

# TRENT UNIVERSITY

GRADUATE ACADEMIC CALENDAR



2019-  
2020

# 2019–2020 Graduate Academic Calendar

The 56th Academic Year



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SCHOOL OF GRADUATE STUDIES

*Nunc cognosco ex parte*

**Trent University**

1600 West Bank Drive  
Peterborough, Ontario K9L 0G2

705-748-1011 ext. 7245

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[graduate@trentu.ca](mailto:graduate@trentu.ca)

[trentu.ca/graduatestudies](http://trentu.ca/graduatestudies)

**Trent University Durham Greater Toronto Area**

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[trentu.ca/durham](http://trentu.ca/durham)

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## MESSAGE FROM THE PRESIDENT



Dear Trent Students,

I am pleased to take a moment to personally welcome you to Trent University. Congratulations on your decision to join a vibrant community of students, faculty, and staff. We are here to help you excel — academically, personally and on the road to your next milestone, be that a career, another degree, or an international experience.

As a member of our community, you join a distinguished group of scholars and alumni who have taken advantage of the Trent environment to become leaders who are shaping our future. They include famous authors, Nobel Prize winners, business leaders, and alumni who have enjoyed successful careers in government, law, medicine, teaching, science, and a host of other professions.

You are joining the Trent community at an exciting time, as we continue to transform student life on campus. At our Peterborough campus we have recently opened the doors to our transformed Bata Library. This revitalized library of the future offers a modern, state-of-the-art, connected university library for students to learn, study and engage. At our Durham Greater Toronto Area campus, we have exciting expansion plans. Trent Durham GTA is expanding our program offerings, but also expanding in size to add several new facilities and amenities, including a new residence.

As you study at Trent, I invite you to be open to new opportunities and programs that you had not previously considered. I encourage you to touch base with our new Careerspace team who is working to offer every student at Trent an experiential learning experience that is sure to contribute to your success as you enter the workforce, or try expanding your education through one of the many Study Abroad options offered through Trent International.

This calendar provides you with information on the many programs, courses, opportunities, and services available to you at Trent. Step outside of your comfort zone, and explore the many new opportunities you will encounter during your time at Trent. Discover new disciplines; inquire and engage with our award-winning faculty; contribute to conversations at your college or campus; and consider giving back to the communities in which you live and learn.

Trent University is truly a community that supports you and your own unique goals. We are here to help your own story unfold and I'm delighted you have chosen Trent for this important chapter. I look forward to seeing you on campus.

A handwritten signature in black ink that reads "Leo Groarke". The signature is fluid and cursive, with the first name "Leo" written in a larger, more prominent script than the last name "Groarke".

Leo Groarke, PhD  
President & Vice-Chancellor

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## 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.

## 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.

The following graduate programs are currently offered at Trent University:

- Anthropology MA [p. 29](#)
- Applied Modelling & Quantitative Methods MA and MSc [p. 33](#)
- Bioenvironmental Monitoring and Assessment MSc, MBEMA and Graduate Diploma [p. 37](#)
- Canadian Studies & Indigenous Studies MA [p. 40](#)
- Canadian Studies PhD [p. 45](#)
- Cultural Studies MA and PhD [p. 50](#)
- English MA (Public Texts) [p. 59](#)
- Educational Studies MEd [p. 54](#)
- Environmental and Life Sciences MSc and PhD [p. 64](#)
- Forensic Science MScFS [p. 70](#)
- History MA [p. 73](#)
- Indigenous Studies PhD [p. 77](#)
- Instrumental Chemical Analysis MICA and Graduate Diploma [p. 81](#)
- Management MMgt [p. 83](#)
- Materials Science MSc and PhD [p. 86](#)
- Mental Health and Addictions Nursing Graduate Diploma [p. 90](#)
- Psychology MSc [p. 92](#)
- Sustainability Studies MA [p. 96](#)
- Trent/Queen's
  - Various Master's and PhD programs [p. 100](#)

### Collaborative Specializations

- Aging Studies [p. 102](#)
- Feminist and Gender Studies [p. 102](#)

In addition to degree programs at Trent, an agreement with Queen's University in Kingston allows for selective enrolment at the Master's and Doctoral levels in programs at Queen's with actual study and research supervision under Trent faculty on Trent's campus.



