem Mass Spectrometry (LC-MS/MS). Students will cover several key areas of each technique. For LC-MS/MS, this will include electrospray ionization, optimization of ionization and chromatography parameters, fragmentation, quantitation techniques and quality assurance. For ICP-MS, this will include plasma generation, choice of sampler and skimmer cones, liquid sample introduction, calibration strategies and collision/ reaction cells. By the end of this course, successful students will be competent in the operation of a commercial ICP-MS and LC-MS/MS instrument and have experience of analytical method development for real-world samples.

» **ICAN 5122H: Other Analytical Methods Overview**

This advanced course has been designed to study modern techniques commonly applied in qualitative analysis and chemical structure characterization of organic and inorganic substances. Several techniques will be discussed namely IR spectroscopy, Raman spectroscopy, NMR spectroscopy, X-Ray spectroscopy, thermal analytics, and surface analysis. Mass spectrometry is a unique technique which has two dedicated courses in the MICA program (ICAN 5001H and ICAN 5121H), and therefore it is not discussed in this course. This course will provide students with an overview of the theory, instrumentation, and operating practice of each technique. Special emphasis will be given to the practical applications, and hands-on experience in operating each technique. Upon completion of the course, successful students will be familiar with the discussed techniques, and be able to apply their knowledge and skills to organic and inorganic qualitative analysis and chemical structure elucidation.

» **ICAN 5200H: Practicum**

In this course, students will conduct a practicum in an analytical laboratory. They will work towards previously identified objectives (ICAN 5111H). Students will learn to integrate into a work place, and develop and practice essential professional skills. They will document their experience in a written report and an oral presentation.

OTHER COURSES

» **ICAN 5300H: Reading Course**

Students, with the program director's approval, have the option to request enrolment in a 0.5 credit graduate-level reading course, which does not count towards their course requirements, alongside the core courses. The reading course is structured to allow students to further enhance their analytical abilities where they, or the director, deem necessary.

705-748-1011, ext. 7245 idsr@trentu.ca

The PhD in Interdisciplinary Social Research (IDSR) will prepare students to understand and expand interdisciplinary and transdisciplinary approaches to examining complex social issues. This degree will offer students a pathway into academic (university-based) and non-academic (public, private and civil society sectors) research positions in a range of fields that require doctoral level social science research skills, including education and caring professions, business and management, and the social sciences where there is benefit in interdisciplinary and transdisciplinary knowledge and approaches.

This graduate degree will build on Trent University's strengths in interdisciplinary scholarship in the social sciences. As Canada adapts to an era of profound social, economic and environmental change, leadership and expertise in interdisciplinary perspectives and processes for identifying and solving complex social issues are required. With a combined emphasis on social inquiry, interdisciplinary research and professional scholarship, the IDSR provides a theoretical, methodological and experiential training ground for the development of leading scholarship that builds understanding of key social, material and environmental issues facing societies, both historically and in the present day.

GRADUATE PROGRAM DIRECTOR

N. Nichols, BA (Trent), BEd (Queen's), MA, PhD (York)

FACULTY AND RESEARCH INTERESTS

S. Accettone, BSc, BEd (ONTech), PhD (Western), *curriculum design for interdisciplinary authentic learning practices in analytical and forensic chemistry; pedagogical strategies in small and large scale analytical and forensic chemistry classes; best practices for student assessment in analytical and forensic chemistry*

N. N. Ali, BA (Toronto), MA (Carleton), MPhil (London), *race, racialization, cultural production, and community-action research*

P. Ballantyne, BA, MA (Western), PhD (Toronto), *sociology of health, poverty, food security, medicine, qualitative methods*

H. Bates, BSc (Ottawa), PhD (Toronto), *obesity, diabetes, stress, glucocorticoids, brown fat, thermogenesis*

N. Bell, BA (Trent), BEd, MEd (Queen's), PhD (Trent), *Indigenous culture-based education; infusion of Indigenous knowledge into public schooling and teacher education; decolonization and healing; Indigenous research theory and methodology*

D. Beresford, BSc (Trent), MSc (Queen's), PhD (Trent), *role of dispersal in insect and mite populations; stable flies as pests of dairy and beef farms, and insect diversity in the Hudson Bay lowlands; insects that colonize corpses, such as blow flies and carrion beetles*

N. Bhanji, BA (Queen's), MA (Toronto), PhD (York), *Transgender studies, critical race theory, affect studies, psychoanalysis*

K. Blair, BA (Guelph), MSc (Acadia), PhD (Queen's), *social and health implications of romantic relationships*

E. Bowness, BA, MA (Manitoba), PhD (British Columbia), *critical and community-engaged environmental social scientist studying the prospects for more equitable sustainability transitions in the food system and beyond, primarily in Canada and Brazil; just transitions in food systems; food sovereignty and agroecology; industrial capitalism in settler colonial contexts*

C. Bruce, BA, BEd (York), MA, PhD (Toronto), *the roles of science in environmental policy and politics, regional environmental history and biodiversity conservation, the science and politics of salmon aquaculture, the history of environmental science in northern Canada*

K. Buccieri, BSocSc (Ottawa), MA (Carleton), PhD (York), *intersections between health and homelessness, with special focus on youth homelessness, social and spatial dimensions, and systems integration*

E. Buck-McFadyen, RN, BScN (Queen's), MScN (York), PhD (McMaster), *rural health, social capital, community health, and the social determinants of health*

K. Calderwood, BA (Waterloo), MSW (Wilfrid Laurier), PhD (Toronto), *bereavement process, direct practice methods that are critical, anti-oppressive, and self-empowering*

B. Cater, BA, MA (Toronto), PhD (York), *contract theory, economic history, applied econometrics, pedagogical technology*

N. Changfoot, BA (York), MA (Carleton), PhD (York), *Canadian politics, political theory, gender, women, critical disability and sustainability studies*

M. Chazan, BA (Waterloo), BEd (OISE, Toronto), MA, PhD (Carleton), *decolonial, queer, anti-racist, and intersectional feminist praxis; critical aging studies; intergenerational storytelling methodologies; settler colonial home, activist solidarities, and heteronormative intergenerationality*

S. Chivers, BA (Calgary), PhD (McGill), *the interplay between aging and disability in the public sphere, with a focus on care narratives in the context of austerity; Canadian literature, film, and how artistic forms contribute to critical thought and social movements*

J. Conolly, BA (Toronto), MA, PhD (University College London), *landscape archaeology; historical ecology; geoinformatics; radiocarbon modelling; lithic raw materials and technologies; Great Lakes*

L. Dubreuil, BSc, MSc (Aix-Marseille), DEA, PhD (Bordeaux I), *prehistory of Southwest Asia, Mongolia; Epipaleolithic, Natufian, Mesolithic, Neolithization process; Neolithization of Europe; material culture analysis; ground-stone tools; use-wear studies; functional analysis; technology, experimental archaeology*

D. Firang, BA (Ghana), MA (Saskatchewan), MSW, PhD (Toronto), *Equity, Diversity and Inclusion (EDI); anti-oppressive child welfare; environmental sustainability; immigrant transnationalism and settlement; housing and homelessness social policy; community development and Afro-Canadian issues*

C. Furgal, BSc (Western), MSc, PhD (Waterloo), *environmental health risk assessment, management and communication in co-operation with Indigenous populations; rapidly changing natural environments; coastal and Arctic ecosystems*

C. Goodwin-De Faria, BA, MA (Brock), PhD (Ryerson), *youth justice, child rights, adolescent development and risk-taking*

N. Hammami, BSc, MSc (American University of Beirut), PhD (Waterloo), *public health; social epidemiology; social, health, and gender inequalities; marginalized populations; quantitative analyses; health equity; child and youth studies; multilevel analyses*

M.J. Hande, BA (Saskatchewan), MA (York), PhD (Toronto), *care policy, work and politics, aging, disability and mad studies, Im/migrant and precarious work, critical consciousness/ social movement learning, community-engaged research and learning, critical theory and qualitative methods*

D. Handlarski, BA (Trent), BEd (Queen's), MA (Wilfrid Laurier), PhD (York), *social justice in education; ground teaching and learning in pedagogical theory; theories of diversity, equity, and anti-oppression*

S. Hill, BSc, BA (Queen's), PhD (Calgary), PEng, *energy science, technology and policy; social responses to renewable energy technology; climate change policy and management; environmental risk management and policy, particularly within organizations*

T. P. Humphreys, MA (Wilfrid Laurier) PhD (Guelph), *human sexuality and social psychology; sexual consent/ negotiating sexual interactions; cognitive and behavioural aspects of first sexual experiences; sexuality and technology; and sexual resourcefulness aspects of first sexual experiences; sexuality and technology (e.g., Internet use, sexting); and sexual resourcefulness*

L. Iannacci, BA, BEd (York), MEd, PhD (Western), *first and second language and literacy learning, critical multiculturalism, critical disability studies, early childhood education, critical narrative research and ethics*

G. Iannone, BA (Simon Fraser), MA (Trent), PhD (University College London), *early state formations and urbanism (especially in the tropics); settlement archaeology; resilience theory; archaeology of climate change, natural disasters, human impact on ancient environments, and collapse; Mesoamerica (especially Maya); South and Southeast Asia (especially Myanmar and Vietnam)*

Z. Kayani, BA (Karachi), MSc (Islamabad), PhD (Washington State), *macroeconomics; statistics; Islamic finance and economics; risk management and insurance*

E. Knudsen, BSc, MSW (Toronto), MSc, PhD (London School of Economics), *criminal justice policy; penology; punishment & society; critical criminology; social policy;*

welfare state; social security; children of prisoners; the 'collateral consequences' of mass incarceration; sociology of childhood

E. Kwon, BA, MA, PhD (Western Ontario), *international migration (e.g., post-migration integration and settlement experiences of immigrants and international students); sociology of work and occupations; gender and professions; and population health and well-being*

E. Laming, BA, MA (Carleton), PhD (Toronto), *policing; police use of force; police oversight and accountability; corrections; criminal justice policy and reform; comparative criminal justice; race and the criminal justice system*

B. Lew, BSc, MBA (Alberta), PhD (Queen's), *economic history of Canada/ North America; international economics; diffusion of agricultural technology; trade and technology*

Y. Liu, BSc (Northeastern, China), MSc (Southampton), PhD (McMaster), *financial and managerial accounting; corporate finance; bank financial reporting, International Financial Reporting Standards (IFRS)*

A. Malik, BCom, MSc (Punjab University), MBA (UTM), PhD (York), *human resource management*

M. McIntosh, RN, BScN, MScN (Toronto), PhD (Alberta), *critical, feminist, qualitative research methods; women's health; maternal/infant health; breastfeeding; sexuality; violence; ethics*

M. Morgenshtern, BSW, MSW (Tel-Aviv), PhD (Wilfrid Laurier), *feminist intersectional analysis of oppression; immigrant families, couples and communities; diversity issues in academic classrooms; critical social work practice*

E. Morin, BSc, MSc (Montréal), DEA (Paris-X Nanterre), PhD (Michigan), *archaeology; paleolithic of Europe; methods and theory in faunal analysis; human behavioural change during the late Pleistocene; prehistory of Northeastern North America*

S. Narine, BSc, MSc (Trent), PhD (York), *development and utilization of agricultural, geographical, environmental and commercial impacts of biomaterials*

B. Niblett, HBOR, BA, BEd, MEd, PhD (Lakehead) *activism in education, experiential learning, outdoor and environmental education, social justice pedagogy*

N. Nichols, BA (Trent), BEd (Queen's), MA, PhD (York), *youth inequality, poverty and homelessness; the social, institutional and policy systems that produce conditions of inequity in the public sphere; effective research and development activities in equitable social transformation (Canada's non-profit social innovation sector)*

F. O'Hagan, BSc (Saskatchewan), MSc, PhD (McMaster), *occupational adaptation following the onset of chronic illness and/ or disabling injury; the role of illness representations in recovery from occupational injury, health trajectories and coping as injured workers with permanent impairment*

A. Omar, RN, BSN, MSN (Alexandria), PhD (Case Western Reserve), *activity restriction and bed rest, rehabilitation, health services research, and nursing best practices*

A. Onuora, BA (Toronto), MA, PhD (OISE), *health equity and social justice, Black and Intersectional feminist theories, Black and African diaspora 2SLGBTQ+ issues, sexual and gender-based violence, social reproduction, care policies and the care economy*

J. D. A. Parker, BA (Simon Fraser), MA, PhD (York), *the development of affect regulation and the consequences for personality development, psychopathology and wellness; psychometric tools for assessing alexithymia and emotional intelligence*

K. Pendleton Jiménez, BA (Berkeley), MFA (San Diego), PhD (York), *sociocultural influences on learning; creative writing research methodologies; Latina community and writing; LGBTTIQ2S experiences in education; gender transgression in schools*

R. Picton, BA (Trent), MA (Carleton), PhD (Toronto), *fieldwork and experiential learning; planning and urban waterfronts; brewpubs and post-industrial redevelopment; critical and practical perspectives on urban life*

R. Quantick, BA (Trent), MEd (Queen's), PhD (Trent), *prisons and prison education; Indigenization in the academy with particular emphasis on the application and efficacy of Indigenous Knowledge and decolonizing approaches in curriculum design and delivery*

M. Rahman, BA, PhD (Strathclyde), *LGBT identities and politics, racialization and systemic racism, postcolonialism, Islamophobia*

E. Russell, BA MSc, PhD (Memorial), *sustainability of rural age-friendly communities programming; experiences of aging in small, rural and remote communities*

S. Rutherford, BA (Toronto), MSc (Guelph), PhD (York), *animal studies; nature and nation; political theory and the environment; environmental justice; human-animal relations*

B. Sethi, BA, MSW, PhD (Wilfrid Laurier), *care work, ethnicity, race and aging*

P. Shaffer, BA (UBC), MA (Toronto), DPhil (Sussex), *interdisciplinary poverty analysis, methodological pluralism, poverty reduction strategies, gender and poverty, impact assessment and monitoring of development programs and policies, political economy of development, development economics*

M. W. Skinner, BA (Wilfrid Laurier), MA (Guelph), PhD (Queen's), *health, rural and social geography; qualitative methods and community-based research; rural aging and rural gerontology; aging rural communities*

K. Thompson, BSc (Western Ontario), PhD (Guelph), *the role of soil microbial communities in ecosystem functioning, including SOM stability and GHG fluxes; microbial measures as biological indicators of soil health; functional resilience and recovery of soil microbial C- and N-cycling communities to agricultural management, industrial disturbance, climate change, and land use change*

S. Twomey, BEd, MEd (Queen's), PhD (British Columbia), *social justice pedagogies, teacher learning, transformative practices of teaching and learning*

R. Wahid, RN, BScN, MA, MScN (Alexandria), PhD (Manchester), *concept-based pedagogy; curriculum development and implementation; qualitative research; mental health; human Trafficking; trauma informed; Cognitive Behavioral Therapy*

S. West, BPHE, MSc, PhD (Toronto), *exercise and bone health in various populations, including in those with chronic disease; effectiveness of exercise interventions on multiple outcomes (bone quantity, bone microarchitecture, fracture risk, muscle function, physical function, metabolic health, and quality of life); bone and muscle health throughout the lifespan; development of preventative and lifestyle management exercise-based interventions for aging adults with and without chronic disease*

D. White, BA (Ryerson), MA (Toronto), PhD (Carleton), *feminist perspective at the intersection of science, medicine and law; institutional and technological responses to sexual violence, particularly medico-legal interventions; the role and nature of forensic technologies, evidence and experts in criminal justice systems (e.g., forensic medical examinations, rape kits) and anti-rape technologies*

K. Woodend, RN, BScN, MSc (Ottawa), PhD (Toronto), *aging persons, chronic disease management and self-management, health systems*

K. Young, BA, BEd, MEd, PhD (York), *language and literacy; curriculum theorizing; eco-justice education; arts-informed writing pedagogies*

J. Zhang, BEng (Jiangxi), MSc, PhD (Concordia), *empirical corporate finance; international finance; investment; market microstructure*

A. Zohar, BA, MES, PhD (York), *sustainability and strategic management; the management of change; emergent order and organization theory*

ADJUNCT FACULTY AND RESEARCH AREAS

E. Aloh, BA (Hertfordshire), MA, PhD (Trent), *humour/ comedy research; Cultural Studies (broadly defined but with a particular focus on African Literature and culture); arts/culture-based methodologies, especially the ones that promotes decolonisation*

M. Classens, BA (Western Ontario), MA (Windsor), PhD (York), *social and environmental justice (food, agriculture, soil and energy)*

N. Cristiano, BA, MA (Guelph), PhD (York), *criminology, criminal justice, and public policy, specializing in the areas of illicit substance use, addiction, harm reduction, drug law enforcement, and research methods*

R. A. Hoskin, BA (Trent), MA, PhD (Queen's), *sociology of gender; critical femininities; femme theory; sexual and gender diversity; feminist theory; queer theory; transgender studies; social inequality; fashion and aesthetics*

W. S. McNeil,

K. McPherson

S. Islam Khan, MBBS (Dhaka Medical College), MHSS (Mahidol), PhD (Edith Cowan), *medical anthropology; health sociology and psychology (studies on gender, masculinities, sexual and reproductive health); HIV interventions with marginalized populations*

J. Jean-Pierre, BSc (Montreal), BA (Alberta), MA (Ottawa), PhD (McMaster); *education; children and youth; post-secondary education and research; race and racism; linguistic minorities*

P. Tracey, RN, BScN (Ryerson), MHS (Athabasca), PhD (Toronto), *global health, international nursing, community-based nursing practice, and quality improvement initiatives relating to safe practices for short-term health experiences in low and middle income countries*

REGULATIONS

The general regulations and requirements of Trent University for the PhD degree apply to the Interdisciplinary Social Research PhD program.

ADMISSION REQUIREMENTS

Admission is competitive for a limited number of places. Consideration of applications begins January 10 for admission the following fall. To be considered, applicants should have a relevant social science or professional Masters degree with a minimum A- (80%) on their Masters degree course work, demonstrated aptitude for theoretical inquiry and applied scholarship, as well as excellent writing skills, and an area of intellectual and research interest consonant with the emphasis and aims of the program.

Students not meeting the entrance average may be considered for entry on a case-by-case basis, often looking at other mitigating factors such as length of time since previous graduate work, work experience and undergraduate degrees. This review is completed by the Director of the program and approved by the Special Admissions Committee.

FINANCIAL SUPPORT

Eligible graduate students in the PhD Program are provided with a minimum level of financial support which includes a combination of a Graduate Teaching Assistantship (GTA), Research Fellowship, and/or a Dean's PhD Scholarship. The support provided to students is adjusted annually as a result of collective bargaining for the graduate teaching assistantship (GTA) portion of the support, and periodically by the Graduate Studies Committee for overall levels of support. Funding will be guaranteed to all eligible full-time students for four years conditional on successful progress through the Program.

In addition to bursaries and scholarships available from Trent University, students contemplating application to the program are urged to apply for an Ontario Graduate Scholarship and/or a SSHRC/CGS Scholarship and to additional external (non-university) funding agencies. Application materials for the OGS and SSHRC/CGS are available online and from the School of Graduate Studies at Trent University.

For further information on financial support for graduate students, please refer to the graduate studies website.

PROGRAM REQUIREMENTS

The expected time of completion of the degree is four years. The IDSR PhD degree is granted once the Program confirms that all Program requirements have been met and once the dissertation is formally approved by the University.

The requirements for the PhD degree in IDSR are the following:

- Each student must complete three mandatory core courses: IDSR 6010H; IDSR 6020H; IDSR 6060H; and two elective courses at the 5000 or 6000 level (0.5 credit advancing theoretical and conceptual understandings developed in IDSR 6010H and 0.5 credit advancing research methods knowledge and competencies developed in IDSR 6020H).
- Elective courses are normally taken at the 6000 (PhD) level, usually drawn from the Trent University graduate calendar, including but not limited to IDSR 6050H (Independent Reading and Research). The elective course must be approved by the student's Supervisor and Program Director. Masters (5000) level courses taken as a PhD Student may qualify for the elective requirements with approval from the Program Director.
- Students will be required to give a 30-minute public talk on their dissertation research within the two months prior to their scheduled dissertation defence.
- Students are required to pass a qualifying examination, including dissertation proposal (IDSR 6100H). The qualifying examination will be prepared in conjunction with the supervisory committee and defended in an oral examination. The committee for the qualifying examination will include three or more members of the supervisory committee and the program director (or delegate) as Chair. The outcome of the examination will be Pass with Honours, Pass, Pass with Revisions, or Fail.
- Students are required to complete and submit a PhD dissertation on an approved research topic. Detailed specification of the format is available from the School of Graduate Studies. Acceptance of the dissertation requires the approval of an Examining Committee following an oral defence of the dissertation. The Examining Committee consists of at least four faculty members: an external examiner, one supervisory committee member, one internal-external examiner, and the supervisor.

COURSES

» **IDSR 6010H: Theoretical Foundations of Social Inquiry**

This required course begins with an exploration of concepts as vehicles for communicating social theory. Students and faculty will undertake in-depth dialogical inquiry that spans both the process and content of conceptual social inquiry. Building from this foundation, students will take a lead in designing conceptual inquiries into contemporary transdisciplinary social problems.

» **IDSR 6020H: Interdisciplinary and Transdisciplinary Research Methods**

This course is the core PhD seminar in methodology and research design for the Interdisciplinary Social Research Program. It will prepare students to do and evaluate social science research using a variety of research methods. Key concepts include: formulation of research questions, research design, ethics, and data collection and analysis.

» **IDSR 6030H: Special Topics in Critical Social Justice**

Courses may be offered in a variety of areas as a way of introducing students to new subject matter, research techniques or methodologies.

» **IDSR 6040H: Advanced Studies in Community-Engaged Research**

This course offers an in-depth exploration of the history and current state of community-based, community-engaged, collaborative, participatory, activist and action-oriented research theories and practices. IDSR 6020H: Interdisciplinary and Transdisciplinary Research Methods or an equivalent graduate level social research methods course is a prerequisite for IDSR 6040H: Advanced Studies in Community-Engaged Research.

» **IDSR 6050H: Independent Reading and Research Course**

This course enables students to pursue topics of particular interest which are not presented in existing courses. It allows concentrated and integrated study on a topic or inquiry that is specifically relevant to a student's approved program. It also enables the student and instructor the opportunity to explore shared interests. The format of the course is designed by the student in consultation with the supervisor or supervisory committee. Written justification for the course must be made to the Program Director and must be arranged before registration for the course. The reading course is normally in the form of a literature review or a small research project.

» **IDSR 6060H: Seminar on Interdisciplinary Scholarship and Knowledge Mobilization**

IDSR 6060H is a 0.5 credit one-semester compulsory course for the Interdisciplinary Social Science PhD Program. In this course, the focus will be on scholarly and professional development of competencies in research assessment, research synthesis, research communication (oral and written), and knowledge mobilization/translation for a range of stakeholders. Prerequisites: IDSR 6010H; IDSR 6020H; and two approved electives at the 5000 or 6000 level.

» **IDSR 6100H: PhD Qualifying Exam**

The IDSR PhD qualifying examination includes the development of a dossier of three scholarly artifacts (interdisciplinary scholarship component, research into action component, & dissertation proposal). The examining committee for the qualifying examination includes three or more members of the supervisory committee, and the graduate director (or designate) as chair.

» **IDSR 6550H-SUST 5550H: Environmental Policy Analysis**

This course explores environmental policy analysis and development in the Canadian context. We cover methods of analyzing environmental policy responses across a range of issues, including stakeholder engagement, policy tool selection and development, evaluation, and communication of policy aims to diverse audiences.

705-748-1011 ext. 7492 mmgt@trentu.ca
trentu.ca/mmgt

The Master of Management, the Master of Management – Health Care Management and the Master of Management – Strategic Change Management are full-time, 16-month, course-based programs, situated within the School of Business. The Master of Management and the Master of Management – Health Care Management degrees are available at either the Peterborough or Durham campuses while Master of Management – Strategic Change Management is available only at the Durham campus. In the case of the Master of Management and the Master of Management – Health Care Management degrees, students must select the campus at which they will study. The programs are designed to benefit those interested in taking on leadership roles either in Canada or abroad and to provide the skills needed to gain a competitive edge in the job market. Students may begin either program directly after their university graduation or after gaining post-graduation work experience. Developed to address the needs of today's employers, the Master of Management, the Master of Management – Health Care Management and the Master of Management – Strategic Change Management curriculums each provide students with a grounding in a broad spectrum of business and management disciplines, from accounting to corporate finance and marketing to strategic and crisis management. The programs encourage students to understand the larger social issues facing business organizations in today's changing environment. Each program is offered over four terms. Students take four courses in each of their first three terms, then a work-integrated learning opportunity in their fourth term.

GRADUATE PROGRAM DIRECTOR

B. Cater, MA (Toronto), PhD (York)

FACULTY AND RESEARCH AREAS

Business Administration

K. Chen, BBA (York), PhD (Wilfrid Laurier), *new product development, entrepreneurship and strategic management*

K. Collins, BA (Western), MA (Queen's), PhD (Ottawa), LLM (Western), *accounting, taxation*

A. Malik, BCom, MS (Punjab University), MBA (University Toronto Metropolitan), PhD (York), *human resource management*

S. Simola, BA, BSW (McMaster), MA (Queen's), MBA (Wilfrid Laurier), PhD (Queen's), *care ethics, ethics in individual decision-making, ethics in corporate governance, education and ethics/sustainability*

J. Zhang, BEng (Jiangxi University) MSc, PhD (Concordia), *investment, risk management, corporate finance, international finance, market microstructure and financial econometrics*

A. Zohar, BA, MES, PhD (York), *organizational change and sustainability, education and sustainability, societal learning for sustainability across sectors*

Economics

B. Cater, MA (Toronto), PhD (York), *applied microeconomics, applied econometrics*

REGULATIONS

The general regulations and requirements of Trent University apply to graduate study in Management. Students are admitted to the program in September, January or May. Applications should be received by February 1st for the September start, June 1st for the January start, and December 1st for May start date. To be eligible for admission, the applicant must possess a joint- or single major Honours BSc, BA degree or equivalent, with a minimum average of B+ (77%, GPA 3.3) in the last ten undergraduate credits. In addition to meeting the minimum admission average, admission decisions will be made based on: availability of space and the appropriateness of the applicant's previous education and training.

Applicants to the program are expected to have a foundation in appropriate research methodology either through familiarity with calculus or completion of an undergraduate quantitative methods course. Successful completion of an undergraduate quantitative methods course will prove to be very helpful for students wishing to apply to this program. Enrolment is limited; preference will be given to applicants who exceed the above minimum requirements and those with relevant work experience. Applicants should have graduated within the last five years of seeking admission.