## 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](mailto:graduate@trentu.ca)

Fax: 705-748-1154 [www.trentu.ca/graduatestudies](http://www.trentu.ca/graduatestudies)

### Dean of Graduate Studies

**C. Brunetti**, BSc, PhD (McMaster)

### Manager, School of Graduate Studies

**S. Belfry** 705-748-1011 ext. 7346

### Graduate Admissions Officer

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

### Graduate Finance Officer

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

### Graduate Records and Registration Officer

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

### Administrative and Recruitment Assistant

**L. Collette** 705-748-1011 ext. 6415

**J. Meldrum** 705-748-1011 ext. 6476

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.

## 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](http://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 Office of the Registrar.

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 September 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, 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.



## 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.

## 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](http://ontario.ca/page/ministry-advanced-education-and-skills-development) (English) or [www.ontario.ca/fr/page/ministere-de-lenseignement-superieur-et-de-la-formation-professionnelle](http://www.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](mailto: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](mailto:statcan.PSIS-SIEP.statcan@canada.ca).

## 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](mailto: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/access-privacy/access](http://trentu.ca/access-privacy/access).
2. Students may request that incorrect information in their files be corrected and that those who may have received incorrect information are notified of the change. Students seeking to correct their information may be asked to complete a formal access/correction request.
3. Students have access to their electronic record through myAcademic Record. This includes biographic and academic information.
4. Documents submitted by or for the student in support of the application for admission or for transfer credit become the property of Trent University and will not be released or redirected. In rare instances, authorized by the University Registrar or designate, an original transcript may be released to the student and a copy retained in the file with an explanation for this action.
5. Students with no outstanding financial obligations to the University may, upon written request and payment of a fee, obtain an official transcript of their academic record at the University or have copies sent to a third party. Transcripts will show 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.

Readers are advised that changes may occur to the dates listed below. Students should consult the 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 register for each academic term (September, January and May).

## FALL SESSION 2019 (September to December)

Note: Students who complete all degree requirements by September 28, 2019 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 the 28th will be required to pay fees for the term (any subsequent refund will be based on the date of degree completion: see [Refund Schedule](#)).

DATE	DAY	DESCRIPTION
Sept. 1	Sunday	Fall term begins
Sept. 2	Monday	University closed: "Labour Day"
Sept. 3	Tuesday	Graduate Orientation Day for new students
Sept. 5	Thursday	Graduate Classes begin
Sept. 10	Tuesday	Registration deadline: final date for all new and continuing graduate students to register for the Fall term Change of status deadline: final date to apply to transfer to part-time studies, request a leave of absence 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: last date for all new and continuing graduate students to pay tuition fees without late penalty. Final date to withdrawal from Fall-term and Fall-Winter term courses without financial penalty. Last possible date to submit successfully defended copy of thesis/dissertation to the School of Graduate Studies in order to have fees for this term cancelled (in accordance with Trent University's Graduate Refund Schedule.)
Sept. 30	Monday	Final date to opt-out, opt-in, or add dependents to the Trent Student Benefits plan for September start students Fall term Graduate Student Bursary Application due
Oct. 7	Monday	Interest accrued over September on outstanding account balances charged to students' accounts
Oct. 14	Monday	University closed: "Thanksgiving Day"
Oct. 18	Friday	Last day of classes prior to break
Oct. 21–25	Monday–Friday	Residential Reading and Laboratory Week begins
Oct. 28	Monday	Classes resume
Nov. 4	Monday	Interest accrued over October on outstanding account balances charged to students' accounts
Nov. 5	Tuesday	Final date for withdrawal from Fall-term half credit courses without academic penalty. After this date students remain registered in Fall-term courses and receive final grades
Dec. 2	Monday	Interest accrued over November on outstanding account balances charged to students' accounts
Dec. 4	Wednesday	Last day of classes
Dec. 6	Friday	Scheduled mid-term test and Fall-term half course final examination period begins
Dec. 18	Wednesday	Mid-term and Fall half-course final examination period ends
Dec. 23–Jan 1		University closed: "Winter holiday"



## WINTER SESSION 2020 (January to April)

Note: Students who complete all degree requirements by January 28, 2020 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 the 28th will be required to pay fees for the term (any subsequent refund will be based on the date of degree completion: see [Refund Schedule](#)).