Students admitted to the program are required to complete 13 courses, including a workplace integrated learning course that is normally completed during final term of study. Students must attain a minimum cumulative average of 70% and complete three preparatory workshops before they can start the workplace integrated learning project. A grade of at least B- (70%) must be obtained in each of the graduate courses. For further details, see the University's Failed Course Policy.

PROGRAM OPTIONS

All courses listed are one-term courses. Degree requirements vary for the different streams.

All Master of Management Students

Complete 3 courses: MSMG-5100H: Application of Statistics, MSMG 5220H: Financial Markets and Management, MSMG 5300H: Accounting Concepts

Completion of work integrated learning course: MSMG 5000Y: Integrated Workplace Project

Students, with the Program Director's approval, have the option to request enrollment in a 0.5 credit graduate-level course, which can count towards meeting their course requirements, alongside the specified courses.

Course-Based Master of Management

Complete 9 additional courses: MSMG 5030H: Marketing Management, MSMG 5050H: Managerial Economics, MSMG 5120H: Organizational Effectiveness, MSMG 5210H: Strategic HR Management, MSMG 5250H: Ethics for Organizations, MSMG 5260H: Strategic Management, MSMG 5710H: Legal Risks in Business, MSMG 5720H: Supply Chain Management, MSMG 5800H: Leadership in Organizations

Course-Based Master of Management – Strategic Change Management

Complete 9 additional courses: MSMG 5030H: Marketing Management, MSMG 5050H: Managerial Economics, MSMG 5210H: Strategic HR Management, MSMG 5250H: Ethics for Organizations, MSMG 5720H: Supply Chain Management, MSMG 5900H: Change Management Strategies, MSMG 5920H: Crisis Management, MSMG 5940H: Negotiation and Conflict Resolution, MSMG 5960H: Simulation-Based Decision Making

Course-Based Master of Management – Health Care Management

Complete 9 additional courses: MSMG 5120H: Organizational Effectiveness, MSMG 5260H: Strategic Management, MSMG 5400H: Healthcare Systems and Policy, MSMG 5410H: HR Management and Labour Relations for Healthcare, MSMG 5420H: Healthcare Law and Ethics, MSMG 5450H: Health Economics, MSMG 5800H: Leadership in Organizations, MSMG-5920H: Crisis Management, MSMG 5940H: Negotiation and Conflict Resolution

COMPLETION TIME

Sixteen months

COURSES

» MSMG 5000Y: Integrated Workplace Learning Project

This course involves a 160-hour placement with a local organization (i.e., private-sector firm, government, or not-for-profit), along with a classroom component, that together provide students with a field-based professional learning experience and an opportunity to develop their professional skills and reflective practice. The course culminates with a reflective essay and presentation.

» MSMG 5030H: Marketing Management

In order to grow and survive in today's changing market, companies must be able to create, deliver and capture superior customer value. Marketing is critical to achieve these strategic objectives and obtain sustainable competitive advantage in the market. This course is designed to familiarize students with core marketing concepts and develop students' skills in contemporary marketing management. Please refer to course syllabus for topics to be covered in this course.

» MSMG 5050H: Managerial Economics

Organizations succeed by making good decisions regarding the use of scarce resources in the context of their internal and external environments. This course provides students with knowledge of the economic framework that informs efficient managerial choices. Topics will include consumer and demand theory, input demand and technology, cost, pricing, market structure, game theory, international trade, and incentives.

» MSMG 5100H: Application of Statistics

Managerial decisions can be informed by the analysis and interpretation of the vast amounts of data that are now available to organizations. This course provides students with the knowledge required for the use of statistical methods of data analysis to address issues of importance to managers, including quality control, market research, and organizational risk

» MSMG 5120H: Organizational Effectiveness

This course aims to provide students with an overview of Organizational Behaviour theories on topics relevant to understanding employee and managerial behaviors, and to offer hands-on experience on how to use this knowledge to address issues that managers face in an ever-changing organizational world. Topics will include motivation, perception and personality, interpersonal and organizational communication, team dynamics, leadership, conflict, power and influence, organizational culture, and organizational development.

» MSMG 5210H: Strategic Human Resource Management

For organizations to compete in today's turbulent environment, they need to have human resource practices that are aligned with their long-term strategic goals. This course aims to provide students with a comprehensive overview of the crucial strategic role that the human resource management plays to ensure organizational competitive success. Please refer to course syllabus for topics to be covered in this course.

- » **MSMG 5220H: Financial Markets and Management**
The course is an exploration of the financial management issues that permeate domestic and international markets, and which managers frequently face in the global economy. Analysis focuses on capital budgeting and structure, financial planning and valuation, risk, uncertainty, and money and capital markets. The goal is to arm managers with the insight and skills necessary to effectively manage corporate financials in a global marketplace.
- » **MSMG 5240H: Entrepreneurship**
This course focuses on the creation and development of business ideas and models, and the sociological, psychological, and economic aspects of the origins and functions of entrepreneurs in business. This course benefits students with interest in entrepreneurial ventures, as well as those pursuing careers involving the creation, implementation, and assessment of innovations.
- » **MSMG 5250H: Ethics for Organizations**
This course provides prospective managers with knowledge and skills in three important areas for organizational work. These include a critical perspective for understanding the nature of corporations and corporate governance, and the ethical predicaments that arise; individual ethical decision-making within a corporate or organizational context; and corporate sustainability and responsibility
- » **MSMG 5260H: Strategic Management**
This course focuses on the definition and analysis of strategic problems faced by business and government organizations in adapting to changes in their internal and external environments. It critically examines the concepts, mindsets, skills and actions required of managers for the development, communication and implementation of strategic organizational choices towards sustainable organizational success.
- » **MSMG 5300H: Accounting Concepts**
The course provides an overview of how managers can make use of and better understand the fundamental concepts of accounting in problem solving, planning and analysis for business. Financial and managerial accounting are discussed and include items such as financial statement analysis, budgeting, cost accounting, measurement and reporting of assets, liabilities and equity, among others.
- » **MSMG 5710H: Legal Risks in Business**
This course prepares students to evaluate the legal risks associated with business activity. Students create proposals to manage an organization's legal exposure. Other topics include the legal system, the Charter, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.
- » **MSMG 5720H: Supply Chain Management**
In today's connected global environment, the ability to understand and make effective supply chain decisions is a critical skill for managers across every function of an organization. This course provides students with knowledge and analytical skills to inform these managerial decisions. Topics include supply chain strategy, performance measurement, forecasting supply and demand, sustainable sourcing, inventory, and logistics.
- » **MSMG 5800H: Leadership in Organizations**
This capstone course allows students to synthesize their coursework and work experience to date, to assess their own strengths and weaknesses as leaders, and to formulate their own informed perspective on the achievements and failures of leadership in contemporary society. Topics will include the nature of leadership, recognition of leadership traits, leadership skill development, vision creation, conflict management, and ethics in leadership.
- » **MSMG 5899H: Research Reading Course**
A course designed to provide opportunities for intensive study by an individual student in a particular field of the program. Approval of the Instructor and Program Director is required.
- » **MSMG 5900H: Change Management Strategies**
To remain relevant in a rapidly evolving business environment, organizations must continually assess the need for strategic realignment and develop effective and efficient strategies for change. The aim of this course is to give the student an overview of different approaches to organizational change. The course is designed to increase the student's effectiveness in dealing with multiple aspects of organizational change by adopting different perspectives. These diverse perspectives help students learn new and more innovative ways of approaching the change management process.
- » **MSMG 5920H: Crisis Management**
This course provides the tools necessary to successfully manage critical crisis scenarios arising from either external events or internal management or control failures. Topics include the identification of potential crises, the development and implementation of crisis response and exposure-mitigation strategies, and stakeholder and public communication issues.
- » **MSMG 5940H: Negotiation and Conflict Resolution**
Managers require negotiation and conflict resolution skills to successfully implement optimal solutions to changing internal and external conditions. This course focuses on the analysis of strategic conflict, the identification of others' behaviour and motivations, and the development of negotiation strategies for managing conflict with internal and external stakeholders.
- » **MSMG 5960H: Simulation-based Decision Making**
Using computer simulation-based decision support methodologies, this course develops the knowledge and skills necessary to evaluate alternative business strategies against uncertain future events and environments, in order to identify those strategies which will best-position an organization.

705-748-1011, ext. 7549 materials@trentu.ca
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The Materials Science Graduate Program is offered jointly by Trent University and Ontario Tech University and leads to the degrees of Master of Science (MSc) in Materials Science and/or PhD in Materials Science. Materials Science is a broad multi-disciplinary area of science; its goal is the understanding, prediction, and application of the properties of matter. This requires the development of experimental and theoretical predictive tools applicable to size scales ranging from the molecular to the macroscopic levels. The field lies at the intersection of physics and chemistry, and includes many sub-fields, including nanotechnology, electronic materials, surface science, biomaterials, and materials characterization. The program provides both a broad and integrated overview of materials science and the opportunity for in-depth study of a particular problem emphasizing either theory or experiment, under the guidance of a thesis advisor and a multi-disciplinary team of faculty from Trent University and Ontario Tech University. The program comprises coursework and a thesis.

TRENT FACULTY

Graduate Program Director

A. J. Vreugdenhil, BSc (Queen's), PhD (McGill)

Chemistry

E. Keske, BSc (Western), PhD (Queens), *organic synthesis, organometallic chemistry, homogeneous catalysis, and reaction mechanism elucidation. development of efficient synthetic methods for conjugated organic materials. ligand design for asymmetric catalysis*

J. M. Parnis, BSc, PhD (Toronto), *first-principles modelling of physico-chemical properties of chemicals, primarily using the COSMO-RS methodology*

S. Rafferty, BSc (Waterloo), PhD (British Columbia), *bioinorganic chemistry, especially heme proteins of the parasitic protist Giardia intestinalis*

I. Svishchev, MSc (Moscow State), PhD (USSR Academy of Sciences), *theoretical and experimental investigation of supercritical water and its many applications including SCW-oxidation technology*

A. J. Vreugdenhil, BSc (Queen's), PhD (McGill), *development and characterization of hybrid organic-inorganic materials for applications in sensors, coatings and interface modification*

Forensic Science

S. Martic, MSc (McMaster), PhD (Queen's), *biological biomarker identification, detection and toxicology screening using a variety of bioanalytical and biochemical tools*

Mathematics

W. Burr, BSc, PhD (Queen's), *applied statistics: time series, spectrum estimation, and statistical modelling. research projects in environmental epidemiology, physics, statistics education, and forensic science*

Physics & Astronomy

W. A. Atkinson, MSc (Alberta), PhD (McMaster), *computational and theoretical models of high temperature superconductors and strongly correlated electronic materials*

C. Bradac, MSc (Milan), PhD (Macquire), *study of 2D and 3D nanomaterials for quantum-enabled sensing and metrology*

S. Narine, BSc, MSc (Trent), PhD (Guelph), *biomaterials precursor synthesis, formulation and materials characterization*

R. C. Shiell, BA (Oxford), PhD (Newcastle upon Tyne), *optical biomechanics, the physics of the cornea*

A. D. Slepko, BSc (Brock), MSc (Alberta), PhD (Alberta), *biomaterial photonics, imaging, and characterization*

B. Subramanian, BSc, MSc, (Madurai Kamaraj, India), PhD (Indian Institute of Science, India), *optical properties of nanostructure Li-tungsten bronzes and graphene based transition metal oxide films for energy saving applications.*

R. Wortis, BSc (Harvard), MSc, PhD (Illinois at Urbana Champaign), *condensed matter theory: strongly correlated and disordered systems*

ADJUNCT FACULTY AND RESEARCH ASSOCIATES

S. Shetranjiwalla-Merchant, BSc (Pune Univ., India), PhD (Trent), *sustainable synthesis and characterization of synthetic and biopolymers, structure-property relationships, green chemistry metrics, life cycle analysis for products and processes and systems thinking and sustainability in chemistry pedagogy*

K. Stewart-Abernathy, BSc (Wilfrid Laurier), MASc, PhD (Waterloo), *interest in tailoring polymeric materials for target applications including gas and aqueous sensor; understanding the mechanisms by which sensing materials and analytes interact*

ONTARIO TECH FACULTY

Graduate Program Director

F. Gaspari, BSc (Bologna), MSc, PhD (Toronto)

Science

N. Agarwal, PhD (Politecnico di Milano, Milan), *nanoscale characterization, technique development, atomic force microscopy, intermodulation spectroscopy, biophotonics, plasmonics, nanomaterials, medical imaging*

Y. Bolshan, PhD, *development of novel reactions, medicinal chemistry, and synthesis of biologically active natural products*

A. Chkrebti, MSc (Kiev State), PhD, (Institute of Semiconductor Physics, Kiev), *computational quantum physics of the solid state and its surfaces*

H. W. de Haan, PhD (Guelph), *modeling and computer simulations to examine biophysical systems with nanotechnology applications*

B. Easton, BSc, PhD (Memorial), *electrochemistry, fuel cells, sensors*

F. Gaspari, BSc (Bologna), MSc, PhD (Toronto), *materials and devices research and development of amorphous silicon and carbon, and nano-crystalline materials*

F. Naumkin, PhD, *ab initio-based studies of nanometer-scale polyatomic systems (intermolecular complexes, clusters, interfaces), their structural, electronic and related properties.*

M. Piro, BEng, MEng (Queen's), PhD (RMC), *nuclear fuel performance and safety, spent nuclear fuel, emerging nuclear technologies, energy systems and manufacturing, computational thermodynamics, multi-physics modelling and simulation, applied mathematics*

T. Stotesbury, PhD (Trent), *hybrid material development, biological film formation and degradation*

I. Tamblyn, PhD, *theory of nanostructured materials and devices for renewable energy applications. Artificial photosynthesis and water splitting*

L. Trevani, PhD (Buenos Aires), *electrochemistry, thermodynamics, supercritical fluids and materials science*

O. V. Zenkina, PhD (Weizmann Institute of Science), *water splitting, oxidation catalysts design, SAMs for catalytic and bio-sensing applications*

Engineering and Applied Science

A. Barari, PhD

G. Rizvi, PhD, *reinforced wood composites with superior mechanical properties, development of extrusion processing, technology for manufacture of fine-celled plastic/wood. Fibre composite foams.*

Energy Systems and Nuclear Science

B. Ikeda, BSc (Manitoba), MSc (Guelph), PhD (Newcastle upon Tyne), *corrosion of materials in molten fluoride salts; corrosion of nuclear waste container materials; electrochemical and physical degradation of fluorine anodes; localized corrosion of metals at elevated temperatures; stress-assisted corrosion cracking of metals; long-term performance assessment of materials; radioactive waste management*

M. Kaye, BSc (Toronto), MSc, PhD (Queen's), *applied thermodynamics; nuclear materials; high temperature materials chemistry; aqueous chemistry; physical metallurgy and welding issues*

REGULATIONS

The general regulations and requirements of Trent University for graduate degrees apply to the MSc and PhD in Materials Science. The normal requirement for admission is an average of at least B+ (77%, GPA 3.3). The Graduate Programs Selection Committee will begin the selection process in the weeks following the application submission date of February 1. Applications received after this date will be accepted and considered for funding until all available positions/spaces are filled. Students are normally admitted into the program once a year for studies beginning in the following September. Entrance to the program in January or May of any calendar year is considered on a case-by-case basis.

The formal requirements for the MSc degree in Materials Science are the following:

- a) Each student must complete the core course MTSC 6010H.
- b) Each student must complete either MTSC 6020H or MTSC 6140H.
- c) Each student must attend and successfully complete the non-credit courses MTSC 6000H (usually in the first year of the program) and MTSC 6100H prior to their thesis defense.
- d) At least two additional one-term courses acceptable for graduate credit must be completed with at least a 70% final grade in each course. Normally, courses taken for credit are those designated as Graduate Courses within the program. One of the four courses may be a fourth-year undergraduate course, approved by the student's supervisor and the graduate program director.
- e) The student must meet with his/her supervisory committee within the first six months of registration, and subsequently at least once every twelve months. The committee consists of the student's supervisor and at least two other faculty members in the program; each supervisory committee must include at least one faculty member from each institution.
- f) An acceptable thesis on a research topic must be submitted. Detailed specifications of the format of the thesis are available from the School of Graduate Studies. Acceptance of the thesis requires the approval of an Examining Committee following an oral defence of the thesis. The Examining Committee for a Trent student normally consists of at least three faculty members: an external examiner, one supervisory committee member from Ontario Tech, and the supervisor.

Applicants to the PhD program will normally have an MSc degree in an applicable discipline. The suitability of the applicant's background will be assessed on a case-by-case basis. The formal requirements for the PhD degree in Materials Science are the following:

- a) Each student must complete at least two one-term courses at the graduate level with at least a 70% final grade in each course.
- b) The student must meet with his/her supervisory committee within the first six months of registration and subsequently at least once every twelve months. The committee consists of the student's supervisor

and at least two other faculty members in the program; each supervisory committee must include at least one faculty member from each institution.

- c) Each student must successfully complete an oral qualifying examination, normally at the beginning of their second year of study. This exam includes a written research proposal of approximately 10 pages describing the research to be undertaken, related previous literature and the primary techniques used in the research. The student will present their proposal to their supervising committee.
- d) An acceptable thesis on a research topic must be submitted. Detailed specifications of the format of the thesis are available from the School of Graduate Studies. Acceptance of the thesis requires the approval of an Examining Committee following an oral defence of the thesis. The Examining Committee for a Trent student normally consists of at least three faculty members: an external examiner, one supervisory committee member from Ontario Tech, and the supervisor.

TRANSFERRING FROM THE MSc PROGRAM TO THE PHD PROGRAM

Materials Science MSc students may transfer directly to the PhD program after completing one academic year and their first progress report in the MSc program if the following conditions are met:

- 1) Completion of at least three courses in the master's program with at least an A- (80%) average
- 2) Strong evidence of research ability as identified by the supervisory committee

For students who transfer, the minimum number of courses taken during their graduate work in the two programs must be six one-term courses. Details on the transfer process are available from the program office.

FINANCIAL SUPPORT

Funding will be made up of Graduate Teaching Assistantships, Research Fellowships and Research Assistantships. Students will be eligible for support, provided they are making acceptable progress on their research, for two consecutive academic years for MSc students and for four consecutive years for PhD students.

In addition to bursaries and scholarships available from Trent University, students contemplating application to the program are urged to apply for an Ontario Graduate Scholarship and/or a NSERC Scholarship as well as to additional external (non-university) funding agencies. Application materials for the OGS and NSERC are available online and from the School of Graduate Studies at Trent University.

For further information on financial support for graduate students, please refer to the graduate studies website.

COURSES AVAILABLE TO GRADUATE STUDENTS

Proposed progression through the MSc program:

- Year 1, Semester 1: MTSC 6000H, MTSC 6020H or MTSC 6140H, 1 elective, Thesis Research
- Year 1, Semester 2: MTSC 6010H, 1 elective, Thesis Research
- Year 1, Semester 3: Thesis Research
- Year 2, Semester 1: Thesis Research
- Year 2, Semester 2: Thesis Research and Writing
- Year 2, Semester 3: MTSC 6100H, Thesis Research, Writing and Defense

Not all courses will be available every year. Please consult the program director for information on courses that will be offered for the coming academic year.

- » **MTSC 6000H: Graduate seminar in science communication I**
This course will assist students in developing essential communication skills. A series of oral and written exercises will each be followed by constructive review by both peers and faculty. Evaluation will focus on clarity, precision and the care with which the audience is guided to the presenter's objective. Non-credit.
- » **MTSC 6010H: Physics and chemistry of materials**
This course examines the fundamental principles and concepts used by physicists and chemists to describe materials. It covers scientific and practical interrelations between traditional disciplines emphasizing the structure, and physical and chemical properties of all classes of materials. Prerequisite: Students should have completed at least one full-year of study in each of undergraduate physics, chemistry, and mathematics.
- » **MTSC 6020H: Advanced topics in materials science**
This course will present a range of current topics based on research from the primary literature. There is extensive student participation including topic proposals, presentations, literature reports and in-class discussion. Prerequisite: MTSC 6010H or permission of the instructor.
- » **MTSC 6100H: Graduate seminar in science communication II**
This course will further the students' communication skills. Students will present a 30 minute research talk on their research to all participants in the program. Speakers will receive peer and faculty reviews of their presentations. Non-credit.
- » **MTSC 6110H: Thermodynamics and statistical mechanics of materials**
A comprehensive investigation of thermodynamics and statistical mechanics of materials. Including phase transitions, order-disorder phenomena, point defects in crystals, and the statistical thermodynamics of interfaces.
- » **MTSC 6120H: Theory of the solid state**
This course develops the theoretical foundations of a variety of condensed matter systems from a mathematical perspective. Prerequisite or co-requisite: MTSC 6010H, 6110H.

- » **MTSC 6130H: Surface science and catalysis**
This course covers the fundamental science required to understand the atomic and electronic structure of surfaces and their chemical reactivity and the most common tools for surface characterization. Prerequisite: MTSC 6010H.
- » **MTSC 6140H: Experimental techniques in materials characterization**
A techniques-oriented course covering high resolution experimental solid-state characterization including both theory and operational aspects of bulk, surface and molecular characterization.
- » **MTSC 6240H: Biomaterials**
An introduction to natural materials and their applications including properties of animal and plant originating materials as well as manipulation of naturally occurring materials to produce novel materials.
- » **MTSC 6250H: Polymer science & engineering**
The course introduces the fundamental characteristics of polymers, visco-elasticity and non-Newtonian fluid mechanics. It describes the effects of temperature, crystallinity and diffusivity on polymer processing and properties. Prerequisite: MTSC 6010H.
- » **MTSC 6260H: Topics in materials science I**
This course will focus on topics that may vary depending on the interests of the students and the availability of faculty. Some suggested topics are Computational Physics, Nanotechnology, Optical Applications, Electrochemistry and Mass Transport in Fuel Cells.
- » **MTSC 6270H: Topics in materials science II**
This course will focus on topics that may vary depending on the interests of the students and the availability of faculty. Some suggested topics are Computational Physics, Nanotechnology, Optical Applications, Electrochemistry and Mass Transport in Fuel Cells.
- » **MTSC 6330H: Electrochemical Methods**
This course addresses the principles and theory of dynamic electrochemistry, voltammetry, stripping analysis, electrochemical sensors and detectors, including an overview of electroanalytical methods and in-depth treatment of mass transport and electron transfer kinetics. Advanced electrode materials and electrode/cell designs will also be covered. Prerequisite: MTSC 6010H
- » **MTSC 6520H: Nanomaterials**
This course will introduce students to the relevant concepts governing the synthesis, science and engineering of nanomaterials. The course will also examine characterization methods at the nanoscale, new properties at the nanoscale and existing and emerging applications of nanomaterials.
- » **MTSC 6530H: Carbon-Based Materials**
The course examines the present state of processing, properties and application of carbonaceous materials. Old and new forms of carbon will be introduced, with an emphasis on novel carbon forms. The physicochemical and surface chemical properties of several forms of carbon will be examined in detail. Prerequisite: MTSC 6010H
- » **MTSC 7000H: Materials science PhD candidacy exam**
Students are required to develop a research proposal for their thesis in conjunction with their supervisory committee. The basis of the proposal is not only major ideas of research but also a discussion of the research context for the proposed work. The proposal must be submitted between 12 and 18 months after enrolment. The candidate's proposal is examined at the candidacy exam by the members of the supervisory committee. The possible outcomes are pass, fail or pass with remediation.

■ Graduate Diploma in Nursing: Mental Health & Addictions or Dementia Studies

705-748-1099

nursing@trent.ca

Fax 705-748-1088

trentu.ca/nursing/programs/graduate

Building on previously acquired entry to practice Registered Nurse competencies, the Graduate Diploma in Nursing is designed for Registered Nurses who wish to become leaders in the specialty areas of mental health and addictions or dementia care. Participants will engage in a five-course program of study distributed over five semesters. The primary method of delivery is asynchronous online learning using the Blackboard platform, with readings, online discussions and assignments distributed over five 12-week semesters. Each theory course includes eight to 16 hours of online experiential learning workshops. Workshops include active learning in group exercises, role playing, simulated practice, and knowledge dissemination activities. The final course is a mentored practicum which is awarded 0.5 credit.

Graduates of this program will be awarded a Graduate Diploma in Nursing: Mental Health and Addictions or Dementia Studies

GRADUATE PROGRAM DIRECTOR

K. Ritchie, RN, BScN (Queen's), MN (University of Toronto), PhD (Queen's)

FACULTY

See MScN Nursing Program in Professional Practice Leadership for a listing of faculty appointed to the Nursing graduate programs

REGULATIONS

Students are admitted once a year for studies beginning the following September. Applicants will have a Bachelor of Science in Nursing, or Bachelor of Nursing, or Bachelor of Nursing Science, from an accredited university, with a GPA of 77%. Students are also expected to be a Registered Nurse (in good standing) in the province of Ontario or active practicing license in their home jurisdiction.

Registered nurses without a baccalaureate in nursing will also be considered for admission if, in addition to undergoing a Prior

Learning Assessment process, they meet the following criteria:

- RN with 5 or more years of experience in nursing, with at least one year of experience in mental health and addictions nursing or equivalent
- Registration in good standing in the College of Nurses in the jurisdiction in which they work
- Completion of one undergraduate nursing course

Registered Nurses who have a baccalaureate degree in another discipline, or do not meet the minimum GPA requirement, will be invited to submit letters of interest. Based on prior educational experience, students may be admitted directly to the program or be admitted after successful completion of one qualifying course.

Students must satisfy the university diploma requirements:

- A student will be required to obtain a second class standing (B-/70%) in all required graduate courses with the exception of NURS-5020H in which they must obtain a pass (satisfactory)

PROGRAM STRUCTURE

Students have two options for completing the Graduate Diploma in Nursing.

- **Mental Health & Addictions**
Students will be required to successfully complete NURS-5001H; 5002H; 5003H; 5009H and 5020H (practicum).
- **Dementia Studies**
Students will be required to successfully complete NURS-5005H; 5006H; 5007H; 5008H and 5121H (practicum). These courses are not listed.

Graduates will be able to use these five courses as partial fulfilment of the degree requirement for a Master of Science in Nursing.

REQUIRED COURSES FOR MENTAL HEALTH & ADDICTIONS

» **NURS 5001H: Advanced Mental Health Nursing Practice I: Foundations**

Exploring key theoretical perspectives on mental health and addiction nursing, and using a relational lens, learners analyze current issues related to nursing persons with mental health challenges. Topics include the influence of race, class, gender, and stigmatization on mental health nursing practice, advanced communication and assessment, trauma, and suicide.

» **NURS 5002H: Advanced Mental Health Nursing Practice II : Alterations in Mental Health**

Using a relational inquiry framework, learners will analyze the intrapersonal, interpersonal and contextual experiences of persons with mental health challenges. Learners will consider how mental health legislation impacts care, understand how disorders are framed in the DSM5, and analyze and apply approaches to caring for clients and families with mental health challenges.