DATE	DAY	DESCRIPTION
Jan. 3	Friday	Graduate Orientation Day for new students
Jan. 6	Monday	Winter term and Graduate Classes begin
		Interest accrued over December on outstanding account balances charged to students' accounts
Jan. 10	Friday	Registration deadline: final date for all new and continuing graduate students to register for the Winter term Change of status deadline: final date to apply to transfer to part-time studies, request a leave of absence 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: last date for all new and continuing graduate students to pay tuition fees without late penalty. Final date to withdrawal from Winter-term courses without financial penalty. Last possible date to submit successfully defended copy of thesis/dissertation to the School of Graduate Studies in order to be exempted from fees for this term (in accordance with Trent University's Graduate Refund Schedule).
Jan. 31	Friday	Final date to opt-out, opt-in, or add dependents to the Trent Student Benefit Plan for January start students Winter term Graduate Student Bursary Application due
Feb. 1	Saturday	Deadline for Applications for Admission to Graduate programs for Fall 2020
Feb. 3	Monday	Interest accrued over January on outstanding account balances charged to students' accounts
Feb. 6	Thursday	Final date for withdrawal from full credit Fall/Winter-term courses without academic penalty. After this date students remain registered in Fall/Winter-term courses and receive final grades.
Feb. 14	Friday	Last day of classes prior to break
Feb. 17	Monday	University closed: "Family Day"
Feb 17-21	Monday–Friday	Residential Reading and Laboratory Week begins
Feb. 24	Monday	Classes resume
Mar.2	Monday	Interest accrued over February on outstanding account balances charged to students' accounts
Mar. 6	Friday	Final date to withdraw from Winter term half credit courses without academic penalty. After this date students remain registered in Winter term courses and receive final grades.
Apr. 3	Friday	Last day of classes
Apr. 6	Monday	Scheduled Winter and full-year Fall/Winter-term course examination period begins Interest accrued over March on outstanding account balances charged to students' accounts Final examination period begins for Winter courses and full-year Fall/Winter courses
Apr. 10	Friday	University closed: "Good Friday"
Apr. 22	Wednesday	Examinations end for Winter courses and full-year Fall/Winter-term courses
Apr. 30	Thursday	Final date to submit copy of successfully defended thesis/dissertation to the School of Graduate Studies for those wishing to convocate at Spring 2020 Convocation

## SPRING SESSION 2020 (May to August)

Note: Students who will complete all degree requirements before May 28, 2020 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 [Refund Schedule](#)).

DATE	DAY	DESCRIPTION
May 1	Friday	Spring term begins
May 4	Monday	Interest accrued over April on outstanding account balances charged to students' accounts
May 10	Sunday	Registration deadline: final date for all new and continuing graduate students to register for the Spring term  Change of status deadline: final date to apply to transfer to part-time studies, request a leave of absence
May 18	Monday	University closed: "Victoria Day"
May 28	Thursday	Fee payment deadline: last date for all new and continuing graduate students to pay tuition fees without late penalty. Final date to withdrawal from Spring-term courses without financial penalty.  Last possible date to submit successfully defended copy of thesis/dissertation to the School of Graduate Studies in order to be exempted from fees for this term (in accordance with Trent University's Graduate Refund Schedule).
May 29	Friday	Spring term Graduate Student Bursary Application due
June 1	Monday	Interest accrued over May on outstanding account balances charged to students' accounts  Tentative 2020 Spring Convocation ceremonies (Official Convocation date for School of Graduate Students will be posted online)
July 1	Wednesday	University closed: "Canada Day"
July 3	Friday	Final date for withdrawal from Spring 2020 half credit courses without academic penalty
July 6	Monday	Interest accrued over June on outstanding account balances charged to students' accounts
Aug. 1	Saturday	Graduate Registration Opens for 2020-21 academic year  Interest accrued over July on outstanding account balances charged to students' accounts
Aug. 3	Monday	University closed: "Civic Holiday"

### \* Regulations Concerning Dates for Adding/Dropping Graduate Courses

- 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 the University diary section of the calendar.
- 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.

## 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 should also refer to the Graduate Student Handbook available through the Graduate Studies website at [www.trentu.ca/graduatestudies/current-students-faculty](http://www.trentu.ca/graduatestudies/current-students-faculty)

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
- (iv) is not regularly employed within the University for more than an average of 10 hours per week for any period for which he/she is registered as an eligible full-time graduate student, and
- (v) in the light of the foregoing identifies him/herself as a full-time graduate student.

## Notes

- It is understood that a graduate student may be absent from the University while still under supervision (e.g., visiting libraries, attending a graduate course at another institution, doing field work). If such periods of absence exceed four weeks in any term written approval must be obtained by completing the Request for Extended Leave form found at [www.trentu.ca/graduatestudies/current-students-faculty/forms](http://www.trentu.ca/graduatestudies/current-students-faculty/forms). 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 [www.trentu.ca/humanresources/human-resources-services/labour-relations](http://www.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 form found at [www.trentu.ca/graduatestudies/current-students-faculty/forms](http://www.trentu.ca/graduatestudies/current-students-faculty/forms) and obtain approvals from the supervisor (if applicable) and Graduate Program Director because of the commitment to provide an extended period of study.