» **NURS 5003H: Advanced Mental Health Nursing Practice III: Mental Health Promotion**

Using the lens of emancipatory knowing, learners will explore how to collaborate with individuals, families and communities to support mental wellness in the community. Topics include teaching and learning for mental health promotion, participatory community assessment and program development, working with vulnerable populations, and strengthening community action for mental health.

» **NURS 5009H: Advanced Mental Health Nursing Practice IV: Fundamentals of Cognitive Behaviour Therapy - CBT**

This course covers the main theoretical principles of Cognitive Behavioural Therapy (CBT) and introduces practice guidelines that support the provision of CBT to individuals with mental health and addiction challenges. Learners will have the opportunity to practice and apply introductory skills through role-play and case study analysis.

» **NURS 5020H: Practicum**

Learners will engage in 150 hours of clinical practice in a mental health or addiction care program or setting of their choice. Learners will have the opportunity to integrate advanced theoretical knowledge into specialty practice while being mentored by a Registered Nurse or clinician who is an expert in mental health/addiction nursing. As learners are developing expertise in specialty practice, learners will explore the potential for enacting an advanced practice role in the clinical setting.

REQUIRED COURSES FOR DEMENTIA STUDIES

New courses pending approval by Senate.

Except in special circumstances, and with the permission of the program director, students will take courses in the sequence in which they are offered.

COMPLETION TIME

Time to completion is five terms of part-time study.

705-748-1099 nursing@trentu.ca
trentu.ca/nursing/programs/graduate

In response to current and emerging trends in health care delivery, nursing practice, and health care workforce needs, the Trent-Fleming School of Nursing (TFSON) formed a partnership with Ontario Tech University to design and implement the Master of Science in Nursing (MScN) Professional Practice Leadership program. This program focuses on professional practice leadership and will prepare graduates to contribute to an increasingly complex health care sector by providing an education that includes mentorship, interdisciplinary opportunities, and experiential learning through research, project, and class assignments. Professional practice leaders are responsible for implementing expert practice, professional development, research, and leadership; they are often charged with quality assurance and safety as well, and the program is designed to develop expertise in these areas.

To ensure that current professionals with high working demands are able to pursue this program, courses are delivered online with a combination of synchronous and asynchronous instruction and learning activities

GRADUATE PROGRAM DIRECTOR

K. Ritchie, RN, BScN (Queen's), MN (University of Toronto), PhD (Queen's)

REGULAR FACULTY

S. Braithwaite,

I. Brenner, RN, BSc, BPhysEd, BScN (Toronto), MSc (Queen's), PhD (Toronto), PhD (Queen's)

E. Buck-McFadyen, RN, BScN (Queen's), MScN (York), PhD (McMaster)

A. Celestini, RN, BA, BScN (Windsor), MHS, EdD (Athabasca)

D. Firang, BA (Ghana), MA (Saskatchewan), MSW, PhD (Toronto)

C. Gilmer, RN, BScN (Western), MHScN, DHIthSc (Charles Sturt)

M. McIntosh, RN, BScN, MScN (Toronto), PhD (Alberta)

A. Omar, RN, BSN, MSN (Alexandria), PhD (Case Western Reserve)

V. Reid-de Jong, BScN (Univ. Toronto Metropolitan), MSc (D'Youville), PhD (Victoria)

K. Ritchie, BScN (Queen's), MN (Toronto), PhD (Queen's)

C. Thibeault, RN, BScN (Mount Saint Vincent), MN (Memorial), PhD (McGill), CCNE

K. Woodend, RN, BScN, MSc (Ottawa), PhD (Toronto)

ADJUNCT FACULTY

J. Abbass Dick, BNSc (Queen's) MN, PhD (Toronto)

V. Brunton, BA (Anglia Ruskin, England), BSc, MSc (McMaster), PhD (University College, UK)

B. Cable-Williams, RN, BA, BScN, MN (Dalhousie), PhD (Alberta)

D. Edge, RN, BScN (Univ. of Iowa), MSN (Univ. North Carolina), PhD (Toronto)

A. Hallaran, RN, BScN, MScN (Ottawa), PhD (Queen's)

M. Lemonde, BSc, MSc, PhD (Montréal)

J. Mackie, BSc, PhD (Queen's)

J. McCabe, BScN (McMaster), MEd (Toronto), PhD (Ottawa)

E. Papaconstantinou, BSc, MSc (McMaster), PhD (Toronto)

W. Sun, BScN, MN, PhD (Toronto)

P. Tracey, RN, BScN (Univ. Toronto Metropolitan), MHSc (Athabasca), PhD (Toronto)

R. Wahid, RN, BScN, MA, MScN (Alexandria), PhD (Manchester)

PROGRAM OPTIONS

Two program options are available to students 1) thesis based and 2) project based. Both options engage students in independent scholarly inquiry and students from either program will be eligible for admission to most nursing PhD programs.

Thesis Option – The thesis option prepares nurses for professional practice leadership with an emphasis on simultaneously building advanced knowledge and understanding in research. Students should consider the thesis option if they wish to a) explore an original question related to nursing leadership or practice, in order to advance nursing knowledge, and b) be prepared to work in research, health care, or academic environments. By developing and implementing a research study, students will build advanced research skills and an understanding of the influence of research on policy and practice.

Completion of 5.0 credits including:

- 1.5 credits from: NURS 5021H, NURS 5010H and NURS 5120H
- 0.5 credit from: NURS 5123H or NURS 5118H
- 1.0 credit from: NURS 5111H, NURS 5119H, NURS 5205H, NURS 5123H or NURS 5118H
- 2.0 credits from: NURS 5096D

Note: The same course cannot be used to meet multiple degree requirements

Project Based – the project-based option prepares nurses for professional practice leadership by focusing their scholarly inquiry on an identified need related to quality assurance, policy analysis, or nursing practice. The project must acknowledge a real world, pragmatic application to nursing. The project is carried out under the guidance of a faculty advisor and on-site mentor. Students should consider the project option if they a) desire an opportunity to explore additional content in

their area of interest by completing two required electives, and b) if they wish to use the project option to strengthen their clinical, administrative or educational role.

Completion of 5.0 credits including:

- 3.5 credits from: NURS 5010H, NURS 5021H, NURS 5111H, NURS 5119H, NURS 5120H, NURS 5205H and NURS 5123H or NURS 5118H
- 0.5 credit from: elective course
- 1.0 credit from: NURS 5097Y (project)

COURSES

» **NURS 5010H: Research Approaches for Nursing and Health Sciences**

Students are introduced to research paradigms and approaches used in nursing and health sciences and critically examine their application in relation to specific research questions. Topics include quantitative and qualitative methods, action research, program evaluation, secondary data analysis, and mixed methods. Knowledge translation and implementation science will also be discussed.

» **NURS 5021H: Advancing Nursing Through Leadership**

The purpose of this course is to prepare students for informal and formal leadership roles in a variety of healthcare contexts, including acute care, community, public health, mental health, and other settings. The focus is on knowledge, skills, abilities, and attitudes required to be an effective leader in today's complex and ever-changing health care system.

» **NURS 5096D: Thesis in Nursing Advanced/ Professional Practice**

The thesis is the culmination of the MScN program and is conducted under the supervision of the student's supervisory committee. The student must demonstrate significant research skills and substantial understanding of a chosen focus area within nursing professional practice. The final thesis will be defended orally before an examining committee.

» **NURS 5097Y: Advanced/Professional Nursing Practice Project**

Students will integrate and synthesize the knowledge gained throughout the MScN program. Under the guidance of a faculty advisor and on-site mentor, students will identify a topic, analyze the literature, implement, and evaluate the project, culminating in a 50–60-page paper and presentation.

» **NURS 5111H: Public Policy and Health Promotion**

Using a health promotion lens, students critically examine all stages of policy-making (agenda-setting, legislation and regulation, implementation, and evaluation). Emphasis is placed on understanding the formal and informal relationships developed among actors within and outside government. Where possible, Canadian case studies are used to demonstrate facilitators and barriers to policy-making.

» **NURS 5118H: Applied Biostatistics for Nursing and Health Sciences**

In this course, students are introduced to descriptive and inferential statistics commonly used in nursing research. Emphasis is placed on selecting appropriate tests, conducting analyses, and presenting results. Topics include frequency distributions, sample size calculation, correlation, t-tests, ANOVA, MANOVA, ANCOVA, regression, non-parametric tests, and interpreting and appraising results.

» **NURS 5119H: Program Evaluation for Healthcare Leaders**

Students will be introduced to the concepts and components of evaluation and provided with the necessary knowledge and skills to conduct program monitoring and evaluation. Evaluation theory and program theory will be discussed as the basis for all evaluation activity and connection will be made with current evaluation issues and debates. Practical cases and applied strategies will be used to illustrate the critical components of planning, monitoring, and evaluation.

» **NURS 5120H: Philosophy of Nursing Science**

Topics include major paradigms, theoretical assumptions, and conceptual frameworks of nursing science. Students will explore the evolution of nursing science, both the historical journey and the contribution it makes to health care today. The manner in which social justice and caring paradigm are engrained in nurses' work in a variety of settings across the human lifespan will be explored.

» **NURS 5123H: Qualitative Research Methods**

Students will learn the skills, techniques, and knowledge necessary to undertake independent research using qualitative methodology. Topics include theoretical foundations, reflexive practice, methods of data collection and analysis, use of qualitative methodology to explore nursing issues, appraisal of qualitative research, and writing of grant proposals.

» **NURS 5205H: Informatics for Nursing and Health Sciences**

This course extends students' exploration of the details surrounding health informatics, including big data and appropriate integration of technology. Students will advance their theoretical and methodological foundation of particular domains within health informatics and apply their understanding of how health informatics systems intersect with individuals, health, and health care systems.

» **NURS 5901H: Reading Course**

This course enables students to pursue topics of particular interest which are not presented in existing courses. It allows concentrated, integrated study on a topic or problem that is specifically relevant to a student's approved program. It enables the student and instructor the opportunity to explore shared interests.

705-748-1011 ext. 7719 psychologygrad@trentu.ca

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trentu.ca/psychology/psychology-graduate-program

The Psychology MSc* graduate program at Trent is a two-year program leading to the degree of Master of Science. This research-intensive program has three distinct streams of study: Health Psychology, Developmental Psychology, and Cognition/Perception/Neuroscience. The Psychology graduate program provides a natural stepping-stone for students interested in pursuing further doctoral (PhD) studies as well as provides a strong foundation in research, methodology, and the application of human behaviour for students interested in pursuing careers in health, science, and/or communication-related fields.

The PhD in Psychology is a 4-year program leading to a Doctor of Philosophy (PhD). The aim of the PhD program is to train and equip students with the knowledge, skills, and experiences to carry out advanced research in Psychology and to become independent producers of original scholarly research. The PhD program offers prospective students with the opportunity to focus their program of study along three distinct areas of research: Behavioural and Cognitive Neuroscience, Development Psychology, and Social, Health, and Personality Psychology. Students will have the opportunity to gain breadth in their knowledge base and skill set as scholars in Psychology by completing advanced specialization courses and research opportunities. With this degree, PhD graduates will have the knowledge and training to prepare them for traditional positions within academia (University) or to pursue non-academic career paths, where in-depth research training is required.

The Behavioural and Cognitive Neuroscience stream is intended for candidates who wish to focus primarily on basic research and theoretical issues related to the analysis of neurobiological and psychological processes that govern behaviour in humans or non-human species, and include topics of investigations involving the connection between action and perception, language comprehension, visual cognition, focused attention, neural mechanisms of memory formation and learning, the ethics of cognitive enhancement, and the molecular/cellular foundations of stress biology and neuropsychiatric disorders.

The Developmental Psychology stream is concerned with training candidates in the theoretical and research foundations involved with the study of psychological change across the lifespan and includes areas of research such as the acquisition of cognition, language, social cognition, atypical development, attachment relationships, community and family dynamics, culture and development, and identity formation and sexuality.

The Social, Health, and Personality Psychology stream is concerned with psychological, social and behavioural factors that impact overall health and well-being, and include areas of focus in emotional intelligence, community and family dynamics, attachment relationships, human

sexuality, self-regulation, personality, psychopathology and mental health, determinants of health within LGBTQ+ communities, and promoting stress coping/resilience.

*Students can petition for the degree of Master of Arts (MA).

GRADUATE PROGRAM DIRECTOR

T. P. Humphreys, MA (Wilfrid Laurier), PhD (Guelph), *psychological aspects of human sexuality*

FACULTY AND RESEARCH AREAS

Psychology

B. Bauer, MA, PhD (Waterloo), *visual cognition, attention and psychophysics*

K. Bickle, BSc, MSc (Trent), PhD (ONTech) *professionals and correctional officer work, relationship development and approaches to rehabilitation*

K. Blair, BA (Guelph), MSc (Acadia), PhD (Queen's), *social and health implications of romantic relationships*

L. Brown, BSc, MSc, (Waterloo), MS PhD (Penn State), *cognitive neuroscience; sensorimotor control*

M. Chan-Reynolds, BSc (Trent), MA, PhD (Waterloo), *computational modeling of cognitive processes*

J. Eastabrook, BSc, MSc (Trent), PhD (Queen's), *adolescent transition, emotion regulation, socioemotional functioning*

N. Fournier, BSc (Laurentian), MSc (Dalhousie), PhD (Saskatchewan), *neurobiology of disease, mental health, neural plasticity*

T. P. Humphreys, MA (Wilfrid Laurier), PhD (Guelph), *psychological aspects of human sexuality*

N. Im-Bolter, MA, PhD (York), *language and cognitive functioning*

K. Keefer, BSc, MSc (Trent), PhD (Queen's), *emotions and wellbeing, psychometrics*

H. Lehmann, BA (Concordia), MSc, (Alberta), PhD (Concordia), *neurobiology, brain, memory, and emotion*

M. Liu, MEd (Shanghai), MA, PhD, (Western), *social development from a cultural perspective*

G. Navara, BA (Waterloo), MA (Laurier), PhD (Guelph), *psychology of evil, psychology and media, intimate relationships, health, cultural/cross-cultural psychology and psychology of religion*

F. O'Hagan, MSc (McMaster), PhD (Toronto), *rehabilitation and health psychology*

J. D. A. Parker, BA (Simon Fraser), MA, PhD (York), *stress and coping, personality and psychopathology*

K. Peters, MA, PhD (British Columbia), *neuroethics, enhancement, and dementia*

S. Paquette, BSc, MSc, PhD (Montréal), *auditory cognitive neuroscience, music and voice perception, emotions, hearing aids, cochlear implants*

E. Russell, BA, MSc, PhD (Memorial), *aging in small towns and rural communities, community health psychology, social capital theory, health policy*

R. Saryazdi, BSc (Trent), MA, PhD (Toronto), *cognitive aging, dementia, language and memory, multisensory integration, human-computer interaction, technology-based interventions*

E. Scharfe, BA (Western), MA, PhD (Simon Fraser), *attachment across the lifespan*

B. Smith-Chant, BA (Trent), MA, PhD (Carleton), *child cognition, literacy and math skills*

L. Summerfeldt, MA, PhD (York), *personality and psychopathology*

ADJUNCT FACULTY

A. Agostino, BA, MA, PhD (York), *mathematical reasoning, cognitive processes*

M. Chiu

N. Hammami, BSc, MSc (American Univ. of Beirut), PhD (Waterloo), *social epidemiology; structural and social inequalities; marginalized populations; quantitative analyses; health equity*

A. Hernandez, BSc (Queen's), MA (Toronto), PhD (Western), *optimizing dementia programming in institutional settings*

J. Ingram, MD (Queen's), *thoughtful clinical care, visionary leadership and tireless team building and strong research skills to seniors' health care*

D. Forman, BHSc (UOIT), MSc (Memorial), Ph.D. (UOIT), *neuromechanics, occupational biomechanics, motor control, neuromuscular fatigue, injury prevention, chronic resistance training, training interventions and adaptations, electromyography, corticospinal and spinal excitability, magnetic and electrical stimulation*

S. Paul, MSW, PhD (Tata Institute of Social Sciences, India), *mental illness stigma, youth mental health, qualitative research, personal recovery in mental health*

ADMISSIONS

Applicants to the MSc program will normally have completed a BA or BSc honours degree in Psychology from a recognized university, with an overall average of at least B+ (77%, GPA 3.3) in the last 10 credits or equivalent (or two years of full-time study) and an average of A- (80%, GPA 3.7) in Psychology courses. General and subject-specific GRE scores are recommended, but not required.

Admissions to the MSc program are based on the availability of appropriate faculty as instructors, supervisors and committee members, feasibility of the applicant's proposed course of study and research project, appropriateness of the applicant's previous education and training.

Applicants to the PhD program will normally have completed an MSc or MA or equivalent degree in Psychology (or related field) with a minimum A- (80%) average on Master's degree course work. Applicants must have completed at least 1 credit in Statistics or Experimental Design at the graduate level. Also, applicants must have a

demonstrated aptitude for theoretical inquiry, as well as excellent writing skills, and an area of intellectual and research interest consistent with the emphasis and aims of the program.

Students are normally admitted into the MSc and PhD Programs once a year for studies beginning in September. The Psychology Graduate Program Committee will begin the selection process immediately following the application submission date of February 1. Applications received after this date will be considered if unfilled spaces remain.

PROGRAM REQUIREMENTS

MSc

Course-based instruction will involve a series of statistical and field-specific courses that are typically completed during the first year. A research-based thesis will start in the first year and will be completed during the second year. The thesis provides the opportunity for student to further their scientific training by acquiring valuable hands-on experience using a variety of methodological, statistical, and/or laboratory techniques. Students will participate in the seminar courses (PSYC 5801H and PSYC 5802H) for the entire two years of the program. Students must attain at least a B- (70%) in all course work to remain registered in their program. A final grade standing at less than a B- will be assigned a grade of F and will preclude continuation in the Psychology Graduate Program. For further details, see Failed Course Policy ([p. 15](#)).

Year 1

Students participate in a year-long seminar course (PSYC 5801H), enroll in Advanced univariate statistics (PSYC 5016H) in the fall and choose one of Advanced multivariate statistics (PSYC 5017H) or Advanced qualitative analysis (PSYC 5120H) offered in either the fall or winter semester. Two additional half-credit courses (totalling 1.0 credit) must be completed. Students will also be expected to begin their thesis research.

Year 2

Students participate in a year-long seminar course (PSYC 5802H) and complete their thesis.

DOCTORAL

The minimum requirements for the PhD degree in Psychology includes 5.0 credits. The specific requirements are completion of:

1. PSYC 6000H Professional Development in Psychology (Year 1)
2. PSYC 6801H/6802H/6803H/6804H Research Colloquium (Year 1 through 4)
3. PSYC 6100H Comprehensive Examination. The Comprehensive Examination will target one or more area that complement the candidate's program of research and consist of both a written and an oral component. The Comprehensive Examination is normally completed by the end of the fifth semester of the program . .
4. PSYC6400H PhD Dissertation * normally completed by the 4th year of study
5. Minimum of 1.0 credit in Content-Specific Courses:
 - a) 0.5 credits must be from one of the following (completed usually in Year 1):
 - PSYC 6610H Special Topics in Behavioural and Cognitive Neuroscience
 - PSYC 6620H Special Topics in Development Psychology
 - PSYC 6630H Special Topics in Social, Health, and Personality Psychology

(For students that enter the PhD program that have already completed the equivalent of one of Program's "Foundations" courses may have this requirement removed at the discretion of the Program Coordinator).
 - b) A minimum of 0.5 elective credits from the Advanced Topics or Directed Reading courses related to the student's research and subject area. Course registration must be approved by the student's supervisor and Graduate Program Director. Electives may be selected from courses from other cognate departments, but these requests must be approved by the Graduate Program Director. Some past electives include PSYC 5225H Cognitive Neuroscience Techniques, PSYC 5500H Human Development, PSYC 5560H Social Dimensions of Human Sexuality, PSYC 5991H Human-Nature Interactions, PSYC 5991H Executive Function in Children, and PSYC 5991H Personality Neuroscience.

Beyond the required courses, the supervisor and advisory committee may request the completion of additional courses in order to ensure adequate background and preparation of the student to complete the PhD degree. All courses should be completed by the end of the 2nd year of the PhD program.
6. Completion of an experiential skill-based practicum (0.5 credits) designed to broaden the student's exposure to research, knowledge application, and/or knowledge translation. All projects are designed to be completed in 1 term and are normally completed by Year 3.
 - PSYC 6640H Practicum course in University Level Teaching in Psychology
 - PSYC 7010H Research Practicum
 - PSYC 7020H Community Placement Practicum

In addition to these requirements, all students must submit a thesis proposal within the first year of their studies and write and orally defend a thesis by the end of their fourth year of studies. Students are expected to attend all departmental events, research area talks, and colloquia.

FINANCIAL SUPPORT

All eligible full-time students admitted may receive financial support from a variety of sources including Research Fellowships, Graduate Teaching Assistantships (GTAs), scholarships and bursaries. The GTAs involve a maximum of four terms (two academic years) for MSc candidates and eight terms (four academic years) of teaching and related work within the department. For further information on financial support for graduate students, please refer to the graduate studies website.

External Funding

Students applying to the program are encouraged to apply for external scholarships including the Ontario Graduate Scholarship (OGS), a NSERC Scholarship, and/ or a SSHRC Scholarship. Application deadlines and further information regarding external scholarships can be found on the graduate studies website.

Not all courses will be available every year. Please consult trentu.ca/psychology/programs/graduate/master-science-graduate-courses, for information on courses that will be offered for the upcoming academic year.

In the event that a listed course is unavailable, a Special Topic course, under the guidance of an individual faculty member, may be substituted.

- » **PSYC 5016H: Advanced univariate statistics**
This course provides a detailed examination of univariate statistics, including t-tests, analysis of variance including between-subjects designs, random effects and various mixed designs, multiple comparison and trend analyses, correlation, nonparametric statistics, power, effect size (typically offered in the Fall semester).
- » **PSYC 5017H: Advanced multivariate statistics**
This course provides a detailed examination of multivariate statistics, including MANOVA, MANCOVA, multiple regression, principal component and exploratory factor analysis, path analysis and structural equation modeling, including confirmatory analysis (typically offered in the Winter semester).
- » **PSYC 5120H: Advanced qualitative analysis**
This course provides a detailed examination of the main theoretical contributions to qualitative research methods including feminist research practices, Grounded Theory, Interpretative Phenomenology, Discursive Psychology, and Foucauldian analytical techniques as well as the scientific practices used to elucidate and analyze qualitative data (typically offered in the Fall semester).

- » **PSYC 5130H: Critical Psychology**
This course examines embedded theoretical and methodological assumptions of mainstream psychology and how the generation of such knowledge products support particular political and ideological goals. We will discuss alternative conceptions and subjects more consistent with an emancipatory world view including ethics, critical theory, personality, community, justice, feminist theory and gay perspectives. (Typically offered in the Winter Term.)
- » **PSYC 5170H: History of Psychology**
This course is designed to give students an overview of the historical and philosophical foundations of modern psychology, defined broadly as humanity's attempts to understand itself. The course explores the development of the discipline from prehistory through the 21st century within a broader intellectual and cultural context. (course offering subject to approval)
- » **PSYC 5225H: Cognitive neuroscience techniques**
This course provides a critical overview of the different techniques that are used in cognitive neuroscience research (e.g., electrophysiology). In addition to learning the theories behind these techniques, there is also a strong hands-on component in which the students are required to collect data using these techniques.
- » **PSYC 5240H: Advanced neuroendocrinology**
This course provides an in-depth examination of the interactions between the central nervous and endocrine systems focusing on the limbic-hypothalamic-adrenal-pituitary axis. The course studies the control of hormone release at each level of the axis, including neurotransmitter modulation and steroid feedback during both homeostatic and stressor-induced states. In addition, the relevance of the effects of stressors on the neuroendocrine systems, disease, and behaviour is considered.
- » **PSYC 5300H: Mental health**
This course examines contemporary research on emotional and mental health, as well as advanced theoretical, methodological, and applied issues. Topics include affect regulation, conceptualizations of mental health and disorder, and models of causes (including etiological, protective, mediating, and maintaining variables) of psychopathologies and their implications for empirically-supported psychological treatments.
- » **PSYC 5320H-FRSC 5320H: Forensic Psychology**
Examines how empirical psychological research informs police, the law, and courts. Topics include suspect interrogation and lineups, critical approaches to deception detection, eyewitness memory and testimony, jury biases and jury selection, mental illness and drug courts, risk assessment tools and methods, psychopathy and predictive assessment, sexual and intimate partner violence, and theories of homicidal offenders.
- » **PSYC 5460H: Perception and cognition**
This course examines human perception and cognition. Particular emphasis is given to understanding (1) the critical findings and methods employed to study perceptual (e.g., perception for action) and cognitive (e.g., language and mathematics) abilities, and (2) human knowledge representation. We consider how long-running debates (e.g., modular vs. distributed processing) and themes [the role of awareness and the role of embodiment] have influenced our understanding of each research area.
- » **PSYC 5500H: Human development**
This course explores theory and research in the area of developmental psychology, including an emphasis on contemporary applications. Research topics include family dynamics, child and adolescent development, and the impact of culture on human development. Students are also exposed to current theory and methodologies.
- » **PSYC 5520H: Literacy, numeracy, and development**
This course explores theory and research in the area of the development of, and relationship between, literacy and numeracy, including an emphasis on typical as well as atypical development, underlying mechanisms, impact on other areas of development, related and/or associated disorders, assessment, intervention, and outcomes.
- » **PSYC 5560H: Relationships and Health**
This course explores theory and research methodology in the area of personal relationships and health, emphasizing the influence of attachment relationships on health and wellness. Topics include influence of family and peer attachment relationships on physiology and physiological development, health promotion and health risk behaviours, and risk of disease and disease progression.
- » **PSYC 5760H: Social dimensions of human sexuality**
A social psychological examination of human sexuality. Both social psychology and human sexuality are shaped by broader social contexts. Historical, cultural, interpersonal, and intrapersonal understanding shape our current knowledge about sex and sexuality. The focus is on the integration of social psychology and research with social aspects of human sexuality.
- » **PSYC 5801H, 5802H: Research seminar in psychology**
The research seminars in psychology provide students with practical issues and hands-on experience related to their academic work. Course objectives include: (a) providing a collegial setting in which students can develop essential communication skills for scholarly and professional discourse, (b) providing an opportunity for sharing research findings and discussing current research plans, (c) stimulating discussion about recent or on-going research projects, research methodologies, and future research possibilities; and (d) providing constructive suggestions to students who are finalizing research plans for a thesis or preparing to present results of their research in the department or at a conference. The research seminars are required courses for all graduate students in Psychology.

- » **PSYC 5990Y, 5991H, 5992H: Specialized reading course**
Organized by individual instructors following approval by program.
- » **PSYC 5993H: Research Practicum**
The research practicum is designed to provide students with an immersion in the methods of psychological research. Students may be exposed to a broad range of research perspectives and approaches, including opportunities to become familiar with various research skills and instruments in labs and research facilities outside the student's core research area of interest. The practicum may either be an internal or external placement and should not be an integral component of a student's thesis work.
- » **PSYC 6100H Comprehensive Examination**
The comprehensive examination comprises both a written and oral component. The student will be required to demonstrate sufficient breadth of knowledge across disciplines and depth of knowledge with the student's area of research specialization. This course will be evaluated as Pass/Fail and is normally completed by the end of the fifth semester of the program.
- » **PSYC 6610H: Special Topics in Behavioural and Cognitive Neuroscience**
This advanced course will focus upon various current topical issues in the domain of behavioural and cognitive neuroscience. Topics, largely determined by the instructor on a yearly basis, will include the molecular biology of neurons, neurotransmission and receptors, neurodevelopment and basic neuroanatomy, motor and sensory control, learning and memory, and neuronal damage and degeneration.
- » **PSYC 6620H: Special Topics in Developmental Psychology**
This advanced course will focus upon various current topical issues in the domain of developmental psychology. Specific topics is largely determined by the assigned instructor's areas of expertise, but possible topics could include social development in children, family/individual adaptation to living in a new culture; aging; developmental cognition; Attachment; and Theory of Mind to name a few.
- » **PSYC 6630H: Special Topics in Social, Health Psychology**
This advanced course will focus upon various current topical issues in the domain of social/health psychology. Specific topics is largely determined by the assigned instructor's areas of expertise, but possible topics could include return to work after injury, gender-based violence, psychopathology, community health, emotional intelligence, mental health, prejudice, holocaust education to name a few.
- » **PSYC 6640H: Practicum course in University level teaching in Psychology**
This practicum course prepares students to develop and teach undergraduate courses in Psychology. Students will become familiar with best practices for university-level pedagogy in psychology and work towards developing their own course syllabus, including the selection and evaluation of course content, design of summative and formative assessment methods, and the delivery of small lessons and a full guest lecture.

705-748-1011 ext. 7721 sustainabilitystudies@trentu.ca
trentu.ca/sustainabilityma

The MA in Sustainability Studies develops leaders in the field who can actively advance research and practice in critical sustainability-based challenges, such as environmental protection, resource conservation and positive social change. The curriculum involves a customized individual Study Plan for each student, consisting of a balance of core and elective courses. Student can elect to undertake either a strong academic focus (thesis) or a more applied approach to their studies (major-research paper). Graduates of this discipline will find opportunities in a number of realms, from academia to industry, to government and non-profit sector. Students will be encouraged to have an impact on the future policies and practices within their chosen field or pursue further studies at the doctoral level.

GRADUATE PROGRAM DIRECTOR

S. Rutherford, BA (Toronto), MSc (Guelph); PhD (York)

FACULTY AND RESEARCH AREAS

Biology

N. Emery, BSc (Queen's), PhD (Calgary), *plant physiologist and biochemist*

Business Administration

K. Chen, BBA (York), PhD (Wilfrid Laurier), *entrepreneurship, innovation management, marketing and strategic management*

A. El-Amir, BA (American University, Cairo), MSc, PhD (Stirling, Scotland), *social construction of contemporary consumption, consumer behaviour and sustainability issues in branding and retailing, interpretive traditions of inquiry in marketing research, analysis of the ideological assumptions that underpin marketing activities*

R. Elkington, BTh, MTh (South Africa), PhD (Northwestern), *women's agentic leadership in disadvantaged contexts; change leadership in public institutions; Ubuntu, Ukama, and Bokmikhre as paradigmatic frameworks for sustainability leadership; the use of AI-supported simulations in leadership development in public institutions; global indigenous conceptions of leadership; the use of psychometric tools such as the Diversity Icebreaker® for enhancing leadership and followership efficacy*

L. Ierfine-Blachford, BA (Toronto), MBA (York), PhD (McGill), *organizational theory, entrepreneurship, strategy, innovation*

S. Kermani, PhD (York), *the intersection of consumer behaviour and social psychology, understanding how consumers evaluate and judge themselves along with others and how such judgements and evaluations guide*

consumption choices, business and societal issues with a particular focus on corporate social responsibility, social activism, and ethics

Y. Liu, BSc (Northeastern), MSc (Southampton), PhD (McMaster), *earnings management, corporate governance, economic policy uncertainty, and sustainability issues in corporate financial reporting*

D. Newhouse, (Onondaga), BSc, MBA (Western), *development of modern Indigenous societies, governance, economies*

A. Zohar, BA, MES, PhD (York), *organizational change and sustainability, education and sustainability, societal learning for sustainability across sectors, sustainable development of modern Indigenous societies*

Cultural Studies

A. Pasek, BA (Alberta), MA (McGill), PhD (New York), *intersections of climate communication, the energy and environmental humanities, and science and technology studies*

Economics

S. Choudhry, BA, MA (Chittagong University), MA (McGill), PhD (Manitoba), *economics of tourism, politics of water*

B. Lew, BSc, MBA (Alberta), PhD (Queen's), *market integration, diffusion of technology, labour migration, foreign aid and tourism, happiness and economic development*

Education

N. Bell, BA (Trent), BEd MEd (Queen's), PhD (Trent) *Infusion of Indigenous knowledge in education, Anishinaabe culture-based education and Anishinaabe research theory and methodology*

Environment

D. Beresford, BSc (Trent), BEd (Queen's), PhD (Trent), *role of dispersal in insect and mite populations, stable flies as pests, insects that colonize corpses*

E. Bowness, BA, MA (Manitoba), PhD (British Columbia), *just transitions, emerging agricultural technologies, agroecology and food sovereignty, the corporate food regime, social movements, political economy of extractive industries, community-based research, visual and qualitative research methods*

S. Hill, BSc, BA (Queen's), PhD (Calgary), PEng, *environmental policy, risk management, climate change, impact assessment, environmental auditing and indicators*

M. Martin, BSW (Western), MSW (Toronto), PhD (Trent), *food systems researcher whose interests include household food insecurity, the gendering of food work and caring labour, the impacts of community-based food initiatives, and urban agriculture*

H. Nicol, BA (Toronto), MES (York), PhD (Queen's), *Canadian and political geography with emphasis on the circumpolar north, Canada-US borders and geopolitics*

S. Rutherford, BA (Toronto), MSc (Guelph); PhD (York), *political ecology, environmental justice, animal studies, human-wildlife conflict/coexistence*

E. Sager, BSc (Lawrence), MSc, PhD (Trent), *climate change, pollution, forest and lake ecosystems*

M. Skinner, BA (Wilfrid Laurier), MA (Guelph), PhD (Queen's), *health geography: welfare state restructuring, challenges facing the voluntary sector, health and social care in the community*

K. Thompson, BSc (Western), PhD (Guelph), *microbial communities in ecosystem functioning, including SOM stability and GHG fluxes, microbial measures as biological Indicators of soil health, agricultural management, industrial disturbance, climate change and land use change*

S. Watmough, BSc (Liverpool Polytechnic), PhD (Liverpool John Moores), *impacts of acid rain, climate change, nutrient depletion, forestry and metals on forest and lake ecosystems*

T. H. Whillans, Emeritus, BA (Guelph), MSc, MSc, PhD, (Toronto) *bioregionalism, community-based natural resource management, ecological restoration, historical ecology, wetlands, watersheds and lakes*

S. Wurtele, BSc (Trent), PhD (Queen's), *feminist and historical-cultural geography in the Canadian context, processes of immigrant assimilation and acculturation and the transformation of Canadian society by immigrants in the 1920s and 1930s*

Gender & Women's Studies

M. Chazan, BA (Waterloo), BEd (OISE, Toronto), MA, PhD (Carleton), *"less-recognized" activists and on "everyday" activisms, working to redress the omission of certain stories, knowledges, and practices from dominant narratives of social change/Indigenous Studies*

C. Furgal, BSc (Western), MSc, PhD (Waterloo), *environmental health impact assessment; environmental health risk management, assessment, and communication; mixed methods and involvement of indigenous knowledge and western science in environment and health studies; Aboriginal and circumpolar health and environmental change (e.g., contaminants, climate change and food security)*

M. Mumford, Emeritus, BA (Alberta), MFA (Brandeis), *Indigenous theatre, arts and dance*

P. Sherman, (Algonquin), BA (Eastern Connecticut State), MA (Connecticut), PhD (Trent), *Indigenous histories, Indigenous Women, Indigenous relationships within the Natural World, colonialism and resistance, Indigenous performance*

B. Wall, BSc (Michigan), MSc (Berkeley), PhD (Trent), *Indigenous Knowledges, water, food systems and sovereignty and Anishinaabe culture and history*

International Development Studies

P. Shaffer, BA (UBC), MA (Toronto), D.Phil (IDS, Sussex), *interdisciplinary poverty analysis, methodological pluralism, poverty reduction strategies, impact*

assessment and monitoring of development programs and policies, political economy of development, development economics

Mathematics

M. Pollanen, PhD (Toronto), *mathematical finance/economics and applications, monte carlo and quasi-monte carlo methods and computation, mathematical user interfaces and learning technologies*

Nursing

K. Woodend, RN, MSc (Ottawa), PhD (Toronto), *health system research, chronic disease management, epidemiology*

Physics & Astronomy and Chemistry

S. Narine, BSc, MSc (Trent), PhD (York), *biomaterials precursor synthesis, formulation and materials characterization*

Political Studies

N. Changfoot, BA (York), MA (Carleton), PhD (York), *social movements, art and politics, women and politics, law and society, political economy, political and feminist theory*

Psychology

L. Summerfeldt, MA, PhD (York), *personality and mental health*

Sociology

P. Ballantyne, BA, MA (Western), PhD (Toronto), *sociology of health, poverty, food security, medicine, qualitative methods*

K. Buccieri, BSocSc (Ottawa), MA (Carleton), PhD (York), *intersections between health and homelessness, with special focus on youth homelessness, social and spatial dimensions, and systems integration*

N. Nichols, BA (Trent), BEd (Queen's), MA, PhD (York), *youth inequality, poverty and homelessness, the social, institutional and policy systems that produce conditions of inequity in the public sphere; effective research and development activities in equitable social transformation (Canada's non-profit social innovation sector)*

Social Work

D. Firang, BA (Ghana), MA (Saskatchewan), MSW, PhD (Toronto), *child welfare, immigrant trans-nationalism, housing, community development, and social policy issues*

ADJUNCT / SPECIAL FACULTY

- M. Abdulai**, MA (Trent), MPhil, BSc (Ghana)
- I. Attridge**, Lawyer (Barrister and Solicitor), and Instructor and Associate at Trent University, School of the Environment
- J. Bennett**, BA (Western), CDir (McMaster)
- A. Boyd**, BA (Lethbridge), MSc (Alberta), PhD (Calgary)
- A. Ben Shmuel**, PhD, MA, BA (HUJI), *environment, peace and conflict, and organizations*
- G. Boateng**, PhD (Western), MPhil, BA (Ghana)
- L. Barrett**, BSc (Mumbai), MA (Trent) *sustainable fashion*
- M. Classens**, BA (Western), MA (Windsor), PhD (York)
- C. Caudill**, BA (Mars Hill, NC), BSc, MSc (Arizona), PhD (Western)
- O. Fink**, MA (Germany), PhD (Basel), *studies the relation between emotions and political action in intergroup conflict with a particular focus on low-power group perspectives*
- J. Knopp**, BSc (Guelph), PhD (Trent)
- D. Lavell-Harvard**, (Wikwemikong FN) BA, BEd, MEd (Queen's), PhD Ed (Western), *rights of Indigenous women, Indigenous Mothering, advocacy and the missing and murdered Indigenous women and girls*
- P. O'Connor**, BSc (Trent), BEd (Brock) MEd (St. Francis Xavier)
- L. Ruston**, MBA (York), BSP (Saskatoon)
- M. Seasons**, PhD, SCIP, RPP, *climate change, planning for no or slow growth, the school closure phenomenon, and urban and regional plan evaluation*
- B. Sethi**, BA, MSW, PhD (Wilfrid Laurier), *care work, ethnicity, race and aging*

REGULATIONS AND REQUIREMENTS

The general regulations and requirements of Trent University for the MA degree apply to graduate study in Sustainability Studies. Students are admitted to the program once a year for studies beginning in the following September. Applications should be received by February 1 to be considered for admission and funding. To be eligible for admission, the applicant must possess a joint- or single-major Honours BSc or BA degree or equivalent in a related field, with a minimum average of A- (80%, GPA 3.7) in the last ten undergraduate credits. In addition to meeting the minimum admission average, admission decisions will be made based on: availability of the appropriate faculty as instructors, supervisors and committee members; appropriateness of the applicant's previous education and training; and the feasibility of the applicant's proposed course of study and project. Applicants to the program are expected to have a foundation in appropriate research methodology. Additional requirements appropriate to the candidate's area of study may be suggested by the selection committee. Students may be required to take an undergraduate course deemed necessary to their program of graduate study. Candidates must maintain at least a second class standing (B- 70%) in their work. For further details, see Failed Course Policy ([p. 15](#)).

CURRICULUM COMPONENTS

The Program consists of four streams: a 3.0 credit Thesis Stream; a 4.0 credit Major Research Paper Stream; a 4.0 credit Internship Stream; and a 4.0 credit Entrepreneurship and Innovation Management Stream. All streams include a core course on sustainability, and participation in a Student Faculty and Community Colloquium. A number of elective courses are offered, in collaboration with other graduate programs at Trent, to allow students to pursue selected issues in research methods, sustainable enterprise such as strategic management, non-profit management, ethics, sustainability marketing, social enterprise and entrepreneurship with greater depth.

PROGRAM STRUCTURE AND STREAMS

Full-time and part-time MA students may choose between the four streams described above. The Thesis stream requires the completion of a scholarly monograph with multiple chapters and will be assessed by an external examiner. The candidate will defend the Thesis before a committee of at least three faculty members including the external. The Major Research Paper will be modeled on a scholarly journal article and assessed by at least one faculty member. An academic supervisor will be appointed for all streams. Students will select research topics for the Major Research Paper or Thesis in consultation with their supervisor. The Internship stream requires students to complete professional placements (internships) that offer students practical experience alongside practicing professionals. The Entrepreneurship and Innovation stream also requires students to complete professional placements (internships) that offer students practical experience alongside practicing professionals, and allows you to graduate with a distinct notation on your degree.

Required courses for completion of the MA Sustainability Studies program, for each of the four streams are summarized below:

1. Thesis

- SUST 5000Y: Perspectives on Sustainability (total of 1.0 credit)
- SUST 5010/5020H: Colloquium (Pass/Fail) (total of 1.0 credit)
- SUST5002H - Research Methods (total of 0.5 credit)
- 1 elective course (total of 0.5 credit)

2. Major Research Paper

- SUST 5000Y: Perspectives on Sustainability (total of 1.0 credit)
- SUST 5010H: Colloquium (Pass/Fail) (total of 0.5 credit)
- SUST 5800H - Major Research Paper (total of 0.5 credit)
- 4 elective courses (total of 2.0 credits)

3. Internship

- SUST 5000Y: Perspectives on Sustainability (total of 1.0 credit)
- SUST 5010H: Colloquium (Pass/Fail) (total of 0.5 credit)
- SUST 5700Y: Internship & Leadership in Sustainability (total of 1.0 credit)

- 3 elective courses (total of 1.5 credits)

4. Entrepreneurship and Innovation Management

- SUST 5000Y: Perspectives on Sustainability (total of 1.0 credit)
- SUST 5010H: Colloquium (Pass/Fail) (total of 0.5 credit)
- SUST 5600H Entrepreneurship and Innovation Management (total of 0.5 credit)
- SUST 5700Y: Internship & Leadership in Sustainability (total of 1.0 credit)
- 2 electives (total of 1.0 credit)

FINANCIAL SUPPORT

All eligible full-time students admitted to the program may receive financial support from a variety of sources including Research Fellowships, Graduate Teaching Assistantships (GTAs), scholarships and bursaries. For further information on financial support for graduate students, please refer to the graduate studies website.

External Funding

Students applying to the program are encouraged to apply for external scholarships including the Ontario Graduate Scholarship (OGS) and/ or a SSHRC Scholarship. Application deadlines and further information regarding external scholarships can be found on the graduate studies website.

Not all courses will be available every year. Please consult [trentu.ca/sustainability](https://www.trentu.ca/sustainability) for information on courses that will be offered for the upcoming academic year.

- » **SUST 5000Y: Perspectives on sustainability**
This course explores the roots of the concept and practice of sustainability, its role in the modern organization-driven economy, the way that we construct and communicate about the problems and potential solutions inherent to sustainability, and the theories of social innovation that are required to implement sustainability-oriented solutions.
- » **SUST-CSID 5002H: Research methods**
This course will cover two related themes: an overview of the theory and practice of selected research methodologies; and the ethical considerations of research within Canadian Studies, Indigenous Studies and Sustainability Studies.
- » **SUST-BEMA 5004H: Communicating Science for Environmental Professionals**
This course will cover effective writing and presentation of scientific information for both scientific and nonscientific audiences. Issues regarding authorship, language and selection of reputable references will be covered in detail. Students will learn strategies and styles for effective writing and presenting and will learn how to effectively interpret scientific information for nonscientific audiences.
- » **SUST 5010H/5020H: Student faculty and community colloquium**
The Student Faculty and Community Colloquium brings together students, community members, faculty, visiting scholars and experts for an intensive exploration of relevant historical, theoretical and practical issues. The Colloquium examines how we, as a global human community, can foster social equity, stimulate our economy, and still limit our impact on the natural environment. Students are expected to attend the colloquium in both the first and second years of their program.
- » **SUST-HIST-CSID- 5171H-CAST 6171H: Indigenous settler relations**
This course explores the evolution of Indigenous settler relations in Canada, tracing how they are shaped by economic, social, cultural, religious, political and military factors, and how they differ across regions and First Nations. Themes include comparative imperial policies; treaties, land and space; law and Aboriginal-settler relations; education; religion; the state and policy development; political organization and resistance; gender, familial and sexual relations. Not open to students with credit for INDG 4801H.
- » **SUST-CSID 5200H: Sustainable rural communities**
A critical perspective on rural community sustainability in Western developed economies. Traces the evolving interdisciplinary conceptualizations of 'rurality', 'community' and 'sustainability', and their role in understanding how rural people, places and systems respond to Socio-economic and environmental change. Emphasizes how sustainability is manifest in rural and small town Canada.
- » **SUST 5300H: Justice, ethics, sustainability and capitalism**
In this course we discuss the intersection of ethics, justice and environmental sustainability within liberal-democratic corporate capitalism. We will consider theories of distributive justice and intergenerational obligation in the context of resource and sink depletion, climate change and declining bio-diversity. Open to all graduate students.
- » **SUST-CSID 5401H-CAST 6201H: Environment and place**
This course explores human-environmental relationships from a variety of perspectives using both academic and public policy debates as source material. Selected topics will draw from historical and political ecology, environmental protection and activism, heritage law, land tenure and land rights, tourism, public parks, and notions of wilderness in Canadian identities.
- » **SUST 5450H: Perspectives and practices for organizational sustainability**
This course introduces students to the "triple bottom line" approach by defining sustainability in organization as balanced progress towards economic performance, social justice, and environmental quality. This course examines strategic approaches and methods of the sustainability paradigm and the way they are framed and implemented across multiple sectors.

- » **SUST 5550H-IDSR 6550H: Environmental Policy Analysis**
This course explores environmental policy analysis and development in the Canadian context. We cover methods of analyzing environmental policy responses across a range of issues, including stakeholder engagement, policy tool selection and development, evaluation, and communication of policy aims to diverse audiences.
- » **SUST 5600H: Entrepreneurship and innovation management**
This course introduces students to essential skills, analytical tools, perspectives, and experiences that prepare them for the challenge of entrepreneurship. It addresses content and process questions as well as with formulation and implementation issues that relate to conceptualizing, developing, and managing a successful new enterprise.
- » **SUST-CSID 5626H-INDG 6626H: Harvesting Indigenous Language**
This graduate topics course is designed to facilitate engagement with an Indigenous language through weekend intensive cultural immersion. Located in culturally significant sites within the Kawarthas, the course will focus on language and culture as it relates to the fall cycle within the Natural World. Students will explore the connections between language and identity, worldview, orality, as well as recovery and revitalization. The intensive weekends will provide an immersive experience from which to think about the interplay between culture and language and how language can help us to understand the world better in a contemporary sense.
- » **SUST-CSID 5627H-INDG 6627H: Living and Learning Anishinaabemowin**
This graduate topic course is designed to facilitate engagement with an Indigenous language through weekend intensive cultural immersion. Located in culturally significant sites within the Kawarthas, the course will focus on language and culture as it relates to the Winter cycle within the Natural World. The intensive weekends will provide an immersive experience from which to think about the interplay between culture and language and how language can help us to understand the world better in a contemporary sense.
- » **SUST 5700Y: Internship & Leadership in Sustainability**
The course consists of learning sessions designed to enhance students' individual professional development and provide opportunities for reflection during field-based learning experiences. It provides students in the 'Internship' and 'Entrepreneurship and Innovation Management' stream of the Sustainability Studies Program an opportunity to compliment and build on their ongoing experiential learning during their full-time internship or field placement. It aims to develop students' capacity for reflective practice by identifying strategies to question attitudes, thought processes, values, assumptions, prejudices and habitual actions, to strive to understand our complex roles in relation to others in organizational settings.
- » **SUST-CSID 5701H-HIST 5105H-CUST 5503H-CAST 6501H: Feminist, gender & women's studies**
This course explores the scholarly interpretations, debates, and theories that have shaped our understanding of women and gender in the Canadian and North American context. The historical and social construction of gender identity, culture, and sexualities are explored, and topics such as work, reproduction, 'race,' colonialism, political engagement and social movements.
- » **SUST 5800H: Major Research Paper**
- » **SUST-AGNG-CSID 5801H-CAST 6801H: Aging, health and society**
This interdisciplinary course examines aging in Canadian society from a critical perspective. The course traces the evolving conceptualizations of aging, old age and life course, and their role in understanding the processes, outcomes and representations of aging and their implications for the development of critically-informed discourse and policy.
- » **SUST 5900Y, 5901H, 5902H: Reading course**
A course designed to provide opportunities for intensive study by an individual student in a particular area of study. Approval of the relevant instructor and the Program Director is required.

Aging Studies

705-748-1011 ext. 6440 aging@trentu.ca
trentu.ca/aging

The Collaborative Specialization in Aging Studies offers graduate students in Trent's Masters and PhD programs the opportunity to develop a complementary emphasis in interdisciplinary aging studies as part of their degree. Drawing inter- and multi-disciplinary approaches from the humanities, social sciences and health studies, the collaborative specialization is designed to provide graduate students with a critical perspective on the significance of aging for individuals, communities and societies. The program provides a foundation in social and critical gerontology as well as opportunities to complete research that will contribute to the development of critically-informed scholarship, discourse and policy on aging.

PROGRAM COORDINATOR

E. Russell, BA, MSc, PhD (Memorial)

REQUIREMENTS

Graduate students who have been accepted into a participating Masters or PhD graduate program may apply for a Collaborative Specialization in Aging Studies subject to the approval of the CSAS program coordinator. The requirements of the collaborative specialization are successful completion AGNG-CSAS 5000H: Foundations in Interdisciplinary Aging Studies (a 0.5 credit core course offered by the Trent Centre for Aging & Society) and a thesis, major research paper, or research creation project on aging studies subject matter. Upon successful completion of the degree requirements of their participating graduate programs and the requirements of the collaborative specialization, students receive the notation "with Specialization in Aging Studies" on their transcript and parchment.

» **AGNG-CSAS 5000H: Foundations in interdisciplinary aging studies**

This interdisciplinary graduate course examines aging from a critical perspective. The course traces the evolving conceptualizations of aging, old age and life course and their role in understanding the processes, outcomes and representations of aging.

Feminist and Gender Studies

trentu.ca/graduatestudies

The Graduate Collaborative Program in Feminist and Gender Studies will focus on research in feminist and gender studies and offer training and expertise to students who wish to undertake research in this field, as part of their MA or PhD degree in the humanities, sciences or social sciences.

PROGRAM COORDINATOR

M. Chazan, (BA (Waterloo), BEd (OISE), MA, PhD (Carleton))

REQUIREMENTS

Graduate students who have been accepted into a participating Masters or PhD graduate program may apply for a Collaborative Specialization in Feminist and Gender Studies subject to the approval of the program coordinator. The requirements of the collaborative specialization are successful completion of a 0.5 credit core course (GWST 5000H: Foundations in Feminist and Gender Studies) and a thesis or major research paper on feminist and gender studies subject matter. Upon successful completion of the degree requirements of their participating graduate programs and the requirements of the collaborative specialization, students receive the notation "with Specialization in Feminist and Gender Studies" on their transcript and parchment.

» **GWST 5000H: Foundations of Feminist and Gender Studies**

This course provides the foundation for Trent's Collaborative Specialization in Feminist & Gender Studies. Students will engage with the interdisciplinary foundations of the field and its key intellectual challenges to conventional understandings of how peoples' lives unfold. Interdisciplinary in scope, students will explore the centrality of gender and its interaction with other hierarchical power relations including class, race, sexuality, age, and ability in the creation of knowledge, and the cultures and structures of societies. The course will offers students the knowledge to develop a feminist analytical framework and the tools to carry out their own feminist-informed primary and secondary research.

Office of Research & Innovation

trentu.ca/researchinnovation

Characterized by excellence, innovation and interdisciplinary collaboration, Trent has earned a reputation as an exceptional teaching and research university. With renowned facilities, including one of the world's top water analysis centres, the internationally recognized Centre for Aging & Society, an acclaimed wildlife forensic DNA laboratory, Canada's first certified zero-carbon forensics crime scene facility, over 1,400 acres of "living labs," and our Symons, Trill and Durham GTA campuses, Trent delivers impactful research and innovation solutions that have earned the University a ranking among the world's best.

Vice-President Research & Innovation

H. Hiltelmann, BSc, MSc, PhD (Hamburg)

Senior Director, Research and Innovation

C. Rooney, BA (Carleton), BA, MEd (Trent)

Assistant Director, Research Support

S. Lockwood, BA (Wilfrid Laurier), MA (McMaster), PhD (Cincinnati)

Coordinator, Research Conduct and Reporting

A. Kisiala, MSc Eng (University of Technology and Life Sciences Bydgoszcz), PhD (University of Technology and Life Sciences Bydgoszcz)

Research Facilitators

K. Driscoll, BA (Concordia), BSc (Toronto), MSc (Northern British Columbia), Gr.Dip. (Carleton)

I. Seviaryna, MSc (Lomonosov Moscow State), PhD (Windsor)

B. Whitwell, BA (Trent), MA (York)

Manager, Research Engagement (Acting)

J. Elcombe, BSc (Trent)

Research Operations Coordinator

B. Lisinski, BA, MSc (Trent)

Strategic Research Initiatives Coordinator

C. Hettiarachchi, BSc (Pune), MSc (Peradeniya & La Trobe), MMgt (Trent)

Animal Care Manager

J. Allen, BSc, RMLAT (CALAS)

Research Centres & Institutes

trentu.ca/researchinnovation/research-trent/research-institutes-centres-groups
research@trentu.ca

The Research Centres and Institutes at Trent play a critical role in our pursuit of research excellence with national and international recognition, diversity of research across scholarly disciplines, an emphasis on interdisciplinary research, and involvement of students in research.