Students requesting a transfer from part- to full-time status must complete and submit the Request to Transfer to Full-Time Status form found at [www.trentu.ca/graduatestudies/current-students-faculty/forms](http://www.trentu.ca/graduatestudies/current-students-faculty/forms) and obtain approvals from the supervisor (if applicable) and Graduate Program Director.

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

## Leave of Absence

Students who have valid reasons for not registering for a term may apply for a leave of absence (up to a maximum of three terms) by:

- (i) completing a Leave of Absence form and submitting it to the School of Graduate Studies by the term registration deadline.
- (ii) submitting a statement from their thesis/dissertation supervisor that the student will not be on campus (involved in activities related to graduate courses or the thesis) for the duration of their leave of absence, will receive no supervision and will not use any university facilities (i.e., library, laboratories, computer centre, or receive any type of supervision through correspondence). The statement, which must be forwarded to the School of Graduate Studies, must confirm that no thesis work of any kind will be pursued during the leave.

A leave of absence, if granted, will be for up to a maximum of three terms (or one calendar year), beyond which the student must re-enroll or will be withdrawn from their program of study. Students on a leave of absence are not eligible to receive any funding from the university during the absence.

The student is required to re-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 beyond the leave of absence equal to one term (even if degree requirements are met before that date).

Requests for a leave of absence must be received prior to the registration deadline of the term to be effective for that term. Requests received after the registration deadline will only become effective in the following academic term. Requests cannot be approved retroactively.

Graduate students granted a Leave of Absence will not have access to University faculty, library, labs, or other facilities.

## Guidelines on Changing Streams within Masters Programs with Thesis/ Major Research Paper/ Internship Options

Students in a Masters program with optional streams, may apply to change between 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 [www.trentu.ca/graduatestudies/current-students-faculty/forms](http://www.trentu.ca/graduatestudies/current-students-faculty/forms).

## 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. Form can be found at [www.trentu.ca/graduatestudies/current-students-faculty/forms](http://www.trentu.ca/graduatestudies/current-students-faculty/forms)

### 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.

The common benchmark for the maximum acceptable time spent on university-related (or other) employment for full time graduate students is an average of ten hours per week. As such, Trent University has adopted a policy limiting graduate students to working on campus an average of 10 hours per week.

### Withdrawal from the University

A student who wishes to withdraw from their graduate program and the University must complete a withdrawal form found at [www.trentu.ca/graduatestudies/current-students-faculty/forms](http://www.trentu.ca/graduatestudies/current-students-faculty/forms) 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) 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](#).
- 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](#).
- 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 final.

## 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 are included in the Graduate Students' Handbook downloadable from the following website:  
[www.trentu.ca/graduatestudies/current-students-faculty/forms](http://www.trentu.ca/graduatestudies/current-students-faculty/forms)

### 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 [www.trentu.ca/graduatestudies/current-students-faculty/forms](http://www.trentu.ca/graduatestudies/current-students-faculty/forms) 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 [www.trentu.ca/researchinnovation/researchers/graduate-students](http://www.trentu.ca/researchinnovation/researchers/graduate-students)

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.
- 1.2 Depending on program requirements for committee composition, three or more copies of the thesis, typed in conformity with Appendix VI of the current Graduate Students' Handbook, shall be deposited with the Graduate Program Director.

### 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:
  - (i) the thesis is approved as it stands, or
  - (ii) the thesis is approved provided certain minor revisions are made, or
  - (iii) the thesis is approved provided certain major revisions are made, or
  - (iv) the thesis is not approved as it stands but may be resubmitted, and re-examined by some or all of the Examining Committee (this may or may not involve another oral defence), or
  - (v) the thesis is not approved.
- 4.10 The voting is based on a simple majority.
- 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](mailto: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 ProQuest. 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 Licence to Reproduce Theses/Dissertations" (Form NL/BN 59/02). This gives consent for the 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 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.
- The current Graduate Students' Handbook available through the Graduate Student Portal or on the Graduate Studies website: [www.trentu.ca/graduatestudies/current-students-faculty](http://www.trentu.ca/graduatestudies/current-students-faculty), includes a detailed guide on the preparation of a thesis.