RESEARCH CENTRES

Trent University Archaeological Research Centre

trentu.ca/tuarc

The Trent University Archaeological Research Centre (TUARC) seeks a deeper understanding of past cultures by studying artifacts, analysing field, laboratory, and archival data, and educating students and interested community members through courses, publications, and lectures. Established in 2001 by the University Senate, the TUARC manages academic and research facilities for professional archaeologists, researchers, graduate students, and volunteers. It also sponsors workshops and special courses on archaeology. Research facilities include specialized laboratories for Human osteology, Mesoamerican archaeology, Ontario archaeology, Paleo-DNA studies, South American archaeology, and Zooarchaeology. The TUARC manages a Pre-Columbian Aboriginal Art Resource Room, assists with the publication of the findings of associated scholars, and organizes public lectures on recent archaeological discoveries and advances.

Trent Centre for Aging & Society

trentu.ca/aging/welcome

The Trent Centre for Aging and Society draws on Trent's reputation in interdisciplinary excellence to promote research and awareness about aging and old age. The Centre's mandate is to mobilize a critically informed academic and public dialogue that advocates for the diversity of the aging experience, challenges ageist policies and practices, and develops expertise for understanding and planning for Canada's aging futures. The Centre brings together Trent faculty, visiting scholars, students and community members with an interest in aging, and it supports innovative research, education and community engagement that is responsive to the challenges and opportunities facing older people and aging communities in Peterborough, across Canada and internationally.

Canadian Environmental Modeling Centre

trentu.ca/cemc

The Canadian Environmental Modeling Centre (CEMC) was established as part of Environmental and Resource Studies at Trent University in 1995, with the appointment of Professor Don Mackay as holder of a jointly funded NSERC – Chemistry Industry Research Chair, which was renewed in 2000. The mission of the CEMC is to contribute to improved management of chemicals in our environment, locally, regionally, nationally and globally by acquiring and analyzing appropriate data on chemical properties and developing, validating and disseminating mass balance models, which describe the fate of these chemicals in the environment.

Water Quality Centre

trentu.ca/wqc

The Water Quality Centre is located on the Trent University campus in Peterborough, Ontario. The Centre houses many state-of-the-art analytical instruments for determining trace quantities of substances found in natural aquatic environments including rivers, streams and drinking water. The equipment is used primarily in the detection of trace pollutants, but finds application in a wide range of research areas, including biochemistry and synthetic organic chemistry, gas-phase ion chemistry, ecology, limnology, and geochemistry. The facility provides research support to university scientists from across Canada. Consultation and analytical support services are available to any interested user. The mission of the Centre is to develop analytical techniques in response to the needs of individuals, governments and industry in all areas of water quality assurance.

Trent Centre for Materials Research

trentu.ca/tcmr

The Trent Centre for Materials Research (TCMR) fosters research at Trent leading to an improved understanding of the properties of materials of potential benefit to industry, and the training of highly qualified personnel in these areas. To do this, the TCMR brings together Trent faculty with research interests in applied materials research, currently in the departments of Chemistry and Physics. Its goals are to improve communications and cross-fertilization of research among the faculty and their graduate students, develop research collaborations, and expose participants to a broad spectrum of research, both experimental and theoretical, in the materials area. The TCMR also holds research seminars as part of, and in addition to, the weekly Physics/Chemistry seminar series and the Material Science graduate program (trentu.ca/materialscience).

Natural Resources DNA Profiling and Forensic Centre

web.nrdpfc.ca

The Natural Resources DNA Profiling and Forensic Centre (NRDPFC) represents a partnership between Trent University and Ontario's Ministry of Natural Resources and Forestry (MNR). Its current facilities in the DNA Building were opened in 2006 thanks to funding from the Canada Foundation for Innovation and the Ontario Innovation Trust. The facility includes the Wildlife DNA Forensic Laboratory that provides services for a number of national and international agencies. The Centre supports projects of graduate students, MNR and other government research programs, research programs for industry, and research of faculty from Trent and other universities.

Frost Centre for Canadian Studies and Indigenous Studies

trentu.ca/frostcentre

Established in 1982, the Frost Centre is named in honour of Leslie Frost, Premier of Ontario from 1948-1961, and the first Chancellor of Trent University. The Centre assists scholars in the Humanities and Social Sciences to engage in interdisciplinary research on a broad range of themes related to Canadian Studies and Indigenous Studies. The Centre is administered by a director, an administrative secretary and a Board composed of graduate students, deans and faculty representatives from its constituent theme groups. The Board meets regularly to decide matters of policy, to monitor research initiatives, and to oversee the M.A. and Ph.D. programs for which the Frost Centre has direct responsibility. The Frost Centre works closely with Trent's existing interdisciplinary programs in Canadian Studies, Indigenous Studies, Environmental and Resource Studies, Cultural Studies, Comparative Development Studies, Administrative Studies and Gender & Women's Studies, all of which are connected to the conventional Humanities and Social Sciences disciplines. The Frost Centre administers two graduate programs: the MA in Canadian Studies and Indigenous Studies (trentu.ca/canadianindigenousma), and the PhD in Canadian Studies (trentu.ca/canadianstudiesphd). Students interested in the PhD in Indigenous Studies are directed to Indigenous Studies PhD Webpage (trentu.ca/indigenoustudiesphd). The PhD in Canadian Studies is offered by the Frost Centre. Trent Centre for Communicating Conservation

The Trent Centre for Communicating Conservation's (TC3) mission is to improve our ability to translate conservation science to the public and policy-makers. At the heart of the Centre's activities will be the craft of compelling storytelling. Policy and documents, facts and figures, charts and data; these will always be part of the conversation. In conservation science, peer-reviewed knowledge remains the foundation of understanding, but as the starting point for broad understanding and conservation action, mere data fails to connect with non-specialists. Storytelling does. Narratives, images, and conversations have emotional and memorable qualities that link science to non-scientists. Storytelling frames people's perspectives about the world, and when we re-frame the way we communicate environmental issues, we change the way the public views the environment. Storytelling moves people from inertia to engagement.

Entrepreneurship & Social Innovation Centre

trentu.ca/esic

Fostering the development of a vibrant culture of entrepreneurship at Trent, the Entrepreneurship & Social Innovation Centre supports faculty who incorporate principles of entrepreneurship in their courses; provide experiential and co-curricular learning opportunities for students; and create access to mentorship, partnership, resources, and funding opportunities to enable and grow student-led initiatives, start-ups and change projects. The Centre also provides students with resources and support to successfully transition to the workforce, and also offers services to alumni and community members who wish to explore entrepreneurship as a career.

RESEARCH INSTITUTES

Institute for Watershed Science

trentu.ca/wsc

The Institute for Watershed Science (IWS) is a unique interdisciplinary and inter-institutional alliance for integrated science, facility sharing, expert consultation, management services, training and technology transfer on watershed ecosystem management, health, protection and rehabilitation. The need for collaboration among researchers from various institutions has always been apparent, even more so now in the face of government reductions and restructuring. By directing scientific efforts at key issues, networking with partners, standardizing methodologies and sharing information and facilities, efficiency can be maximized and mutual goals met. The IWS leads and encourages the development of integrated scientific analysis and understanding of ecological processes within watersheds. Our goal is to transfer this knowledge and provide a focus for further collaboration, and integration by partners, sponsors and clients.

Indigenous Environmental Institute

The Indigenous Environmental Institute aligns with the first four principles in Trent University's Strategic Mandate Agreement: 1. Prepare students to make significant contributions to an increasingly complex world by providing them with a distinctive liberal arts, science or professionally focused education, which is enhanced by global perspectives, experiential learning and interdisciplinary approaches to personal and professional development; 2. Encourage and celebrate excellence and innovation in teaching, learning, research and student development; 3. Remain at the forefront of Indigenous education and scholarship; and 4. Develop strong partnerships and collaborations with external communities, professions, and other institutions, as well as within our colleges, departments, and programs. The Indigenous Environmental Research Centre was declared one of three focal areas for the 2018 Bata Research & Innovation Cluster for re-energization and large-scale renovation. The essential need for restoration, both cultural and ecological, is largely addressed in the Indigenous Environmental Institute's mandate of Indigenous principles of relationship, respect, reciprocity, and responsibility. National commitments to Truth and Reconciliation stress the importance of these elements using education to cultivate mutual understanding between Indigenous and non-Indigenous peoples in Canada.

International Institute for Environmental Studies

ii-es.com

The International Institute for Environmental Studies (IIES) was founded through a partnership between Trent University and Nanjing University in China and has since grown to a number of collaborating universities from around the globe that have leading programs in environmental science, engineering and policy. IIES was founded through a partnership between Trent University and Nanjing University in China. While every institution recognizes the importance of internationalization and providing opportunities for students and faculty to be involved in research on an international scale, most

recognize that there is room for improvement in how this experience is delivered. The IIES is a response to this need, with a vision to become a global leader in the development of research and policy for the management of environmental issues with international dimensions. To meet this vision, the Institute brings together world-class research scientists and policy analysts from institutions from around the globe to work collaboratively, sharing expertise, facilities and research programs. As a global leader in environmental research, the IIES fosters international exchanges of research scientists, field experts, faculty members, post-doctoral fellows and students. It also facilitates the exchange of information, ideas, research needs and results among members, governmental members and industry partners. Through a variety of annual public events, the Institute seeks to transfer the outcomes of the research of its members to its governmental and industrial partners and to the public at large.

Trent Biomaterials Research Program

trentu.ca/biomaterials

The Trent Biomaterials Research Program focuses on materials science, organic and organo-metallic modification of natural lipids, physics and chemistry of biomaterials, physics of crystallization and phase change, among others. Our research is aimed at the utilization of vegetable oils (soybean, canola, flax, corn, jatropha, palm, etc.) for the synthesis of functional polymers (for use as intelligent coatings, biomedical delivery systems and other specialized polymers), lubricants, greases and waxes, nano-matrices for the delivery of bioactive compounds and fertilizers, and crystallized networks of lipids for use as healthy food

materials. Activities centre on organic modification, assembly of materials at various hierarchies, such as the molecular, supra-molecular and crystalline nanostructures, and structural organization at the microstructural length range, and the investigation of the relationships between the various hierarchies of structure and final macroscopic physico-chemical functionality of the materials. The materials studied are specifically designed so that their fate and functionality from cradle to cradle can be predicted and determined.

Institute of Integrative Conservation Biology

Conservation biology is, by nature, a broad discipline involving the study of the earth's organisms and natural systems, usually in response to threats imposed by various stressors, primarily of anthropogenic origin. To date, the biological and applied management aspects of conservation biology have been well established within the field, and have focused largely on population or species preservation and ecosystem biodiversity. More recently, there have been efforts to more fully integrate the physical, social, and implementable components of conservation biology, to provide a more holistic perspective on the earth's organisms and landscapes, and their respective threats. It seems reasonable that this broadened approach ultimately will improve the long-term success and societal relevance of conservation biology. Accordingly, the mission of the Institute of Integrative Conservation Biology is to promote and facilitate interdisciplinary research, collaboration, and graduate teaching and training in conservation biology and related fields, and to influence research and policy decisions at the regional, national and international level.

Research Groups

African Studies Research Group

The African Studies Research Group was re-established in 2019 to provide students and scholars alike with an organization dedicated to highlighting and fostering research around the African continent. Trent has had a long and close relationship with excellence in research around Africa, ranging from economic histories to archaeological digs and music and literature alike. The Group offers interested researchers a home to share ideas, discuss their work, and develop new and exciting approaches to studying such a rich and diverse continent. It is also a place to share our passion for the continent and how we engage with it. The Group comprises scholars from a number of departments and faculties at Trent, reflecting our commitment to both the continent and to interdisciplinary approaches. Africa is the birthplace of the human species.

EditionsTrent

editionstrent.com

EditionsTrent is an established group of scholars working with external collaborators and partners drawn together as part of the Editing Modernism in Canada (EMiC) initiative. The Department of English Literature and its associated Masters program (Public Texts) are home to the very active EditionsTrent Research Group, producing scholarly editions of major Canadian writers. Over the years, Trent University's English Department has hosted three major print and/or digital "collected works" projects focused on the works of A.M. Klein, E.J. Pratt, and P.K. Page, as well as the digital edition of the expansive diaries of Robertson Davies.

Molecules, Cells, and Systems Research Group

mcstrent.ca

The Molecules, Cells and Systems Research Group brings together researchers from the departments of Biology, Psychology, Chemistry, and Forensics Science, who collaborate to answer key questions related to our understanding of the biological determinants of life. All organisms, whether unicellular (e.g., bacteria) or multicellular (e.g., humans), require fundamental building blocks (i.e. molecules) that allow them to survive and flourish. These building blocks facilitate the formation of a cell, which can then associate with other cells to form a multicellular organism. Through evolution, multicellular organisms have become more specialized, facilitating the formation of complex multicellular structures found in our most evolved species (e.g., tissues and organs in humans). The survival of all species on this planet requires a thorough understanding of the mechanisms underlying each stage of this biological hierarchy.

Trent Arts Research Group

sites.google.com/trentu.ca/targ/home

Trent Arts Research Group (TARG) is an interdisciplinary research group of educators, practitioners and theorists engaged in arts-based research and practice. The aim of the research group is to explore the ways in which the arts and arts-based research can foster relationships and collaboration among educators and community members for eco-social justice and reconciliation. As a social practice,

arts-based research integrates seemingly disparate disciplines through primarily qualitative research projects that serve individuals and communities and their development. The purpose of the research group is to support research dissemination and project development by creating a collective space for people in the arts at Trent to work together, to move from fragmented individuals to a community of researchers. By incorporating a collective approach, we engage in co-collaboration that includes faculty and graduate students to focus on research, knowledge mobilization, and community connections through arts and action.

Trent University welcomes applications from Canadian and international students. Acceptance of an Offer of Admission is required before students may register in courses.

Protection of Privacy

Trent University values the protection of privacy and all information for admission purposes is collected under the authority of The Trent University Act, 1962-63 and the Ontario Freedom of Information and Protection of Privacy Act, 1988. For more information, please see Protection of Personal Information, [p. 4](#).

Admission Requirements

These admission requirements have been approved by the University Senate.

The minimum requirement for admission to a Master's program is a Bachelor's degree, in an Honours program or the equivalent, from a recognized university. Applicants to a PhD program should normally have an MA or MSc degree as appropriate.

The applicant must have achieved an average of at least B+/77% or equivalent in the work of the last completed four semesters or the last two completed undergraduate years (full-time equivalent). Individual programs may require higher entrance averages or have additional admission criteria. Applicants should consult the individual program admission requirements in the program section of the calendar for further details.

Admission Process

All applications will be initially examined and evaluated by the appropriate programs. All supporting documents (transcripts, letters of reference, etc.) must be received before any application can receive formal consideration. A program's recommendations for admission will be forwarded to the School of Graduate Studies whereupon the completed applications will be considered by the School of Graduate Studies.

Official letters of acceptance are only valid for the academic term indicated. Successful applicants must reply in writing indicating whether or not they accept the offer of admission. Acceptance of an offer of admission will normally be required within four weeks of the date of the offer letter. If the applicant is unable to commence studies in the term agreed upon, the programs reserve the right to reconsider their acceptance. There is no appeal of admission decisions.

Application

Initial inquiries concerning graduate study at Trent University should be made directly to the graduate programs. Applications for admission to graduate studies can be found at ouac.on.ca/apply/trentgrad/en_CA/user/login. Application deadlines will be posted on the School of Graduate Studies website. Applicants are encouraged to apply early.

Online Application

To begin your Trent University application for graduate studies click the "Apply Now" button on our graduate studies website trentu.ca/graduatestudies. Applicants are responsible for collecting and submitting all required documents to the School of Graduate Studies by the deadline via the online myTrent portal. Unofficial documents will be accepted as part of the admissions process, however, official transcripts will be required should you be offered admission. To be considered official, transcripts must be received in envelopes sealed by the issuing institution, or ordered online through the OUAC application site or a certified digital platform such as myCreds or Parchment. Letters of recommendation must be received through the secure online referee portal managed by the Ontario University Application Centre (OUAC) or in sealed and signed envelopes. All assessments and transcripts submitted to the School of Graduate Studies will be verified. Incomplete applications will not be processed.

Application Fee

Program	Fee
Research Graduate Program	\$ 100
Master of Science Nursing Graduate Program	\$ 110
Professional Graduate Program	\$ 125

The graduate application fee is non-refundable and will not be counted towards tuition fees. Applications will not be processed unless the Application Fee is received. This requirement cannot be waived or deferred. Payment must be made to the Ontario Universities' Application Centre.

Qualifying Courses

Applicants who meet the minimum average for admission but whose curriculum background is not sufficient for direct entry into a graduate program may be advised to undertake qualifying courses. Successful completion of these courses as recommended by the program concerned, will permit students to compete for admission on an equal basis with other applicants. Please note that subsequent admission to a graduate program is not guaranteed.

Special Admissions

Applicants who demonstrate the ability to succeed in a graduate program but do not meet the published minimum academic requirements due to exceptional circumstances may qualify for special admission. Determination of the applicant's suitability to the program will be made by the program admissions committee and Graduate Program Director. The Graduate Program Director may then submit a recommendation to the Special Admissions Committee for approval, which should include a rationale for the recommendation. The committee is a sub-committee of the Graduate Program Directors Committee composed of a minimum of three Graduate Program Directors from across the decanal units and the Dean of Graduate Studies. In any situation where the sub-committee is unable to reach an admission decision the recommendation will be brought forward to the Graduate Program Directors Committee for review.

English Proficiency Requirements

Proficiency in English usage, both written and oral, is essential to pursue graduate studies at Trent University. It is required for applicants to demonstrate an adequate level of English proficiency, regardless of their citizenship status or country of origin. Applicants who completed two or more years of post-secondary education at a university in Australia, Ireland, New Zealand, United Kingdom, and the USA are exempt from this requirement.

If you have completed two or more years of post-secondary education at a university where the primary language of instruction is English, the School of Graduate Studies is prepared to consider alternate proof of English language proficiency.

The following tests are acceptable forms of proof of English language proficiency*:

- TOEFL (Test of English as a Foreign Language). A minimum acceptance score is 93 (with a minimum score of 22 in both speaking and writing);
- CAEL (Canadian Academic English Language Test). The minimum acceptable score is 60, with at least 60 in Writing Proficiency.
- IELTS (International English language Testing Services). The minimum acceptance score is 6.5, with no band below 6.0.

Please note that tests must have been taken within the last 24 months at the time of application submission to be considered.

Please note that Trent University reserves the right to request English language proficiency results from any applicant.

Applicants must make their own arrangements and assume the cost of taking language tests and having the results sent to the School of Graduate Studies in time to meet application deadlines.

Graduate Record Examinations (GRE)

It is recommended for applicants to the Master's degree program in Psychology to complete the GRE exam in the general and/or subject sections to enhance the quality of their application. Applicants for admission to other programs whose academic credentials are difficult to assess may be asked to take the Graduate Record Examination administered by the Educational Testing Service ets.org/gre. Students are expected to make their own arrangements and will assume the cost of taking the Graduate Record Examinations.

Graduate Transfer Credit Policy

Students may petition to have previous graduate credits transferred from other academic institutions to their Trent graduate degree. Requests for evaluation of possible transfer credits must be made at the time of admission. Approved credits will be outlined in the offer of admission. Students must submit official transcripts, course descriptions, and other supporting documents as requested by the graduate program before consideration will be given to grant transfer credits. The total number of non-Trent credits (either transfer credits or credits taken on Letter of Permission) may not exceed half of the degree requirements. Specific degree requirements may mean that not all transfer credits awarded are applicable to a degree program. Normally, credits must have been received in the last 5 years with a minimum grade of B- (70%) or equivalent. Assignment of transfer credits for courses completed more than 5 years ago will be considered on an individual basis.

If a student transfers to a different graduate degree program, the transfer credits assigned on admission may not all apply to the new graduate degree program. It is the student's responsibility to understand their academic program requirements.

Transfer credit will not be granted for courses that have been credited towards another completed degree, diploma, certificate or any other academic credential at Trent or another university, or that have been used as the basis for admission to the graduate program. All course credit transfers into graduate programs at Trent require the approval of the graduate Program Director and the Dean of Graduate Studies. Courses transferred for credit will be given a grade of "P" (pass). No numeric grade will be noted on the Trent transcript for a transfer credit.

If transfer credit is granted, the student may be required to take an alternative course(s) as recommended by the graduate program.

Graduate Special Student Policy

The proposal to allow Special Non-degree students to enroll in Graduate Courses:

The student must possess the requisite academic background for success in the course by meeting the minimum admission requirements of a program or be deemed acceptable by the Graduate Program Director and the Dean of Graduate Studies. The student must apply and submit official transcripts and a rationale for admission as a special student. (No reference letters or 'plan of study' are required).

Faculty have no obligation to accept a non-degree student into a course. Under exceptional circumstances if a student does not meet the minimum admissions requirements of a program they may be deemed acceptable to enroll in a graduate course if approved by the Course Instructor, Graduate Program Director, and Dean of Graduate Studies.

Enrolment is subject to space availability; degree students are given first priority for space in any graduate course.

Normally, only Masters level courses are open to non-degree students.

Non-degree students are eligible to take up to a maximum of two half credits or one full credit.

Fees are set annually. Payment is due upon registration.

Credits earned as a non-degree student may be accepted for credit to a degree program upon approval of the Graduate Program Director.

Ontario Visiting Graduate Student Plan

Under certain circumstances it is permissible for a student admitted to a degree program and registered at one Ontario university to enroll in approved credit courses at another university. Credit will be granted only if written permission is received from the Dean of Graduate Studies. Students interested in this option must complete the OVGS application form before the start of the term in which the course is being offered. The form can be found on the graduate studies website.

The University's Right to Deny Admission

Meeting the minimum requirements does not guarantee admission to any course, program, or department at the University. Enrolment is limited and the University will select the most qualified candidates for admission. The University reserves the right to deny admission to any candidate. The University also reserves the right to refuse readmission to candidates who have not achieved an acceptable academic standing.

The University's Right to Offer Part-Time Admission to Full-Time Applicants

The University reserves the right to offer part-time admission to applicants for full-time studies.

Notes

- All students must register and pay fees at the beginning of their program of study and must maintain continuous registration and fee payment (except during approved leaves) until degree requirements have been completed and notification of approval to convocate has been received.
- Students who have an unpaid University account for fees and/or other charges (including library fines and parking fines) at the time of registration at the start of each term will be deemed financially ineligible to register and the student may be restricted from registering in their program.
- A \$75.00 late payment fee will be levied if payment is not made by any fee payment deadline date for any academic term.
- In order to convocate, all students (full- and part-time) must have paid at least the minimum Degree Fee.
- Provided the Degree Fee has been met, pro-rated refunds of tuition may be available (in accordance with Trent University’s Graduate Refund Schedule (see [p. 131](#))).

Graduate Student Fees

Full details of the fee schedules for professional, research based, course based, and graduate diploma programs can be found at trentu.ca/graduatestudies/financial-matters/student-account-and-tuition

Fees are billed to the student account and can be viewed online through the myTrent portal.

Tuition and ancillary fees for graduate students are prorated and billed each term (September, January and May).

Other Fees

Application Fee - Research	100.00
Application Fee - Professional	125.00
Application Fee – MScN Nursing	110.00
Application for Leave of Absence	25.00
Application to Transfer to Part-time Status	25.00
Admissions Deferral Charge	75.00
Application for Re-Admit	100.00
Deferment Fee	35.00
Dishonoured Payments	40.00
Dishonour Payment Plan Fee	25.00
Late Registration Fee (see Important Dates)	75.00
Official Letters	16.00
Additional copies	1.00
Late Payment Charge (per term)	75.00
Payment Plan Enrollment Fee	35.00
Replacement T2202, Prior tax year	25.00
Thesis Submission Correction Fee	100.00
Thesis Binding (per copy) plus taxes and shipping	20.00

Notes

- Fees are subject to approval by the Trent University Board of Governors. The University reserves the right to alter fees and fee structures. Tuition and ancillary fees are subject to change.
 - Tuition fees for graduate programs are charged on a flat-fee or fee-per-credit basis.
 - It is expected that students in fee-per-credit programs will be registered in courses each term until the completion of their coursework and will, therefore, be continuously enrolled in their program and pay tuition in all three graduate terms per year as well. Students on an approved leave of absence will not be charged any fees.
- Health and dental charges are billed in full in September for students enrolled in September and in January for students starting the graduate program the winter term. The plan is compulsory for graduate students. Students have the opportunity for opting out (see Health Benefits opt-out deadlines) and applying for a refund of the fee if covered by alternate insurance.
- UHIP charges are mandatory for International students and are charged in full in September. Students starting their program in January and May will be billed a prorated fee.
- Ancillary Fees are non-refundable.
- Note fee payment deadlines in university calendar. See Important Dates ([p. 8](#)).
- Graduate student college fees are distributed to Trill college, and to the Trent Graduate Students’ Association.
- Transportation Fee (bus pass) is optional for graduate students.

Degree Completion

Graduate students must continue to be registered until all degree requirements are completed. Students who complete their program of study, including a successful defence and submission of a final copy of thesis/ dissertation to the School of Graduate Studies, before the term’s fee payment deadline, as published in the Graduate Academic calendar, will have their fees cancelled for the applicable term in accordance with Trent University’s Graduate Student Refund Schedule (see [p. 131](#)). Students who complete their requirements after the published deadline must register for the term and pay the term fees; any refund of tuition fees will be based on the date all requirements have been met (in accordance with Trent University’s Graduate Student Refund Schedule). Students returning from inactive status (e.g., leave of absence) or re-admitted students will require a minimum period of registration and payment amounting to one term (even if degree requirements are met before that date). No defence will be scheduled or held without registration being completed before the proposed date of the defence.

Minimum Degree Fee (Thesis Stream)

The minimum degree fee in all thesis stream masters programs is equivalent to one year's full-time tuition. The minimum degree fee in all thesis stream doctoral programs is two years full-time tuition. To convocate, all graduate students in a thesis stream (whether full- or part-time) must have paid at least the minimum degree fee. Students are required to pay fees while they are registered, even if the minimum fee has been paid. Students who meet degree requirements in less time than one year of full-time studies for master's programs and two years of full-time studies for doctoral programs are responsible for payment of the balance of the minimum degree fee to convocate. For the calculation of balance of degree fees, one full-time term is equivalent to two part-time terms, and vice versa.