## 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 are included in the Graduate Students' Handbook downloadable from the following website  
[www.trentu.ca/graduatestudies/current-students-faculty](http://www.trentu.ca/graduatestudies/current-students-faculty).

### 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  
[www.trentu.ca/researchinnovation/researchers/graduate-students/ethics](http://www.trentu.ca/researchinnovation/researchers/graduate-students/ethics).

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.
- 1.2 Depending on program requirements at least four copies of the dissertation, typed in conformity with Appendix VI of the current Graduate Students' Handbook, shall be deposited with the Graduate Program Director.

#### 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.
- 4.13 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](mailto: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 ProQuest. Some graduate programs may have additional submission requirements. Students should check with their home department regarding such.
- 5.5 When the dissertation is submitted, the candidate is required to complete a "Non-Exclusive Licence to Reproduce Theses/Dissertations" (Form NL/BN 59/02). This gives consent for the Library and Archives Canada to make the dissertation available to interested persons and grants a non-exclusive, for the full term of copyright protection, license to 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.
- The current *Graduate Students' Handbook* available through the Graduate Student Portal or on the Graduate Studies website: [www.trentu.ca/graduatestudies/current-students-faculty](http://www.trentu.ca/graduatestudies/current-students-faculty), includes a detailed guide on the preparation of dissertations.

**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. "Manager" means the Manager of the Office of Graduate Studies.

**1.3 Academic Integrity**

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 (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. 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
- impersonating another individual or colluding in an impersonation for an examination or test
- copying from one or more other individuals 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 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**

### **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 s/he 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.

### **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 his/her attention.

### **2.6 Instructor/supervisor finds academic dishonesty, reports to Director**

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 s/he will prepare the report her/himself. 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 within seven days of the date of the report.

### **2.8 Director may forward to Dean**

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

### **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 may decide based on extraordinary circumstances**

If the Dean is satisfied that extraordinary circumstances justify a different penalty, s/he 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 he/she is 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 Manager, Office of the Dean 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 Manager, Office of the Dean of Graduate Studies will be informed.

### **3.2 Student notified**

The Manager, Office of the Dean 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 Manager, Office of the Dean of Graduate Studies will proceed to make a decision on the basis of the evidence before him/her.

### 3.3 Manager, Office of the Dean of Graduate Studies

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

### 3.4 Appeal of Manager, Office of the Dean of Graduate Studies' decision to Dean

The student has a right to appeal the decision of the Manager, Office of the Dean of Graduate Studies by writing to the Dean setting out the grounds for appeal within two weeks of notification of the Manager, Office of the Dean 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 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 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 Program Director. The Program Director'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 Program Director in the first instance.

Appeals should be submitted to the Program Director 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 Program Director 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 Graduate Program Director

If the Program Director agrees, the decision must also be approved by the Graduate Dean. If the Program Director rejects the request, the student can appeal to the Graduate Dean. 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 Program Director 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 may appoint a non-member of the GSC as one of the three members. The Committee will review written documentation 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.

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 – [www.trentu.ca/secretariat/specialappeals.php](http://www.trentu.ca/secretariat/specialappeals.php). 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: [www.trentu.ca/researchinnovation/researchers/graduate-students/intellectual-property](http://www.trentu.ca/researchinnovation/researchers/graduate-students/intellectual-property). 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 Post doctoral Scholars" published by the Canadian Association for Graduate Students: [www.cags.ca/documents/publications/working/Guide\\_Intellectual\\_Property.pdf](http://www.cags.ca/documents/publications/working/Guide_Intellectual_Property.pdf).

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 preexisting contract shall govern ownership rights.

All Students are strongly encouraged to discuss any potential Intellectual Property issues with their graduate 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:

- a) The original physical document becomes the property of the University.
- b) 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.
- c) 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 work space) 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*

705-748-1011 ext. 7851 [anthrograd@trentu.ca](mailto:anthrograd@trentu.ca)  
Fax: 705-748-1613 [www.trentu.ca/anthropologyma](http://www.trentu.ca/anthropologyma)

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, isotope biogeochemistry, bioarchaeology and mortuary practices; (3) archaeological method and theory, public archaeology, anthropology of art, ethnographic studies.

## Graduate Program Director

**G. Iannone**, BA (Simon Fraser), MA (Trent), PhD (University College London)

## FACULTY AND RESEARCH AREAS

### Anthropology

**J. Conolly**, BA (Toronto), MSc (Southampton), MA, PhD (University College London), *landscape 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, ancient Mesoamerican cultures (esp. Maya), Obsidian Studies, early state development, cultural heritage and illicit antiquities*

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

**A. Keenleyside**, BA (McMaster), MA (Alberta), PhD (McMaster), *bioarchaeology, paleopathology, paleonutrition, Greek and Roman populations, Black Sea, Mediterranean, Canadian Arctic, Franklin Expedition*

**R. I. Lohmann**, BA, MA, PhD (Wisconsin-Madison), *cultural, linguistic, and general anthropology, religion, dreaming, cultural transmission and change, 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, Paleolithic of Europe, methods and theory in faunal analysis, human behavioural change during the late Pleistocene, prehistory of Northeastern North America*

**M. Munson**, BA (Miami, Ohio), MA, PhD (New Mexico), *art and archaeology, ceramics, rock art, iconography US Southwest, gender*

**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*

**J. S. Williams**, BA (McMaster), MA (Western), PhD (Calgary), *stable isotopes of C, N, Sr, O, human mobility, ancient diet, nutrition and health, infant feeding practices including breastfeeding and weaning; environment, social and political influences on diet and mobility; South America, Caribbean, North America*

### 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

**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*

**W. A. 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. Guiry**, BSc (Lakehead), MA (Memorial), PhD (British Columbia), *Stable isotopes, Palaeodiet, Migration, Historical ecology, Environmental archaeology, Historical archaeology, Trade, Animal husbandry, Zooarchaeology, Pealeoethnobotany*

**L. Janz**, BA (McGill), MA (Arizona), PhD (Arizona), *East Asia, palaeoenvironment, co-evolutionary and behavioural ecology, diet choice, hunter-gatherers, pastoralism, conservation (applied archaeology), collections, national cultural heritage, lithics, archaeobotany (NE North America)*

**S. Macrae**, BSc, MA (Trent), PhD (Florida), *tropical societies, settlement studies, water management, and agricultural practices*

**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, public archaeology*

**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*

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

**T. G. Powis**, BA, MA (Trent), PhD (Texas), *Maya Lowlands of Belize; pottery, diet, and subsistence; evolution of complex societies; origin of chocolate in the New World*

**D. R. Stenton**, BA (Windsor), MA (Trent), PhD (Alberta), *1845 Franklin Expedition, Arctic prehistory, faunal analysis, Thule culture, historical archaeology, cultural resource management, archaeology legislation and policy*

## 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 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.

Candidates who have fulfilled the admission requirements are required to take three full graduate credits, including either ANTH 5000 or ANTH 5100 and normally ANTH 5500. Full-time students are normally required to complete these courses in their first year of study; part-time students are normally required to complete their course work in the first three years of study. The number of undergraduate courses allowed for credit at the graduate level cannot exceed 1/3 the number of required courses for the program. In addition to completion of the course work, students in the MA 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 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](#). 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: [www.trentu.ca/graduatestudies/financialsupport.php](http://www.trentu.ca/graduatestudies/financialsupport.php).

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

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- » **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. Excludes ANTH 500.
- » **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. Excludes ANTH 510.
- » **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 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. Excludes ANTH 520.
- » **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. Excludes ANTH 525.
- » **ANTH 5300Y: Problems in Mesoamerican archaeology**  
Review of the long and variegated history of human occupation in Mexico and Central America. Problems include the rise, the structure and the fall of complex societies, cultural ecology, the nature of cultural frontiers, and other related issues of Mesoamerican prehistory. Excludes ANTH 530.
- » **ANTH 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 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. Excludes ANTH 550.
- » **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. Excludes ANTH 555.

» **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. Excludes ANTH 565.

» **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. Excludes ANTH 570.

» **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. Excludes ANTH 580.

» **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. Excludes ANTH 585.

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

Occasional offerings in response to student interest and faculty availability. Excludes ANTH 590.