Payment of Fees

Graduate students registered for the 2024–25 academic year have the option of paying their fees in full in the fall term, or paying at the start of each term.

Fee Payment Deadline	Professional Graduate Program	Research Graduate Program
Fall Term	September 28	September 28
Winter Term	January 28	January 28
Spring/Summer Term	May 28	May 28

Students registering after payment deadlines will be required to pay their fees upon approved late registration. Outstanding library fees are to be settled with the Bata Library. Contact either Library location for available payment options.

Payment Methods

Current payment methods are summarized here: trentu.ca/studentfinances/tuition-fees/making-payment
Your account statement is available online through your MyTrent portal.

Interest

Daily interest charges will apply to all balances outstanding after the payment due date and will be added on the first day of each month until the outstanding balance is paid in full. Visit the Financial Services website for more information.

Late Payments

A \$75 late payment fee will be levied to all accounts if payment is not made by any fee deadline date for any term.

Dishonoured Payments

There is a fee for any payment which is returned or dishonoured (insufficient funds). The University reserves the right to restrict students to a particular payment method to reduce the risk of returned payments.

Minimum Degree Fee (Other Streams)

The minimum degree fee for non-thesis programs (course based and/or MRP) is defined by the program length in full-time equivalent terms (e.g., two terms, three terms, or four terms, depending on the program). Students who meet degree requirements in less time than the defined program length are required to pay the balance of the minimum degree fee to convocate. The approved transfer of credits to a program does not alter or reduce the minimum degree fee. Students who are required to take additional courses because of a failed course and/or extend their registration to complete other outstanding degree requirements will be required to extend their registration and additional fees above the minimum may be applied.

Payment of Fees by OSAP and Out-of-Province Funded Students

Students are responsible for ensuring their loan application is complete and all requirements have been met. Students should contact Trent's Financial Aid Office for questions and assistance with their OSAP applications. OSAP students are responsible for remitting payment to the University by the posted deadlines. Fees paid after the posted deadlines will be charge a separate late fee for each missed due date and outstanding balances will be subject to interest.

Refund Schedule for students in Research Graduate Programs¹

Provided the Degree Fee has been met, pro-rated refunds of tuition may be available (in accordance with Trent University's Graduate Refund Schedule) for students in research graduate programs who:

- withdraw from a graduate program,
- complete full-time Master's degree requirements partway through the second or subsequent year.
- complete part-time Master's degree requirements partway through the third or subsequent year;
- complete full-time Doctoral degree requirements partway through the third or subsequent year; or
- complete part-time Doctoral degree requirements partway through the fifth or subsequent year.

Term	100%*	50%	25%	0%
Fall 2024	Sep 1 – Sep 28	Sep 29 – Oct 26	Oct 27 – Nov 23	Nov 24 – Dec 31
Winter 2025	Jan 1 – Jan 28	Jan 29 – Feb 25	Feb 26 – Mar 25	Mar 26 – Apr 30
Spring 2025	May 1 – May 28	May 29 – Jun 25	Jun 26 – Jul 23	Jul 24 – Aug 31

Graduate students, who receive internal or external funding and completely withdraw from the university, will have their funding adjusted based on the refund schedule percentage chart.

* Students who complete all degree requirements before the fee payment deadline for the term, will have the term's fees, including ancillaries refunded.

Refund Schedule for students in Professional Graduate Programs²

Term	Full refund less deposit	No refund for term
Fall 2024	Sep 1 – Sep 28	after Sep 28
Winter 2025	Jan 1 – Jan 28	after Jan 28
Spring 2025	May 1 – May 28	after May 28

Withdrawal notification, in writing, must be received by the School of Graduate Studies by the dates noted above.

Discontinuing attendance at classes, notification to the Instructor or stopping payment on a cheque does not constitute official withdrawal.

¹ Professional Graduate programs include: Applied Modelling & Quantitative Methods: Big Data Analytics, Applied Modelling & Quantitative Methods: Big Data Financial Analytics, Bioenvironmental Monitoring & Assessment (Masters), Bioenvironmental Monitoring & Assessment (Graduate Diploma), Dementia Studies, Educational and Community Leadership, Forensic Science, Instrumental Chemical Analysis (Masters), Instrumental Chemical Analysis (Graduate Diploma), Management, Management: Strategic Change, Mental Health & Addictions Nursing

² Research Graduate programs include: Anthropology, Applied Modelling & Quantitative Methods, Canadian Studies, Canadian Studies & Indigenous Studies, Cultural Studies, Educational Studies, English (Public Texts), Environmental & Life Sciences, History, Indigenous Studies, Interdisciplinary Aging Studies, Interdisciplinary Social Research, Materials Science, Nursing, Psychology, Sustainability Studies

Unpaid Student Accounts

Students who have not paid their accounts in full will not be permitted to register for the next term. Access to myTrent will be restricted and grades, transcripts, and degree and graduate diplomas will not be released until the financial obligations have been settled fully.

Unpaid accounts of students who are no longer registered with the University will be placed with a collection agency and the students will be unable to register for any further courses until the outstanding balance has been paid. Trent University reserves the right to use any legal means to reclaim delinquent balances.

The University also reserves the right to request a pre-payment of the fees prior to registration for any account that has been delinquent.

Notes

- This schedule is based on terms (Sept., Jan. and May). The refund schedule will apply to the full or part-time fees for the term in which the student withdraws or completes degree requirements.
- Refund amount will be reduced by any bursary, scholarship, tuition fee waiver, research fellowship, etc. that applies to the refund period.
- Percentage refund applies to the tuition portion of fees only. Ancillary fees are non-refundable.
- If fees have been paid in advance, the tuition and ancillaries for the terms after the date of withdrawal or completion will be refunded in full.

School of Graduate Studies, Blackburn Hall, Suite 115
705-748-1011 ext. 7075

trentu.ca/graduatestudies/tuition-awards-funding/graduate-scholarships-and-awards

Financial support for full-time graduate students may be available from a variety of sources. These include:

- External Scholarships, fellowships and other merit awards from governmental, industrial and other granting bodies in Canada.
- Internal Scholarships, Awards or Prizes.
- Tuition bursaries, awarded to students based on financial need. Many bursaries are provided by the generous support of external donors.
- Graduate Teaching Assistantships (GTAs), for teaching, leading seminars and/or laboratory demonstrating.
- Research Fellowship Awards (RFAs) from supervising faculty members who hold research grants.
- Internal Funding: Entrance Scholarships, Research Fellowships, Dean’s PhD Scholarships, School of Graduate Studies Academic Scholarships & International Graduate Scholarships.
- Research Assistantships (RAs) with faculty members who hold research grants.
- Loans from the Ontario Student Assistance Program (OSAP). Please visit the Student Finances website at trentu.ca/studentfinances

The School of Graduate Studies maintains a list of available scholarships and application deadlines on our website at: trentu.ca/graduatestudies/tuition-awards-funding/graduate-scholarships-and-awards along with direct links to the granting councils and other agencies. In the case of major scholarship competitions, students currently registered at Trent must meet an internal application deadline set by the University. Information on certain external scholarships may be obtained from the School of Graduate Studies. For further information, students may contact the Graduate Finance Officer at the School of Graduate Studies.

Trent University is actively committed to creating a diverse and inclusive campus community. We encourage applications from all students and this includes: Asian or Pacific Islander, Black or African Decent (North American/ Caribbean), Hispanic or Latino, Native American or Alaskan Native, White or Caucasian, Multiracial or Biracial, Refugee/ Protected Person, First Nations, Inuit or Metis, Visible Minority (Racialized Identity), Member of the LGBTQQIP2SAA community, persons who are caregivers of an immediate family member, persons with disabilities, including but not limited to: physical, psychiatric, intellectual or learning disabilities, visual impairment, hearing impairments, autism spectrum disorder or other neurological disorders and a race/ethnicity not listed.

Trent University is committed to review every bursary application submitted to determine financial eligibility and need. Every member of Trent University, faculty, staff or

student has a right to freedom from discrimination in the University by another faculty, staff member, or student because of age, ancestry, citizenship, colour, creed, disability, ethnic origin, family status, gender identity/ expression, marital status, place of origin, race, sex and sexual orientation.

Thank You to Our Donors

The funds for many of the following scholarships, bursaries, awards and prizes include gifts from individuals, corporations and other organizations through annual, campaign and legacy giving programs and through support from various levels of government. We are grateful to our past and current donors for their contributions which benefit our students and support education and research at Trent. For more information about Donor funds please contact:

Olivia Oldfield
Manager, Philanthropic Stewardship
oliviaoldfield@trentu.ca

GRADUATE SCHOLARSHIPS

External Agencies

» Natural Sciences and Engineering Research Council (NSERC) Scholarships

Postgraduate scholarships and Canada Graduate Scholarships from the Natural Sciences and Engineering Research Council (NSERC) are tenable in departments offering graduate studies in science. Awarded to students undertaking graduate study and research leading to advanced degrees, and a limited number of postdoctoral fellowships for those wishing to add to their experience by specialized training. Open to Canadian citizens or permanent residents and awarded on the basis of high scholastic achievement and evidence of capacity to do research. Internal application deadline: October for doctoral candidates and December 1 for Master’s candidates. For further information and online application see nserc.ca.

» **Social Sciences and Humanities Research Council (SSHRC) Scholarships**

Master's level Canada Graduate Scholarships, Doctoral Fellowships and Doctoral level Canada Graduate Scholarships from the Social Sciences and Humanities Research Council (SSHRC) are offered each year to Canadian citizens or persons who have obtained landed immigrant status in Canada by December 1. The scholarships and fellowships program aims to develop research skills and assist in the training of highly-qualified academic personnel by supporting students who demonstrate a high standard of scholarly achievement in undergraduate and graduate studies in the social sciences and humanities. Internal application deadline: October for doctoral candidates and December 1 for Master's candidates. For further information and online application see sshrc.ca.

» **Canadian Institutes of Health Research (CIHR)**

The Canadian Institutes of Health Research (CIHR) Master's and Doctoral Awards are intended to provide special recognition and support to Canadian citizens or permanent residents of Canada who are pursuing a graduate degree in a health related field. Doctoral candidates use a direct application process. Information and the deadline are found on the CIHR webpage. Internal application deadline October for doctoral candidates and for Masters is December 1st. Further information may be found at cihr-irsc.gc.ca.

» **Queen Elizabeth II Graduate Scholarships in Science and Technology (QEII-GSST)**

The Queen Elizabeth II Graduate Scholarships in Science and Technology (QEII-GSST) are designed to reward excellence in graduate studies in the areas of science and technology. The scholarships consist of funding from the Province of Ontario matched by private sector support to the university. Each QEII-GSST will have a value up to \$15,000 annually, or \$5,000 per term. Recipients may not hold other major provincial or national awards. Students must be Canadian citizens or permanent residents, be enrolled in full-time research graduate programs (masters or doctoral level) in science and technology and exhibit overall academic excellence. Selection of award winners will be made annually by the Graduate Scholarships Subcommittee of the Graduate Studies Committee.

ONTARIO GRADUATE SCHOLARSHIPS (OGS)

The Government of Ontario provides funding to Trent University to allocate Ontario Graduate Scholarships (OGS) to Trent graduate studies students. The awards are tenable in all disciplines and the scholars must have a high level of academic achievement. Awards are allocated to graduate programs whose degree requirements include a significant research component. The awards are intended primarily for Canadian citizens as well as those who hold permanent resident status at the time of application; however, Trent does offer two awards to students who, by the application deadline, have been admitted to Canada as visitors with student authorization. Awards will be for two or three consecutive terms; one-term awards will not be made. All eligible candidates who are interested in studying at Trent

are urged to apply. Internal Application Deadline: February. For further information contact Trent's School of Graduate Studies.

The value of the OGS award is \$5,000 per term, two-thirds of which is provided by the Province of Ontario and one-third of which is provided by the university. Many private donors have very generously provided matching funds to pay for the one-third top-up of Ontario Graduate Scholarships awarded to scholars at Trent University. Scholarships used for OGS matching funds will be annotated with an asterisk (*).

NAMED ONTARIO GRADUATE SCHOLARSHIPS

» **Harley Richards Cummings Ontario Graduate Scholarship***

Established with a gift and later a bequest from his wife, Shirley. This scholarship honours Harley, a respected educator in the Ottawa public schools and author of "Early Days in Haliburton."

» **Henry Dyce Howitt Ontario Graduate Scholarship***

Established from the estate of Henry Dyce Howitt who died on September 2, 2000. It was his wish to encourage outstanding achievement and academic excellence with this gift. To be awarded to a graduate student at the Master's or PhD level and holding an Ontario Graduate Scholarship.

» **Jean Evelyn Graves – Canadian Studies Ontario Graduate Scholarship***

Established with a gift and later a bequest of her friend, Shirley Cummings. This scholarship honours Jean who was a secondary school teacher and later was Kingston's first Guidance Counsellor working for the Kingston Board of Education.

» **Bruce W. Hodgins Ontario Graduate Scholarship**

Established in honour of Professor Emeritus Bruce W. Hodgins (1931–2019) by Shelagh and Jon K. Grant. Professor Hodgins taught at Trent University for over 30 years, where he was truly revered as a scholar, teacher and mentor. Awarded to a Trent graduate student researching in the areas of environmental studies, environmental science or history.

» **Morton Ontario Graduate Scholarship in Indigenous Studies***

Established in 2003 by Honorary Degree recipient and former president and CEO of Quaker Oats of Canada, David L. Morton and Professor Emerita, Patricia Morton. Preference will be given to students in the PhD program who are of aboriginal heritage.

» **Patricia Morton Ontario Graduate Scholarship in Climate Change**

This scholarship was created to honour Professor Emerita, Patricia Morton, for her dedication to addressing the existential threat of Climate Change. This interdisciplinary scholarship is available to any Trent graduate student holding an Ontario Graduate Scholarship and conducting Canada-based research in Climate Change.

» **Suzanne Hughes Scholarship in Environmental & Life Sciences**

This scholarship is awarded to a full-time domestic student in the School of Graduate Studies who is focusing their research in Environmental & Life Sciences. Preference for the recipient to be in receipt of an Ontario Graduate Scholarship.

DONOR FUNDED SCHOLARSHIPS

Trent University offers a number of graduate scholarships, awards and bursaries.. Most University scholarships/awards may be held in conjunction with awards from outside agencies.

» **Thomas J. Bata Graduate Scholarship**

Established in honour of Thomas J. Bata (1914–2008), by his wife Sonja Bata and their family. Mr. Bata was one of Trent's original sponsors and a member of Trent's Board of Governors (1963-1973). This \$5,000 scholarship is available to a deserving graduate student from any country and discipline who demonstrates leadership qualities such as innovation, entrepreneurship, community responsibility and global citizenship. The successful applicant will be chosen by the Dean of the School of Graduate Studies and the Director, Trent International based on an open application process.

» **John Bernard Scholarship**

The annual interest on this endowment will be awarded by Indspire. Established by John Bernard, President of Donna Cona Inc. Awarded annually to an outstanding Aboriginal Student (First Nations, Métis or Inuit) who is in any year of an undergraduate or graduate program at Trent University and whose work contributes to the wise use of technology within aboriginal communities. Students apply online through Indspire.

» **BMO Financial Group Future Green Leaders – Graduate Entrance Scholarships**

These scholarships are funded by the BMO Financial Group Future Green Leaders Fund, and are to support students entering Trent's graduate programs in Applied Modelling & Quantitative Methods MA, MSc, Canadian Studies & Indigenous Studies MA, Cultural Studies MA, Environmental & Life Sciences MSc, PhD, Materials Science MSc, and Sustainability Studies MA. Chosen by the directors of the graduate programs to students researching with a 'green' focus and having the potential to be a leader in their field.

» **Edwin William Curtin and Irene Elizabeth Curtin Graduate Scholarship**

Established by the Estate of Irene Curtin. To be awarded to Environmental & Life Sciences graduate students who have been awarded an external scholarship (ie: NSERC, OGS, QEII-GSST) during their graduate studies. All applicants must demonstrate that their academic interests have an environmental science academic focus. The process to obtain this fund is by application.

» **Carole H. Ernest MSc Scholarship in Psychology**

Established in 2013 by Professor Emeritus Carole Ernest in appreciation of a 28-year teaching and research career in the Psychology Department (1971-1999) and in recognition of Trent University's 50th Anniversary in 2014. To be awarded to a student entering the MSc (Cognition/Perception/Neuroscience) Graduate Program in Psychology demonstrating outstanding academic achievement. Minimum value \$1000.

» **Eugene Forsey Scholarship**

Named in honour of Senator Eugene Forsey, activist and constitutional expert, former Chancellor of the University and member of the Board of Governors. Awarded to deserving students entering the MA Program in Canadian Studies & Indigenous Studies to pursue their work on questions of importance to the country Eugene Forsey loved so much.

» **French American Charitable Trust Scholarship**

Established by The French American Charitable Trust in Bermuda. Awarded to a student enrolled in the Environmental and Life Sciences PhD program. The process to obtain this fund is by application.

» **F.A. Hagar Scholarship**

Established in 1988 by the friends and colleagues of Professor Hagar to mark his retirement from the Department of History. Assists a recent graduate of the Bachelors or Masters programs at Trent, to fund travel to pursue a post-graduate degree at an accredited post-secondary institution in the British Isles or India in the fields of British or Indian History or English Literature. If there are not any suitable candidates meeting this criteria, it can be awarded to graduate students at Trent pursuing an English or history degree to support their research travel to the UK or India.

» **Henry Dyce Howitt – Environmental Graduate Scholarship***

Established from the estate of Henry Dyce Howitt who died on September 2, 2000. Awarded to a graduate student studying in the environmental sciences and entering first year of study at the MSc level. Preference will be given to holders of an Ontario Graduate Scholarship.

» **Eugene Kuzmin Graduate Scholarship**

A gift from the Estate of Eugene Basil Kuzmin of Bobcaygeon. This scholarship is awarded to a deserving student in any graduate degree program.

» **Malicorne Ontario Graduate Scholarship in Modelling***

A gift of an alumnus and his wife. Awarded to a student enrolled in the Applied Modelling & Quantitative Methods Graduate program.

» **Mary Margaret (McCulloch) Edison Graduate Scholarship***

A gift from the estate of "Marnie" Edison. This is awarded to a deserving student in a graduate degree program.

» **Jeannette & John Hanly Morgan Graduate Scholarship***

Established by Jeannette & John Hanly Morgan, strong advocates for peace and the status of women. Awarded to a graduate student to aid in the completion of a thesis or research. Special consideration will be given to students researching topics in labour studies or women's studies. Preference will be given to a holder of an OGS scholarship. If no students qualify then it may be awarded to graduate students who are married with children and in any graduate program and a holder of an OGS.

» **Ian and Margo Nelson Graduate Scholarship in Canadian Studies**

Named in memory of Ian and Margo Nelson by their parents Gayle and John Nelson. Awarded to a PhD student in Canadian Studies with a special interest in the history and development of Ontario.

» **Quaker Oats Company of Canada Limited Graduate Scholarship Program in Canadian Studies**

These scholarships were established by the Quaker Oats Company of Canada Ltd. Awarded to a deserving student entering the first year of the Canadian Studies PhD program.

» **Quaker Oats Company of Canada Limited Graduate Scholarship Program in Indigenous Studies**

These scholarships were established by the Quaker Oats Company of Canada Ltd. Awarded to a deserving student entering the first year of the Indigenous Studies PhD program.

» **Fern A. Rahmel Student Support Fund**

Available to graduate female students over 25 years of age. Preference is given to Ontario Graduate Scholars but may be given as entrance or in-course scholarships to students in any program.

» **William B. Reid Graduate Scholarship**

Established by a friend of Trent and proponent of Indigenous culture. To be awarded to graduate students (MA, MSc, PhD) to encourage study and research opportunities related to their thesis or major research project. Students must be of Indigenous heritage from Canada (following the definition of Aboriginal identity from Statistics Canada) or USA.

» **Fred Roots Scholarship – Canadian Studies and Indigenous Studies Graduate Scholarship**

A gift from Dr. Fred Roots to be used for northern research and/or translation of research materials in the North.

» **Slavin Research Scholarship in Physics & Astronomy**

Established in 2011 by Prof. Alan Slavin and Linda Slavin, along with students, friends and colleagues upon Prof. Slavin's retirement after 38 years at Trent. The scholarship will be awarded yearly to a graduate-program applicant who will be supervised by a faculty member of the Department of Physics & Astronomy, and/or to an upper-year undergraduate student enrolled in the Physics program and who will be supervised by a faculty member of the Department of Physics & Astronomy. Note: This fund is used as an entrance scholarship to a graduate student being supervised by a faculty member of the Department of Physics & Astronomy.

Graduate Scholarships

» **John Wadland – Graduate Scholarship**

Established to honour the work of Professor John Wadland and recognize his leadership and commitment to the field of Canadian Studies. The recipient is in the first year of the Canadian Studies PhD program and may continue the scholarship in their second year subject to academic performance. It may be awarded for OGS matching funds for a Trent scholar.

» **Alan Wilson Graduate Student Entrance Scholarship**

Established in 2009, in honour of Dr. Alan Wilson, founding chair of both the History and Canadian Studies programs. Awarded to Trent graduate students in the Canadian Studies PhD, History MA, and Canadian Studies and Indigenous Studies MA graduate programs. These scholarships will be offered to students with outstanding academic records.

» **David and Joyce Woods Graduate Scholarship**

Established by their children and friends to honour David M. Woods, chairman of the Board of Governors of Trent University from 1975 to 1980, and his wife, Joyce Woods. Only students who have attained a first-class average (80%) on their first graduate course(s) in the Environmental & Life Sciences Master of Science graduate program focusing on environmental science at Trent University will be eligible for consideration. This was the first graduate scholarship to be established at the University.

DONOR SUPPORTED BURSARIES

Graduate students are eligible to apply for bursary assistance by completing a bursary application. Bursary application information will be made available online via the myTrent student portal. Bursary applications may be submitted for the fall, winter and/or spring terms. Please note that effective September 1, 2008, all domestic undergraduate and graduate students are required to first apply to OSAP, or the student aid program of another province, before applying for a Trent University bursary.

ONTARIO STUDENT OPPORTUNITY TRUST FUND (OSOTF)

In 1996–1997 the Province of Ontario established the Ontario Student Opportunity Trust Fund. Fifty percent of this fund is provided by the Province and 50% has been raised through fundraising by the University.

A second phase of OSOTF was introduced in 2003. The trust fund represents an endowment fund. Annual proceeds from investment earnings are available in the form of bursaries and awards to Ontario residents enrolled full-time, part-time or as graduate students, who can prove financial need and whose academic progress is satisfactory. In some instances, academic excellence as well as financial need will be the determining factor.

OSOTF GUIDELINES

Students have lived in Ontario for at least 12 months in a row up to the beginning of their full-time post-secondary studies: or Students' spouses have lived in Ontario for at least 12 months in a row up to the beginning of the current academic year, and their spouses were not enrolled in full-time post-secondary studies during this 12 month period; or Students' parents, step-parents, legal guardians, or official sponsors have lived in Ontario for at least 12 months in a row up to the beginning of their current study period.

ONTARIO TRUST FOR STUDENT SUPPORT (OTSS)

In 2005, the Province of Ontario established the OTSS matching gift program to replace the OSOTF program. The OSOTF guidelines noted above apply also to bursaries and awards established through the generosity of donors and matching OTSS funds.

BURSARIES AVAILABLE ONLY TO GRADUATE STUDENTS

- » **AMOD Graduate Bursary (Modelling)**
Available to assist graduate students in the Applied Modelling & Quantitative Methods, based on demonstrated need and satisfactory academic achievement. OSOTF guidelines apply.
- » **Anthropology Graduate Students Bursary**
Established by Graduate faculty and friends of the Anthropology department to assist first and second year students in their studies and/or thesis research. OSOTF guidelines apply.
- » **ABS Bennett Bursary**
Awarded annually to a female graduate student who has demonstrated leadership and involvement in their community. OSOTF guidelines apply.
- » **Environmental Restoration Graduate Bursary**
Established by a Trent Honorary Graduate to assist graduate students in any year. Preference will be given to students engaged in research to restore ecosystems. OTSS guidelines apply.
- » **Graduate International Bursary**
Awarded on the basis of financial need. Students must be enrolled full-time and be in good academic standing to be eligible.
- » **International Graduate Student Hardship Fund**
To support international students experiencing financial need in Trent's graduate programs.
- » **Jon K. Grant Graduate Student Ontario Bursary**
Established in honour of Jon K. Grant in recognition of his distinguished contribution to Trent University as chair of the Board of Governors, 1984 to 1986. Awarded to a student in the second year of the Master's program in Canadian Studies and Indigenous Studies. Distinction in cultural, athletic or other community activities may also be considered. OSOTF guidelines apply.
- » **Sarah F. Gunderson Memorial Graduate Bursary**
Established by her family and her supervisors of graduate studies. Awarded to a student in the Environmental and Life Sciences Graduate Program who is conducting field research. Preference will go to international students.
- » **Dr. Hanley-Dafoe & Family MEd Bursary**
Established by Dr. Robyne Hanley-Dafoe (Alum '00) an Instructor with the School of Education and Psychology, as well as the senior educational developer for the Centre for Teaching and Learning. Awarded to full or part-time students enrolled in the Master of Education in Educational Studies program based upon financial need. Canadian students in any year of the program are eligible.
- » **Robert Lang Bursary**
Established in memory of Bob Lang and his animal genetics work with Trent University. Awarded to an international student in the Environmental & Life Sciences Graduate Program. Preference will be given to a student in animal research.
- » **Donna Giacalone-Miller Graduate Bursary**
Established by Jeanette McCurdy '03 (Kevin) and Frank Giacalone (Cheryl) in honour of their mother Donna Giacalone-Miller '81. An annual bursary will be awarded to support a mature graduate student with financial need, who is enrolled in a humanities program. Preference will be given to a sole-support parent.
- » **Winnie Janzen Frost Centre Bursary**
Established in 2010 at the time of the retirement of Ms. Winnie Janzen from Trent. Ms. Janzen contributed significantly to the success of many faculty and graduate students in the 24 years she worked as the Administrative Assistant and Research Coordinator in the Frost Centre for Canadian Studies and Indigenous Studies. To be awarded to a Frost Centre graduate student who is in at least her/his second year; who has contributed to the enhancement of the graduate experience at Trent; and has the highest academic standing of those who qualify in any one year. OTSS guidelines apply.
- » **Mary Kennedy Bursary for Canadian & International Students**
Established in memory of Mary J. Kennedy by her family. To be awarded to full or part-time Canadian or International students in any undergraduate or graduate program based upon financial need.