## MSc and MA Program in Applied Modelling & Quantitative Methods

705-748-1011 ext. 7719  
Fax: 705-748-1580

[amod@trentu.ca](mailto:amod@trentu.ca)  
[www.trentu.ca/amod](http://www.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. It encompasses the following traditional disciplines: Anthropology, Biology, Business Administration, Chemistry, Computing & Information Systems, Economics, Geography, Humanities, Mathematics, Physics & Astronomy, Philosophy and Psychology. The program is designed to overcome some of the barriers to interdisciplinary collaboration by bringing together, at the graduate level, students who are actively applying modelling techniques in their thesis research in a broad range of disciplines. The research is in fields in which Trent has demonstrated strong research performance. Although it is oriented towards quantitative models, utilizing computational, mathematical or statistical techniques, it is discipline-based and is not a program in applied mathematics. AMOD offers thesis-based options for a MSc or MA degree, as well as course-based streams in Big Data and Financial Analytics. It has three primary objectives:

1. The teaching of fundamental and common analytical modelling techniques required for research in a large number of quantitative fields.
2. The cross-fertilization that comes from sharing ideas with researchers in other disciplines, and the development of the communication skills required for this to occur.
3. Sufficient training of the student in his/her chosen discipline, including coursework and a research thesis, to permit progression to a disciplinary PhD program.

### Graduate Program Director

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

### FACULTY AND RESEARCH AREAS

#### 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*

#### 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*

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

**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*

#### Economics

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

#### 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. Research projects in environmental epidemiology and space physics*

**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*

#### Physics & Astronomy

**W. A. Atkinson**, MSc (Alberta), PhD (McMaster), *condensed matter theory and computation*

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

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

## Philosophy

**M. Hickson**, BA, MSc, (Western), MA (Catholic University of America), PhD (Western), *ethical issues related to information technology and modelling*

## 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*

**T. P. Humphreys**, MA (Wilfrid Laurier), PhD (Guelph), *psychological aspects of human sexuality*

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

**E. Scharfe**, BA (Western), MA, PhD (Simon Fraser), *attachment across the life span*

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

## ADJUNCT FACULTY

**K. Foster**, BSc, PhD (Ottawa), *environmental fate of contaminants, toxicology, biotransformation, modelling, Arctic contaminants*

**H. Gessesse**, PhD (Alberta), *Math Finance, Stochastic Analysis, Probability Theory, Functional Analysis*

**S. Kang**, BSc, MSc (Chonnam National University), MSc, PhD (Toronto)

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

**J. Zhang**, MSc (Concordia), *Empirical Corporate Finance, International Finance, Investment, Market Microstructure*

## REGULATIONS

The general regulations and requirements of Trent University for the MSc or 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 normal requirement for admission into this program is an upper second class (77% or better) (B+ at Trent) standing or its equivalent, in a joint or single Honours BSc or BA degree in one of the traditional disciplines. 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](#). The expected time of completion for the program is normally two years for full-time thesis based students, and 16 months for full-time Financial Analytics and Big Data Analytics course based students.

## PROGRAM OPTIONS

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

### Thesis-Based MA/MSc

- Students are normally required to take AMOD 5210H, 5310H, 5320H and one of 5220H, 5230H or 5240H, in addition to the two seminar courses AMOD 5901H and 5902H.
- Candidates are required to submit and be examined on a research thesis supervised by one of the core faculty listed above. Selection of the research topic is made by the student together with her/his supervisor and graduate supervisory committee (typically two or three core faculty members including the supervisor).

### Course-Based Financial Analytics MSc

- Requires students to complete six courses from the below selections with at least two of the following courses: Foundations of Modelling, Statistical Aspects of Modelling, Mathematical Aspects of Modelling, Computational Aspects of Modelling
- And at least three of the following courses: Mathematical Finance, Portfolio Theory and Risk Management, Financial Econometrics, Linear Programming, Numerical Methods, Financial Management
- Completion of a seminar presentation and research paper

### Course-Based Big Data Analytics MSc

- Requires students to complete three courses from the following: Foundations of Modelling, Statistical Aspects of Modelling, Mathematical Aspects of Modelling, Computational Aspects of Modelling, Data Analytics with R
- And four courses from the following selection: Data Visualization, High Performance Computing, Data Mining, Introduction to Databases, Big Data
- Completion of a seminar presentation and research paper

## 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: [www.trentu.ca/graduatestudies/financialsupport.php](http://www.trentu.ca/graduatestudies/financialsupport.php).

» **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. Excludes AMOD 5610H.

» **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. Excludes 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. Excludes 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 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. Excludes AMOD 5010H, AMOD 5020H and AMOD 5030H.

» **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. Excludes COIS 4350H.

» **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. Excludes COIS 3510H.

» **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. Excludes COIS 4400H.

» **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 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 5620H: Financial Analytics Major Research Paper**

One of the requirements to complete the 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.

» **AMOD 5903H: Project Seminar on Applications of Modelling**

Each student in a course-based stream will present his or her work on the research project, with emphasis on the assumptions, methodology and analysis of the models used. Attendance is compulsory. The course will be given a pass/fail grade based on the presentations, attendance and participation by the student. The presentation is expected to be about 10-15 minutes in length.