- » **Fern A. Rahmel Graduate Bursaries**
Established with a generous estate gift from Fern Rahmel, a Trent Honorary Degree recipient, and a leader in education, the arts and culture in Peterborough. To be awarded to women of proven academic ability who are over twenty-five years of age. Available to graduate students in any program. OTSS guidelines apply.
 - » **Riley Tench Poetry Bursary**
Established as a tribute to Riley Tench, Trent alumnus and former poetry editor of the *Arthur*. To be awarded to a full-time graduate student in the English Literature (Public Texts) Program. OTSS guidelines apply.
 - » **Dr. Ruggles & Elizabeth Pritchard Graduate Bursary**
Established in honour of Dr. Ruggles Pritchard, a Physician with Trent Health Services from 1968-1975 and Director from 1975-1992, and Elizabeth Pritchard (nee McLean), by their daughter Peggy A. Pritchard and her husband, Dr. Andrew M. Kropinski. Dr. Pritchard's example of quiet service was an inspiration. This bursary will be awarded to female international graduate students with financial need.
 - » **Sara Graduate Bursary**
Established to provide assistance to a graduate student. Preference will be given to a sole support parent. OTSS guidelines apply.
 - » **Scotiabank Graduate Bursary**
Awarded annually to graduate students in any year. OSOTF guidelines apply.
 - » **Sceptre Investment Counsel Limited Bursary**
Awarded to a full-time graduate student who has made a contribution to the community.
 - » **Stephen Stohn & Linda Schuyler Graduate Bursary**
Established by Stephen Stohn and his family. Stephen is a Trent alumnus ('66) and one of the founders of both *Arthur* and Trent Radio. To be awarded to graduate students in any program. OTSS guidelines apply.
 - » **Trent Graduate Students' Association (TGSA) Bursaries OTSS**
Established by the Graduate Students Association in 2008. To be awarded to two graduate students in any program, one at a masters level and the other at a doctoral level. OTSS guidelines apply.
 - » **William Thompson Graduate Bursary**
Established by the estate of the late William Thompson (1891–1978) of Westwood, Ontario. Awarded to a student registered in a graduate program.
 - » **Gordon & Margaret Watson Bursary**
Established by the Ottawa Chapter of the Ontario Archaeological Society to honour Gordon Watson, an outstanding avocational archaeologist who worked mainly in the Rideau River-Ottawa Valley with his wife Margaret. He completed his MA at Trent after retiring. To be awarded to a needy graduate student studying Canadian anthropology or archaeology. OTSS guidelines apply.
 - » **Trent University Social & Athletic Bursary OTSS**
Established by the employees of Trent University. Awarded to students who demonstrate all-round achievement and character, and are permanent residents of the Province of Ontario. OTSS guidelines apply.
 - » **Young Family Bursary**
Established by the family of J. Douglas Young, former Vice-Chairman and Founder of Cygnal Technologies and a member of Trent's Board of Governors. To be awarded to a full or part-time graduate student in any program. OTSS guidelines apply.
- BURSARIES AVAILABLE TO UNDERGRADUATE AND GRADUATE STUDENTS**
- » **Eileen Allemang Bursary**
Established in 1986 to honour Eileen on her retirement from Trent University. Awarded to a student who makes a contribution to university life. OTSS guidelines apply.
 - » **Alumni Bursary Fund**
Established by the Trent University Alumni Association. Awarded to returning student who has made a significant contribution to University life. OSOTF guidelines apply.
 - » **Patricia Baxter AnishnabeKwe Bursary**
Established in honour of Patricia Baxter. Awarded to Aboriginal women in their upper year studying science, computer studies/new technologies or Business Administration. OSOTF guidelines apply.
 - » **Philip and Annie C. Black Bursary**
Established by the late Isadore and the late Morris Black of Peterborough in memory of their father, Philip Black, the first Rabbi in Peterborough, and their mother, Annie.
 - » **Bourinot Bursary**
Awarded to a full-time student from Peterborough County. Preference will be given to an employee of the Canadian Tire Stores in Peterborough or a member of their immediate family.
 - » **Jacob F. Burnham Memorial Bursary**
A gift of the late Daisy McCarrell, a former employee of Trent University. Preference will be given to students majoring in Economics, Business Administration and related fields.
 - » **Ron Campbell Bursary**
Established by Ron Campbell Enterprises, which operates McDonald's Restaurants in Peterborough and Lindsay. Awarded to undergraduate or graduate students from Victoria or Peterborough Counties. Preference will be given to students enrolled in Trent's Environmental and Resource Studies program or Environmental & Life Sciences graduate program.
 - » **City of Peterborough Employees' Bursary**
Established by the employees of the City of Peterborough. Awarded to a child or spouse of a City of Peterborough employee.

- » **Cogeco Bursary**
Established in 2014 to recognize Trent's 50th Anniversary, this bursary will be awarded to a full-time undergraduate or graduate students in any year of any program. Domestic and international students qualify for this bursary.
- » **Community Service Bursary**
Established by the Quaker Oats Employees' Independent Union (Cereals). Awarded to a full-time student from Peterborough County.
- » **CUPE 3908 Bursary**
To be awarded to four student academic workers who are members of CUPE 3908. Available to graduate and undergraduate students based upon financial need. OTSS guidelines apply.
- » **Brian Desbiens Community Leadership Bursary**
Established to honour Dr. Brian Desbiens, former President of Fleming College and a recipient of the 2007 Trent Community Leaders Award. To be awarded to one upper-year undergraduate or graduate student in any program who has demonstrated leadership within the university and within the greater community. A student who is reaching out to make a difference to the lives of others. OTSS guidelines apply.
- » **Greatest Need Bursary Trust**
Supported by alumni, friends, faculty and staff. To be awarded to undergraduate and graduate students in any program. OTSS guidelines apply.
- » **Errol Hanbidge Memorial Bursary**
Established by Errol's wife, Audrey Hanbidge. To be awarded to undergraduate or graduate students in any program. OTSS guidelines apply.
- » **Howell Family Bursary**
Established by Walter Howell, a member and chair of the Trent University Foundation. To be awarded to a deserving undergraduate or graduate student in any program. OTSS guidelines apply.
- » **Rhoda Johnston Memorial Bursary**
Established by Robert Johnston in memory of his wife Rhoda, a long term past employee of Trent University. Awarded to Canadian or international undergraduate students in the Canadian Studies program and/or graduate students in the Canadian Studies & Indigenous Studies MA or Canadian Studies PhD programs.
- » **Jean Ann Johnston-Gauld Bursary**
Established by the family in memory of Jean Ann Johnston-Gauld a part-time student at Trent University from 1982–85. Awarded to part-time students. OSOTF guidelines apply.
- » **Principal H. R. H. Kenner and PCVS Faculty Bursary**
Established by the PCVS Form 5 graduating class of 1937 in honour of Principal Kenner and their teachers. Support has also come from the class of 1939. Awarded to graduates of secondary schools in Peterborough County.
- » **Keppler Bursaries for German Studies**
Established by Hans and Christine Keppler. Awarded to Canadian undergraduate and graduate students going on a study abroad program to Germany or studying German at Trent.
- » **Chief Keith Knott Bursary**
Established to honour Chief Keith Knott, recipient of a 2007 Trent Community Leaders Award. To be awarded to the most needy full-time or part-time undergraduate or graduate student in any program. OTSS guidelines apply.
- » **Wally Macht Bursary**
Established to honour Wally Macht, a broadcast journalist, anchorman and accomplished film documentary maker and recipient of a 2007 Trent Community Leaders Award. Awarded to a part-time undergraduate or graduate student in any program. OTSS guidelines apply.
- » **McLean Foundation Graduate Research Bursary**
This bursary provides graduate students with financial support for research in a thesis program. OSOTF guidelines apply.
- » **Métis Nation of Ontario Bursary**
Established through funding initiatives of the Métis Nation of Ontario (MNO), Métis Training Initiatives (MTI) and the Ontario government. Awarded to post-secondary students of Métis ancestry. Students must be residents of Ontario for one year before the start of their post-secondary education. (see Financial Aid Office for details, deadline usually in January). OSOTF guidelines apply.
- » **Malcolm Montgomery Memorial Bursary**
A bequest from the estate of the late Malcolm Montgomery. Preference will be given to students who have self-identified as Aboriginal and are in any graduate or undergraduate program. Then it is open to all full-time or part-time students entering or returning to the MA Program in Canadian Studies & Indigenous Studies or the PhD program in Indigenous Studies. This bursary is available to domestic and international students who meet the qualifications.
- » **Morrison-Heitlinger International Student Assistance Fund**
Established by Professors Emeriti David Morrison and Alena Heitlinger to support International undergraduate and/or graduate students that find themselves in financial difficulty as a result of an unexpected change of circumstances or an emergency situation. By application to Trent International.
- » **Northumberland Canadian Federation of University Women Bursary**
To be awarded to a returning undergraduate or graduate female student. Preference will be given to students from the County of Northumberland. OTSS guidelines apply.

» **Ontario Public Service Employees Union – Local 365 (Trent) Bursary**

Established by the concerned members of OPSEU local 365 at Trent University. Awarded to a worthy undergraduate or graduate student. OSOTF guidelines apply.

» **Norma and Lloyd Parnall Bursary**

Established by the family in honour of Norma and Lloyd Parnall. Awarded to Aboriginal women successfully studying in undergraduate or postgraduate programs. OSOTF guidelines apply.

» **Dr. Julia Phelps Memorial Bursary**

Established in memory of Dr. Julia Phelps, an honorary graduate and long-time friend of Trent. Awarded to a student in the Cultural Studies program. OSOTF guidelines apply.

» **Sam Leach Robinson Bursary for English Students**

Established by the family and friends in memory of alumna Sam Leach Robinson. Preference will be given to a deserving student entering fourth year of the Honours program in English Literature or the graduate program. OTSS guidelines apply.

» **Sherratt Bursary for Athletics**

Established by Fred Sherratt, former Vice Chair of CHUM Limited, and a member of Trent's Board of Governors. Each award has a value of \$1,500 and will be awarded to entering, transfer or returning full-time undergraduate or graduate students participating in the varsity athletics program. OTSS guidelines apply.

» **Sisson/Fitzpatrick Aquatics Bursary**

Established by Karen Sisson '78 in honour of her mother, Lois Sisson who was rescued by Trent lifeguards. To be awarded to students employed as lifeguards or swimming instructors in the Athletics Centre. OTSS guidelines apply.

» **Bill and Dorothy Slavin Bursary**

Established by members of the Slavin family, in memory of their parents, Bill and Dorothy Slavin. Awarded to a student from a developing country.

» **Trent Student Financial Assistance Fund**

Supported by alumni, friends, faculty and staff to enable Trent University to respond to the evolving and growing needs of students today and into the future. To be awarded to Canadian or International students enrolled in a full or part-time undergraduate or graduate program, and seeking a Trent University degree. Based upon financial need.

» **TGSA Academic Development Bursary**

TGSA Academic Development Bursary is to provide support for full time students to further their academic development such as but not limited to workshop or conference fees, membership fees in an organization, travel for conferences, and the enrolment of professional and leadership opportunities that will enhance the person's academic development.

» **TGSA Financial Support Bursary**

TGSA Financial Support Bursary is to provide additional financial support for graduate students who are experiencing an unexpected and harmful financial need that is not covered by the Health and Dental Benefits Plan, pre-existing governmental support, or support from the University. The TGSA Financial Support Bursary is meant to supplement already existing emergency programs and not to replace them.

» **Vernon Family Graduate Bursary**

Established in 2014 by the Vernon family (alumni Len & Phyllis '64, Paul '91 and Colin '93). To be awarded to deserving full-time or part-time graduate students in any program. Canadian and International students who are seeking a Trent University degree qualify for this bursary.

» **Maha & Murad Younis International Student Bursary**

Established by the Younis family who immigrated to Canada in 1994 and started Westmount Pharmacy. To be awarded to full-time undergraduate or graduate international student(s) in financial need.

DONOR SUPPORTED AWARDS

Financial aid through Trent University's award program is designed to acknowledge those students with outstanding academic qualifications and proven financial need. Many of these awards are made possible through the Ontario Student Opportunity Trust Fund. In 1996–1997 the Province of Ontario established the Ontario Student Opportunity Trust Fund. Fifty percent of this fund is provided by the Province, and 50% has been raised through fund raising initiatives by the University. The trust fund represents an endowment fund. Annual proceeds from investment earnings are available in the form of awards to Ontario residents enrolled full-time, part-time or as graduate students. (Refer to specific OSOTF residency guidelines listed under bursaries.)

» **Athletics Discretionary Award**

This award can be used at the discretion of the Director of Athletics to provide support for varsity athletes. Support from the fund may be in the form of a monetary award to women soccer players and/or in general support of women varsity soccer team, as determined by the Director of Athletics.

» **Bagnani Graduate Awards**

Established in 1997 by the Dewar Memorial Fund, these annual awards honour the late Professor Gilbert and Stewart Bagnani. Graduate awards will be granted to Ontario students who demonstrate both academic excellence and financial need. The main preference is to support graduate students in classical (traditional) disciplines of studying cultures and the past, especially Classics, Anthropology, Archaeology and History. If remaining funds are available, awards can be given to graduate students in English, Canadian Studies, and Cultural Studies. OSOTF guidelines apply.

- » **de Pencier Family Award**
The gift of business executive, John de Pencier, a long time member of Trent's Board of Governors and chair from 1987 – 1991, and his wife, Marni, Trent parents. Awarded to a student of high academic standing who is in financial need. OSOTF guidelines apply.
- » **Five Sisters PhD Award**
This Award honours the lives and contributions of the five Moraff Sisters, the daughters of Herman (Hymie) Moraff and Ida Feder Moraff who came to Canada in their youth and settled in the Mi'kmaq territory of Sydney, NS. Encouraged by their parents, all five sisters undertook post-secondary education before marrying, which was contrary to popular custom in the 1940s and 1950s. They held advanced education in high esteem and encouraged their children to complete college/university in their chosen fields. This one-time award is for doctoral candidates in the PhD program in the Department of Indigenous Studies who have completed at least a first draft of their doctoral dissertation, and is graduating in the year of the award. OTSS guidelines may apply.
- » **Graduate Students Award Fund**
Established by an anonymous graduate of Trent, this is awarded to graduate students with financial need. OSOTF guidelines apply.
- » **William & Jeffrey Hamblin Memorial Graduate Award**
Established in memory of William and Jeffrey Hamblin. Awarded to a graduate student of high academic standing who is in financial need and enrolled in any program. Available to students outside of Ontario.
- » **William & Jeffrey Hamblin Memorial Ontario Graduate Award**
Established in memory of William and Jeffrey Hamblin. Awarded to a graduate student of high academic standing who is in financial need and enrolled in any program. OTSS guidelines apply.
- » **Aditya Jha Indigenous Studies Awards**
Established by entrepreneur Aditya Jha, founder of Osellus Corporation and the POA Educational Foundation, in support of graduate students demonstrating financial need as well as academic achievement in Indigenous Studies or their chosen field. Preference will be given to applicants of Aboriginal heritage. Value of \$1,500 per student. OTSS guidelines apply.
- » **R. B. Johnston Fund for Archaeology**
The gift of an anonymous donor, this fund recognizes the contribution of the late Prof. Richard B. Johnston to Ontario archaeology. The fund supports thesis research by graduate students in the Anthropology graduate program. Projects in the archaeology of northeastern North America are preferred, and one or more grants are awarded annually. This award is available through an application process.
- » **Ian & Lorraine Logan Graduate Award**
To be awarded to a graduate student in Canadian Studies interested in forward-looking, but not restrictive, public policy research. To be awarded based on financial need and an excellent academic record to a student studying in an area such as: goals for Canada, Canadian values, public policy innovation strategies, governance issues, demographic options, multiculturalism, Canada as a world influence and model, or a related topic. OTSS guidelines apply.
- » **Lopes Family Award for Study Abroad**
Established by Ana P. Lopes, a Trent Governor Emerita and honorary alumna, in honour of her parents, Antonio F. and Gertrude M. Lopes, originally of Lisbon, Portugal, in recognition of their interest in politics and current affairs, and their leadership and community service within the Portuguese-speaking community of Canada. Awarded to Ontario undergraduate and graduate students based upon financial need and an excellent academic record. Awarded to undergraduate students going on a Trent study-abroad program; and to graduate students studying and researching as part of a Trent program, or participating in a conference. Preference will be given to students travelling to Europe. OSOTF guidelines apply.
- » **Jack Matthews Study & Research Abroad Graduate Award**
Named in honour of the founding director of the Trent International Program and Honorary Degree recipient. Awarded to graduate students studying and researching in an international setting as part of a Trent program. The award is available through an application process and is based on financial need and an excellent academic record. OTSS guidelines apply.
- » **McLean Foundation Graduate Research Bursary**
This bursary provides graduate students with financial support for research in a thesis program. OSOTF guidelines apply.
- » **Meyer-Larose Family Graduate Award**
Established by Winston Meyer and his family. Awarded to a motivated graduate student who demonstrates academic excellence and financial need and is studying applied science that will provide tangible solutions to global need. OTSS guidelines apply.
- » **Moore Family Canadian & International Graduate Awards**
Established in 2014 by David & Joan Moore. David is a passionate advocate for Trent having served on the Board of Governors from 1981-1996 and having chaired the For Tomorrow Campaign. A lifetime appointment as Honorary Governor was granted in 1996. Preference will be given to Canadian and/or International students enrolled in full-time graduate programs, and seeking a Trent University degree.

- » **Mary Northway Graduate Award in Canadian Studies**
Established in honour of Mary Northway (1909-1987). Based on the recommendation of the Programme, these funds will be distributed to graduate students in Canadian Studies & Indigenous Studies. Priority will be given to qualified incoming PhD students, but MA students are also eligible for lower amounts of funding. Any one individual award in any one year will not normally exceed \$5,000. OSOTF guidelines apply.
- » **Patterson Award for Aboriginal Language Studies**
Established in memory of Sarah D. Patterson (1889–1979), a Mohawk of the Bear Clan who was born at Six Nations and spoke four languages; Mohawk, Cayuga, Tuscarora and English. Awarded to an upper year or graduate student of high academic standing who is in financial need and shows a keen interest in Aboriginal languages.
- » **Petersen Burfield Family Graduate Award**
This award has been established in memory of Niels and Margaret (Betty) Petersen. It is available to graduate students in the field of Anthropology. OSOTF guidelines apply.
- » **Zailig Pollock Graduate Award**
Named in honour of the founding director of the Masters program in English Literature (Public Texts). Awarded to a full-time graduate student in the Masters program in English Literature with high academic standing and financial need. OTSS guidelines apply.
- » **Robert Darou Norris Prichard Award**
Awarded to a full-time graduate student entering final year of Environmental and Life Sciences. Applicants must demonstrate excellent academic achievement and financial need with preference given to residents of the Counties of Haliburton, Northumberland, Peterborough, Victoria and the Regional Municipality of Durham. OTSS guidelines apply.
- » **University Women's 50th Anniversary Award**
Established by the University Women's Club of Peterborough (now CFUW Peterborough) in 1987 in honour of their 50th anniversary. Awarded to a female student currently registered in first year of a graduate program who has completed an undergraduate degree at Trent University.
- » **John Wadland Award OTSS**
Awarded to the most worthy undergraduate students with financial need in any year of the Canadian Studies Program or to students who are taking a significant number of Canadian Studies courses. It is also to be awarded to graduate students in financial need in the MA Canadian Studies & Indigenous Studies and PhD in Canadian Studies programs. This award is in recognition of John Wadland's seminal role in introducing students to Canadian Studies over three decades through CAST 200 "Canada: the Land." OTSS guidelines apply.

- » **Dr. Laura Weintraub Award**
Dr. Laura Weintraub was passionately interested in Aboriginal education, specifically the impact of learning disabilities on Indigenous Canadians and their opportunities to obtain a good education. This award was established by her friends and family to mark her life and work in this field. Awarded to a student enrolled in a graduate or post-degree professional program whose academic interest and research is in the area of learning disabilities and/or the learning needs of Aboriginal people. OSOTF guidelines apply.
- » **Helen Whiteside Memorial Award**
Established in memory of Helen Whiteside, the first woman to serve as a member of Trent's Board of Governors. Awarded to a graduate student who demonstrates high academic achievement and financial need and is enrolled in any program. OTSS guidelines apply.
- » **Donald Warren Down Graduate Research & Travel Award**
Established in memory of Donald Warren Down. To be awarded to a Graduate student focusing their research on Canadian or world military history in either a historical or modern context.

GRADUATE PRIZES/OTHER

- » **Addyman Research Fund**
This fund provides graduate students in financial need with support for research. Preference will be given to students researching a local government project in Peterborough County with an emphasis on contemporary issues at the municipal and county levels.
- » **Alliances Prize**
The prize will be used to fund or recognize small projects related to Indigenous-non-Indigenous alliance-building and education, such as digital stories, website development, workshops and other activities that promote respectful Indigenous-non-Indigenous relations. Available to undergraduate or graduate students.
- » **CIC Prize in Materials Science**
Established by the Peterborough Chapter of the Chemical Institute of Canada, the CIC Prize in Materials Science will be awarded annually in support of graduate students demonstrating academic achievement in the Materials Science program.
- » **Brian Heeney Memorial Fund**
Established with an estate gift from Gloria Sapena. This fund is used to provide matching funds to a student with an Ontario Graduate Scholarship.
- » **Indigenous Student Assistance Fund**
This fund is primarily intended to provide emergency funding, including travel support, to students of Aboriginal identity or heritage including First Nations, Inuit or Metis people from the Peterborough or Durham campuses.

» **Graduate Studies Travel, Conference and Research Support**

Funding opportunity to support graduate student research abroad, conference participation and active research engagement. Funds from multiple sources are used to support this opportunity.

» **International Student Travel Prize**

Awarded annually to an international undergraduate or graduate student with strong academic achievement for travel to a significant heritage site or region of Canada of personal interest. Preference will be given to an international student majoring in, or having been enrolled in undergraduate or graduate courses offered by the School for the Study of Canada, though any international student at Trent is encouraged to apply.

» **Leonard Conolly Graduate Students Travel Fund**

The Leonard Conolly Graduate Students Travel Fund will support travel for graduate students in the MA in English Literature (Public Texts) program to conduct research or deliver their findings at conferences. This fund awarded via an application process.

» **Richard B. Johnston Graduate Studies Prize**

This \$1000 prize has been created by the family of former Trent Professor Richard B Johnston to recognize his dedication to advancing archaeological studies in North America. It will be awarded to a graduate student studying the archaeology of indigenous populations, early settlers, or the native fauna or flora of northeastern North America; students conducting research in Ontario will be given special consideration. Preference will be given to students in their final year of studies, so they can present the findings of their research at academic conferences.

» **Public Texts Graduate Prize**

Awarded to an outstanding student graduating from the MA in English Literature (Public Texts).

» **Gillian Stamp Volleyball Prize**

Awarded to the player, selected by her teammates who, continually demonstrates dedication, commitment and loyalty to her team both on and off the playing field. Through leadership, fair play and enthusiasm, she is an inspiration to her teammates in their pursuit of academic excellence, volleyball or another sport.

» **Student Athletic Development Prize**

The Student Athletic Development award can be used at the discretion of the Director, Athletics & Recreation to provide support for Excalibur high performance student-athletes in first year or returning years. This award is designed to build upon the values and structure of the Trent Excalibur Athlete Development Model with a focus on training for high performance competition and training for success. Trent Excalibur Varsity Sports supports teams and student-athletes in achieving growth and successes in sport and academics. Resources will be applied to best align with Trent's comprehensive sport model.

» **The Student Relief Fund**

Supported by alumni, friends, faculty and staff to enable Trent University to respond to the evolving and growing needs of students today and into the future. To be awarded to Canadian or International students enrolled in a full or part-time undergraduate or graduate program, and seeking a Trent University degree. Based upon financial need.

» **Sustainable Agriculture Experiential Learning Fund**

This expendable fund can be used for hiring undergraduate students, graduate students, and the equipment and supplies needed for their work.

» **Dr. Alicja and Dr. Gosia Zobel Student Conference Fund**

These funds are intended for Canadian and International undergraduate and graduate students to attend international or domestic conferences that will advance their studies in science, philosophy, or women's studies and related fields, in particular, the intersection of science, politics and critical thinking. By application to School of Graduate Studies.

ACADEMIC DISTINCTIONS

» **President's Medal**

The President's Medal was established in 2009 to reward academic excellence and achievement of the graduate studies level. The winners are selected from four categories: Master of Arts or Education (social sciences and humanities), Doctor of Philosophy (social sciences and humanities), Master of Science (sciences), and Doctor of Philosophy (sciences).

» **Governor-General's Academic Gold Medal**

Awarded to the graduate student who achieves the highest academic standing among those who are convocating, on the recommendation of the Committee on Graduate Studies based on nominations from the graduate programs. Presented each year at Convocation.

OTHER FUNDING AVAILABLE TO GRADUATE STUDENTS

Graduate Teaching Assistantships (GTAs)

The School of Graduate Studies awards a number of assistantships to eligible full-time graduate students each year. A GTA is a paid employment position with the university and students are required to work up to 10 hours per week (on average), generally assisting with some aspect of the undergraduate teaching program. The terms of employment are governed under the Collective Agreement with CUPE Local 3908, Unit 2 and Trent University. GTAs administered by Trent University will be paid through the university payroll office, on a biweekly basis and are normally offered at the time of admission.

Patterson Abbey Gardens Graduate Research Fellowship

Established by John and Thea Patterson loyal supporters of Trent and citizens of the Haliburton Highlands. This fund provides funding for a Research Fellowship for a student,

from any graduate program, with a focus on issues related to the work of Abbey Gardens. Areas of focus could include such topics as gravel pit rehabilitation for permaculture, food hubs, farmers markets and food security; heritage animals and crops; impact of policy and legislation on rural enterprise; strengthening seasonal recreation-based economies; and creation and sustainability of rural social enterprises. Final selection will be made by the Dean of Graduate Studies after recommendation of the Director of the Trent School of the Environment. Value \$5,000 plus \$1,000 for travel.

Mackenzie-Papineau Battalion Memorial Fellowship in History

Established by the Mackenzie-Papineau Memorial Fund, which commemorates the 1500 Canadian volunteers who fought to defend the democratically elected government against fascist forces during the Spanish Civil war of 1936-1939. Awarded annually to graduate students engaged in research in the Department of History at Trent University. By application to Department of History.

Entrance Awards

Awarded to outstanding applicants to graduate programs. Awards range in value (generally between \$500 and \$5,000 per year) and are awarded at the time of offer of admission.

Dean's PhD Scholarships

Offered to eligible full-time doctoral students to support research in their graduate programs. Normally offered at the time of admission.

International Graduate Scholarships

Offered to international full-time research-based graduate students by their graduate program. Normally offered at the time of admission.

Graduate Research Fellowships

Support provided to aid research of eligible full-time graduate students in research-based humanities and social sciences programs. Awards are normally offered at the time of admission.

Research Fellowship Awards

Support provided to eligible full-time research-based graduate students by their supervisor. Research Fellowships Awards are funded from the supervisors' research grants and supervisors may expect a minimum time spent with the research team weekly. Awards are normally offered at the time of admission. Students are encouraged to discuss expectations with their potential supervisors prior to accepting the offer.

Research Fellowship Awards (SGS)

Support provided to aid research of eligible full-time doctoral science students by the School of Graduate Studies. Normally offered at the time of admission.

School of Graduate Studies Academic Scholarship

Support provided to aid research of eligible full-time masters science students by the School of Graduate Studies. Normally offered at the time of admission.

INTERNATIONAL GRADUATE STUDENTS

In order to cover books and living expenses, international students in graduate schools in Ontario will need a minimum of \$20,000 - \$25,000 CDN per year. Additional costs may be incurred depending on factors such as lifestyles and the number of family members being supported (if applicable). In addition to living expenses, students are required to pay tuition and ancillary fees for each term of enrollment. Eligibility for most scholarships and research assistantships from university and Canadian sources is restricted to Canadian citizens or permanent residents. Therefore, the funding required to attend graduate school should be covered by independent means or financial support from the students' own country. However, a small number of Ontario Graduate Scholarships are available to non-Canadian students.

Employment

International students who are registered in full-time study and hold a valid study permit at a degree-granting post-secondary institution may be permitted to work. Eligible international graduate students may be provided with a graduate teaching assistantship requiring no more than an average of 10 hours per week. International students may apply for positions at the library, colleges, summer maintenance, athletics complex, alumni office, development office, International office, conferences and catering, Trent newspaper, campus tours office or as a research assistant to faculty. You may qualify to work off campus without a work permit. Please check with Trent International for more information on eligibility and restrictions.

Documentation

Please visit trentu.ca/currentstudents/international (Trent International) and cic.gc.ca (Citizenship and Immigration Canada) for details regarding Study Permits, Visas and other related documentation.

Services for International Students

Trent International (TI) offers counselling in such areas as adjusting to student life in Canada, housing, health insurance, immigration and employment issues, and academic challenges. TI publishes an International Student Handbook, which gives advice on adapting to Canada; and organizes social and cultural activities, seminars and debates. For more information and for resources specific to international students, please refer to the Trent International website at: trentu.ca/currentstudents/international.

Note

University Health Insurance Plan for International Students is mandatory (see trentu.ca/currentstudents/international/health-insurance). Family members/dependants may be added to the plan at an additional cost. Please visit uhip.ca for details.

Academic Skills

trentu.ca/academicskills

Academic Skills instructors teach writing and study skills to undergraduate and graduate students through individual and group instruction. In-person and online appointments give students the opportunity to discuss academic work in progress or to learn valuable skills such as critical reading and thinking, time management, clear writing and grammar, oral presentation strategies, research and citation, listening and note-taking, essay and lab writing, exam preparation techniques, and mathematics. An Academic Skills instructor is located in each college office and at the Durham GTA campus. In addition, Academic Skills offers extensive online resources and publications on its web page.

Alumni Association

trentu.ca/alumni

Studying at Trent University is an exciting and important time in a student's life, but it is just one phase in the lifelong relationship that the Alumni Association fosters and encourages. Trent's alumni remain informed, interested, and involved long after graduation day. Alumni House is a popular facility for many University events, as well as a destination for returning alumni, particularly on Homecoming Weekend each year. Chapters across Canada and overseas provide opportunities for Trent alumni to meet in their home communities, and recent graduates help represent the University to secondary school students. Alumni are eligible for discounts at the University Bookstore and Athletics Centre, given access to library services, and can receive special rates for home and auto insurance. Children of alumni may qualify for special scholarships to Trent.

Current students and recent graduates are encouraged to apply to the TrentU Connect online mentoring program, for an opportunity to be matched with alumni for career conversations throughout the year.

Bus Service

Peterborough: trentu.ca/trentucard/transit-passes

Trent's Symons and Traill campuses are connected to each other, and to the city, by dedicated bus routes operated by the City of Peterborough. Graduate students can opt into the Transit Pass through their MyTrent Portal under the Services tab. All students can purchase GO Transit bus and train tickets at the city bus terminal in downtown Peterborough.

Durham: trentu.ca/durham/campus-life/transit

All Trent University Durham GTA graduate students who would like to opt-in to the DRT UPASS program for fall 2023, please complete the form located in myTrent > Services > Campus Services > Trent Durham Transit Pass. The pass allows students to ride on any Durham Region Transit (DRT) bus and select GO Transit buses operating within the Durham Region during the academic year (beginning of September to end of May).

Campus Print

trentu.ca/print-post

Campus Print is located in Blackburn Hall. It provides printing (both standard size and large format) services to the Campus and surrounding community. Print services available include colour copies, transparencies, posters, brochures, photocopies, binding, folding and finishing services, large format printing, paper sales, business cards, and more. Campus Print has added promotional products to their portfolio. Please refer to the website to submit orders through the online system, and for details on services and business hours. Purchases can be made by cash, cheque, TrentU Card, Debit, Visa, and Mastercard.

Campus SRC

trentu.ca/print-post

Campus SRC (Shipping Receiving Centre) is located on the East Bank. It provides a centralized system for Trent University's shipments and mail; Campus SRC complies with the laws, regulations, and rates of Canada Post. Mail and parcels are collected and delivered throughout the campus once per day. All postal rates are subject to the Federal Goods and Services Tax (GST). Along with mail services, the department also provides courier services (UPS).

Child Care Centre

trentchildcare.com

Trent Child Care Inc. is a non-profit organization offering a wide range of programs within the County and City of Peterborough for children between the ages of 6 weeks and 12 years. Our campus site is licensed for 64 children from 6 weeks to 5 years of age. Trent Child Care is licensed by the Ministry of Education under the Child Care and Early Years Act. The organization offers care to all members of the community, and fee subsidies are available for those who qualify.

Conference & Hospitality Services

meetattrent.com

Trent's Conference & Hospitality Services provide event services to internal and external clients hosting events on campus. Residences, classrooms, and dining halls are utilized outside of academic timeframes to generate revenue in support of the University's operating budget. Accommodation for visiting students and their families is available from May to August. Graduation gowns may be rented through this office for individual graduation photo sessions.

Durham Print & Post

trentu.ca/print-post

Durham Print & Post is located on our Durham Campus in Building A. Working in partnership with Campus Print and SRC, it provides print and mail services to the Durham Campus. Print services available include colour copies, transparencies, posters, brochures, photocopies, binding, folding and finishing services. Large format printing, business cards and promotional products can be ordered at this location and will be produced in Peterborough. Please refer to the website to submit orders through the online system, and for details on services and business hours. Purchases can be made by cash, cheque, TrentU Card, Debit, Visa, and Mastercard.

Exam Centres

Centre for Academic Testing: trentu.ca/cat

Durham Campus Exam Centre: trentu.ca/durham/exam-centre

The exam centres at Trent University provide professional proctoring services for accommodated exams for students registered with Student Accessibility Services (see [p. 149](#)). Additionally, the Centres invigilate external exams for a fee, including exams for online courses from other colleges or universities, and professional exams.

First Peoples House of Learning (Indigenous Student Services)

trentu.ca/fphl

First Peoples House of Learning provides specialized academic, social and cultural supports, mentoring, counselling and a home away from home for Indigenous students from all over the world.

Located in the Enwayaang building on Symons campus, FPHL is responsible for providing transition services, recruitment services, Indigenous knowledge sharing, culture-based student programs, and supporting academic and retention services.

It facilitates Indigenous initiatives and community-building for all Trent University students, staff and faculty at both campuses. FPHL provides cultural gathering space for students in the Ska'nikonhra/Benedict Gathering Place, the Nendimowin: Elders and Students Centre, and the Ceremonial Grounds, which include the Tipi and the Sweat Lodge.

Cultural Counsellor (Advisor)

The counsellor provides culture-based personal counselling for all Trent University students, including issues regarding university life and academics, as well as personal problems that arise as a result of school or other life experiences. The cultural counsellor provides a variety of services to support contemporary and traditional Indigenous knowledge sharing within the University community.

Student Success Coordinator

The Indigenous student success coordinator is available to provide retention and academic support services for all Trent University students. The coordinator helps to administer services including peer tutoring, peer mentoring, and the peer ambassadors within the Naadimaagewin program, and assists students with funding applications and some housing needs. Academic advising is also available for degree planning, petitions, and other requirements. Advocacy is available for any Indigenous student needing to connect with their professors or other University departments.

Trent University Native Association (TUNA)

tuna@trentu.ca

Established in 1969, TUNA is an Indigenous student association bringing together Indigenous and non-Indigenous students throughout the University to share knowledge culture traditions and build community. It is a body organized by, for, and about Trent's Indigenous student population. All are welcome to join and participate in TUNA social events and intramural sports. TUNA organizes various cultural, social, and recreational events throughout the year and provides a forum to discuss and address issues affecting Indigenous peoples at Trent and in the broader community.

Celebrating Indigeneity and Indigenous Knowledge

At the Annual Elders & Traditional Peoples Gathering, as well as frequent hands-on workshops, social gatherings, Sweat Lodge and Tipi, students learn about ceremony and culture from elders and traditional teachers. The Trent University Native Association also provides cultural awareness, peer supports, and supportive community connections.

Information Technology

trentu.ca/it

A wide variety of computing and media resources is available to members of the Trent community in support of research, learning, teaching, and scholarship. These include Trent accounts that provide access to email, the myTrent portal, Trent's Learning Management System (LMS), and 24/7 access to knowledge articles in the Service Hub. WiFi is available on campus using "Eduroam" (non-residence) and RezNet (residence) services. Public computing commons are available throughout the campus which include access to print stations.

Instructional technology support is provided to on-campus academic programs and to Trent Online programs. Usage of computing resources is governed by published IT policies (trentu.sharepoint.com/sites/AVPIT/SitePages/Policy.aspx) to which users agree by accepting and using their Trent credentials. For a complete list of IT services, visit the Service Hub (trentu.ca/it/hub), that can be accessed via the myTrent portal.

Library & Archives

University Librarian

E. Tufts, BA, BEd, MLIS

Librarians and Archivists

D. Collins, BA (Trent), MI (Toronto)

E. Olsen-Lynch, BSc (Brock), MLIS (Western)

J. Watson, BA (Carleton), BEd (Lakehead), MA (Laurentian), MLIS (Western)

G. Sinclair, BMus, MLIS (Western)

B. Znamirowski, BA (Queen's), MLS (Dalhousie)

The Trent University Library & Archives provides access to scholarly information and services that support research, teaching, and learning. The Library has two locations:

- The Thomas J. Bata Library in Peterborough offers student-centred modern spaces for individual or collaborative study with views of the Otonabee River. Specialized spaces include the data visualization lab, the critical making studio, group study rooms and a presentation practice room.
- The Trent University Durham GTA Campus Library and Learning Centre in Oshawa is a full-service library housing its own print collection while also facilitating access to resources located in Bata Library. It offers group study rooms, individual study space, and computer workstations.

Through the Library & Archives website, students can access online library skills tutorials, subject guides, and other tools to guide them through the research process. General and specialized library instruction programs for groups and individuals are facilitated by librarians at both campuses. The Omni search tool provides seamless access to the library collection, which includes print and digital scholarly resource, and connects to the collections of 18 other Ontario university libraries.

ARCHIVES

trentu.ca/library/archives

Trent University Archives serves as a regional archive for Peterborough County and the surrounding area, with a special emphasis on those subject areas which complement undergraduate and graduate teaching at Trent. Its considerable holdings comprise textual records (family, business, association, and institutional papers) and more than 40,000 photographs, maps, and other graphic items. Additionally, the Archives house the University's archival records and a number of special collections focusing on rare Canadiana.

MAPS, DATA & GOVERNMENT INFORMATION CENTRE (MADGIC)

trentu.ca/library/madgic

The Maps, Data & Government Information Centre (MaDGIC) serves as the campus centre for government documents, maps, aerial photos, geospatial and statistical data, Geographic Information Systems (GIS), and research data management and archiving. MaDGIC offers technical support to students and researchers for GIS and data visualization, and provides a range of introductory and specialized workshops about its collections and supporting technologies. The centre also serves as a regional depository for government publications, maps, aerial photography, and imagery published by the federal and provincial government.

Office of the Associate Vice-President Students

Peterborough: trentu.ca/studentaffairs

Durham: trentu.ca/durham/student-life

The Office of the Associate Vice-President Students provides administrative and programming support to the various departments that coordinate student services and activities on all campuses. Working collaboratively with students and student associations, it anticipates and addresses concerns, and makes recommendations that will benefit the students and the University.

In Peterborough, these services include the Student Wellness Centre (Counselling, Health, Student Accessibility Services, crisis response, and the Centre for Academic Testing), Housing and Food Services, Spiritual Affairs, First Peoples House of Learning, and student conduct and sexual violence prevention and response. The Office of the AVP Students coordinates student-based committees to help raise awareness, address concerns, and assess student event risks.

The Office of Student Affairs facilitates multiple opportunities to get engaged and build transferable skills on campus, including Orientation Week, the Impact Leadership program, and the Co-Curricular Record. The Co-Curricular Record is an official Trent document acknowledging student accomplishments that occur outside the classroom and are not for academic degree credit. Student Affairs develops and oversees extensive programming to support students experiencing difficulties or marginalization. The Rebound Program offers upper-year peer guidance to students in their first or second year at Trent who are struggling with the transition to Trent.

In Durham, the Director of Student Affairs coordinates services that include the Academic Skills Centre, Career Services, Personal Counselling, Student Accessibility Services, Food Services, the Durham Regional Transit bus pass, athletics, health and wellness education, student leadership programming, new student programming, and New Student Orientation. Durham Student Affairs works with student government leaders of the Trent Durham Student Association (TDSA) and other campus groups to engage with the Durham Region community.

Student Associations

TRENT GRADUATE STUDENT ASSOCIATION (TGSA)

trentgsa.ca

The Trent Graduate Students' Association (TGSA) acts on behalf of all graduate students enrolled at Trent University. Their main goal is to represent graduate student interests, advocate for their needs, and to promote equity and social justice. They do this by maintaining communication with Trent University administration, faculty, staff, and undergraduate students, as well as organizations outside of the Trent community.

They also seek to provide intellectual, cultural, social, and political activities for graduate students. The TGSA meets this mandate by organizing both social and academic events, and providing financial support for graduate students.

There are a number of ways to become involved with the TGSA. Students can run for year-long elected positions as an Executive, Commissioner, or program representative, and they are always looking for volunteers to assist with events or represent the TGSA on various committees. Monthly Board meetings are open for any and all students to attend, and the minutes of those meetings can be found on the TGSA website for review.

TRENT CENTRAL STUDENT ASSOCIATION (TCSA)

trentcentral.ca

The Trent Central Student Association (TCSA) is the student union that represents all undergraduate students at Trent University in Peterborough. As a member of the Canadian Federation of Students (CFS), the TCSA is committed to bringing about necessary educational, administrative, and/or legislative changes in those areas affecting students by representing the interests of its members to all levels of government and university administration. The TCSA provides to graduate students across both Trent campuses a comprehensive health and dental Student Benefits Plan.

TRENT DURHAM STUDENT ASSOCIATION (TDSA)

mytdsa.ca

The Trent Durham Student Association (TDSA) acts as the democratically elected government of the students attending Trent University Durham GTA. Governed by a Board of Directors and led by a team of student executives, the TDSA exists to serve the needs of the student body and advocates for student voices on a university, municipal, provincial and federal level. The TDSA is a member of the Ontario Undergraduate Student Alliance (OUSA).

The TDSA supports and sponsors a variety of student clubs, student-run events, and committees that foster a safe and welcoming space for all graduate and undergraduate students to connect and engage with campus life.

trentu.ca/wellness

The Student Wellness Centre's mission is to provide holistic and integrated support in meeting the bio-psycho-social needs of Trent University students. The interdisciplinary team supports student success and personal well-being through the provision of timely and effective interventions and accommodations. The Wellness Centre strives to provide an experience of care that is student-centred, respectful, compassionate, accessible, equitable, and safe.

COUNSELLING SERVICES

Peterborough: trentu.ca/counselling

Durham GTA: trentu.ca/durham/student-life/student-support-services/counselling-services

The Counselling Centre provides brief individual, single session, group, and crisis counselling to all full- and part-time students. Staff are committed to providing confidential services that respect the dignity and value of all people regardless of age, gender, ethnicity, physical qualities, sexual identity, and ability. One therapist specialises in providing support to BIPOC individuals. Many students seek support for specific concerns related to anxiety, depression, grief, identity, and relationship challenges, while other students come with less defined difficulties like low motivation, poor self-image/esteem, stress, loneliness, and adjustment issues. Referrals within Peterborough or the Durham region can be arranged as appropriate. Limited psychiatric services are also available to Peterborough students.

STUDENT ACCESSIBILITY SERVICES

Peterborough: trentu.ca/sas

Durham GTA: trentu.ca/durham/supports-services/durham-sas

Trent University endeavours to ensure the accessibility of all of its campuses and programs to all students. The University has a committed team providing support and advocacy on behalf of students with documented physical, sensory, medical, psychological, or learning disabilities. Services provided include: assistance with obtaining note-takers, coordination of accommodated exams, training in adaptive technology, academic coaching and learning strategies, and liaison with faculty members and support agencies. Students with disabilities who are considering attending Trent are encouraged to contact SAS at the time of application. To ensure your accommodations are in place for the Fall term, please register with SAS by July 31. In order to have final exam accommodations in place, please register with SAS by November 1 for the Fall Term for December exams, and March 1 for the Winter term for April exams.

STUDENT HEALTH SERVICES

trentu.ca/healthservices

Student Health Services provides primary health care to all current students. A full range of confidential medical services is available (see the website for hours and details on available services). All clinics require booked appointments. Health cards and student cards must be presented at every visit to Health Services. Ontario residents must have a current Ontario Health Insurance Plan (OHIP) card. For students from another province, that province's health insurance is accepted as equivalent. International students require University Health Insurance Plan (UHIP) coverage (or equivalent) and should contact Trent International for details.

Trent Athletics – Athletics Centre

Peterborough: trentu.ca/athletics

Competing on the water, the field, the court or cheering from the stands - Together We are One Excalibur! Trent University stands as a hub of high-performance sport, attracting elite student-athletes to join the Excalibur team and build on our legacy of athletic and academic success.

Carrying a positive attitude and competitive spirit has led the #OneExcalibur team to success both on and off the field for more than 50 years. As a student-athlete at Trent you belong to a family that share the values of hard work and team work, recognizes individual dreams and work together to achieve one goal. Trent's student-athletes have excelled in varsity competition, while achieving outstanding academic success, and they credit their Trent Excalibur experience as a key to career success after graduation.

For all students sport, recreation and wellness are at the heart of our University community. We are dedicated to the health and well-being of our students and sport, recreation, and wellness programs are at the heart of our university community. Trent has a unique advantage when it comes to our programs and facilities. Our Peterborough campus is set in a beautiful outdoor 1,400-acre playground with over 20 kilometres of nature trails and access to the Otonabee River right at our doorstep. The Peterborough campus also hosts a state-of-the-art Athletics Centre, Justin Chiu Stadium and Trent East Bank Sports Fields.

As a Trent student at the Peterborough campus, you automatically become a member of our state-of-the-art Athletics Centre. The Athletics Centre, Home of the Excalibur, provides each student with individual and group sport and fitness programs and services. As members, Trent students at the Peterborough campus have access to the 12,000 sq. ft. cardio loft and weight room, indoor climbing wall, rowing tank, Allan Marshall pool, double gymnasium, squash courts, sports medicine centre, warm therapy pool, and change rooms with saunas.

In addition, with our active sports clubs and innovative student engagement programs, Trent students who are looking to be part of a team environment outside of varsity can participate in a variety of intramural and student-engagement programs. There are a variety of programs to meet the needs of our students such as traditional campus recreation leagues and tournaments in traditional sports like soccer, volleyball, basketball and hockey to fun and unique activities like inner-tube water polo, ultimate frisbee, futsal, and our dedicated competitive and club Esports programs. In addition, the Athletics Centre facilities allow us to offer a wide variety of dynamic online and in-person group fitness classes and personal training, ranging from yoga, Pilates, Zumba and cardio classes. Whatever your interest or ability, there is something for everyone. The ultimate goal of our programs is to provide engaging opportunities for students for overall health, wellness, active participation and community building.

Together We Are One Excalibur!

Durham: trentu.ca/durham/athletics

All Trent University Durham GTA students have access to a fitness membership and a number of recreational athletics programs and a range of other activities are available for our students in Durham. An intramural athletic program runs throughout the week and includes sports like soccer, flag football, ultimate frisbee, volleyball, and dodgeball, as well as sporting events including annual tournaments. Students also have the opportunity to try out for the competitive co-ed Indoor Soccer extramural team, which competes in tournaments throughout the year against other universities and colleges. Please visit our website for more information.

Trent Student Benefits Plan

trentcentral.ca/benefits

The Trent Student Benefits Plan offers 12-month extended health and dental coverage to all full time graduate students.

Students are encouraged to contact the TCSA and to visit the website to learn more about the Student Benefits Plan options and confirm opt-out or opt-in deadlines as soon as they arrive on campus. It is each student's responsibility to meet all deadlines associated with the Student Benefits Plan. Students are given an opportunity to waive (opt-out of) the Benefits Plan if they have existing comparable alternative coverage. In order to opt-out and be reimbursed the mandatory fee, eligible students must complete an online opt-out form before the deadline. This deadline is firm and will be posted each year on the TCSA website, in the TCSA Agenda, on the TCSA smartphone app, and emailed to all students. Full coverage details are also available in the TCSA office and on the TCSA website.

Students who have opted-out of the Student Benefits Plan can opt back in if they lose their alternative coverage; students must opt-in to the plan within 30 days of losing alternative coverage. The Student Benefits Plan also offers students the option to add a spouse and/or dependents to their plan during the opt-out/opt-in periods each year. Coverage begins on September 1 each year and ends on the following August 31.

For reasons of personal information and privacy protection, the TCSA can only discuss information pertaining to an individual's status on the plan with the plan holder.

Trent University Campus Store

trentushop.ca

The Trent University Campus Store is located in Champlain College on the Symons Campus, with a temporary bookstore set up twice per year at Trent University Durham GTA. The Campus Store accommodates a wide range of needs and interests for Trent students, faculty, and staff, and the Peterborough community in general. Along with textbooks and school supplies, it carries a variety of general-interest books, software, Trent University clothing, gifts, food and beverage items, and school rings. The Campus Store offers many options and programs to help students find the most affordable course materials possible. Used, rental and digital formats are available, and purchases can be made in-store during business hours and online 24 hours per day. The Campus Store ensures that students always have access to course materials in a variety of formats. Please see the website for details on book buyback and return policies.

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trentu.ca/administration

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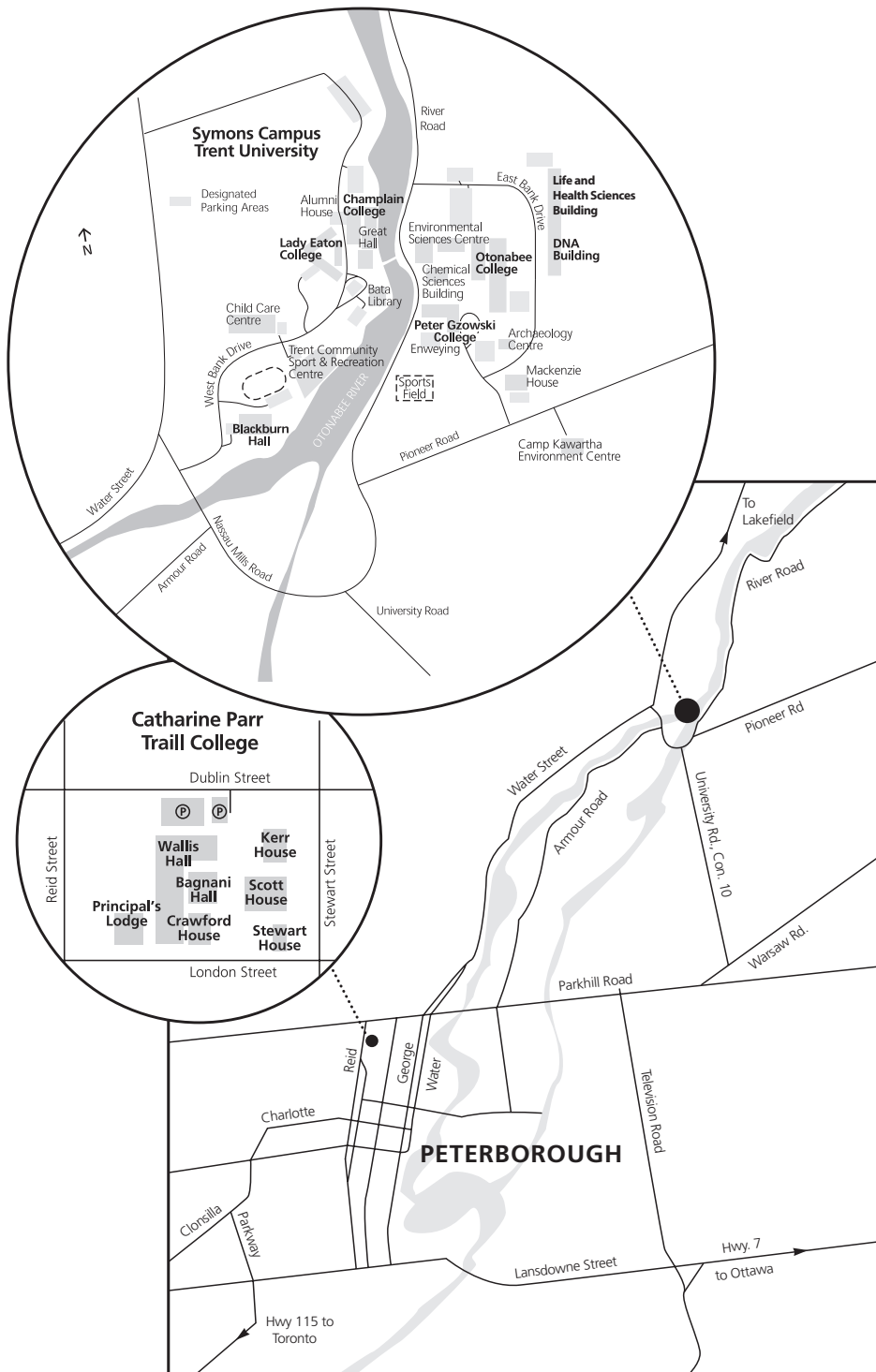
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