705-748-1011 ext. 7130 [bema@trentu.ca](mailto:bema@trentu.ca)  
[trentu.ca/bema](http://trentu.ca/bema)

The Bioenvironmental Monitoring and Assessment Program is an interdisciplinary program leading to either a Master of Science (M.Sc.), 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, Chemistry, and School of Environment, as well as adjunct faculty. Two 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 work placement with government, conservation authority, environmental consultant, and non-governmental agencies.

## 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)*

**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*

### Forensic Science

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

**A. Shafer**, BSc (McMaster), MSc (Acadia), PhD (Alberta), *population and ecological genomics, bioinformatics*

### School of the Environment

**J. Aherne**, BA (Trinity College, Dublin), MAppIsc, 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*

**S.E. Franklin**, B.E.S., MA, PhD (Waterloo), *GIS, environmatics, and remote sensing applications*

### Other

**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)*

## ADJUNCT FACULTY

**M.-J. Fortin**, BSc, MSc (Montréal), PhD (State University, New York), *spatial ecology (University of Toronto)*

## 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 as well as scholarships and bursaries. Applicants should hold an undergraduate Honours degree in Biology, Environmental Science, Geography, or an equivalent science degree. Students in the Masters (M.Sc.) 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 courses along with the Placement course and two electives. 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 course work to remain registered in the program. Students who obtain less than 70% in a non-required course may take another course in substitution, if available. If 70% is not obtained on the substituted course, the student will then be obliged to withdraw from the program. Students who obtain less than 70% on 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 (M.Sc.) – 24 months (6 terms)

A two-year degree including a thesis and professional placement. Students will complete one half credit Sampling Design course in Year 1, and either a 120 hour or 4 month professional placement and capstone course in Year 2 (worth one half credit) 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 thesis work

### 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 and one-week capstone course (May to August). In Terms 1 and 2, students complete eight (8) half-credit courses (6 required core courses and 2 electives) and 1 full-credit (combined) placement and capstone course.

### Bioenvironmental Monitoring and Assessment Graduate Diploma – 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.

## COMPLETION TIME

Full-time Masters students can complete an M.Sc. degree in 24 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.

## REQUIRED COURSES

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

This course will introduce students to the basic principles and theory of biological and environmental monitoring and assessment. Students will learn about tools for monitoring biotic systems in the environment, the importance of geomatics, the role of environmental action plans, environmental monitoring and forecasting, as well as environmental law and policy considerations.

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

This course will introduce information on environmental ethics, stakeholder perspectives, indigenous land claims, environmental repair and remediation, and provide students with working experience on environmental assessments and action plans. Students should expect to get a good grasp of key players within the environmental sector, and know methods, considerations and key components used in assessments of current or future-impacted environmental systems.

### » BEMA 5003H: Data Analysis for Environmental Professionals

This course will include approaches and tests that are especially relevant to uncontrolled environmental research, including how to draw inference from previous research results and how to include expert opinion in statistical analysis. Students will gain the ability to quickly, efficiently and correctly draw statistical inference from messy data, develop skills in translating statistical results to environmental inference, and develop familiarity with the open-access R statistical software platform.

### » BEMA 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 5005H: Geomatics I

This course will provide an introductory overview of the geomatics discipline, including remote sensing, geographical information systems (GIS), global positioning systems (GPS), spatial modelling, and terrain analysis. Students will be introduced to analytical operations in vector, raster and integrated environmental datasets, with practical applications learned through online labs, field, student participation and group project activities.

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

This course will provide insight into how DNA is being used to trace contaminated food, track the source of disease out-breaks, enforce wildlife protection statutes, enforce environmental protection laws, enhance invasive species detection, identify bioterrorism agents and their source, and a variety of other applications. Assignments will include case reports addressing the leading-edge technologies in forensic cases using non-human DNA to help solve crimes.

» **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 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.

» **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.

» **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.

» **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 5013H: 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 de-signed by the student, in consultation with 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](mailto:frostcentre@trentu.ca)  
 Fax: 705-748-1801 [www.trentu.ca/frostcentre](http://www.trentu.ca/frostcentre)

The interdisciplinary MA in Canadian Studies and 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 and 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 Joint Trent-Carleton 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

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

## FACULTY AND RESEARCH AREAS

### Business Administration

**S. Simola**, BSW, BA (McMaster), MA (Queen's), MBA (Wilfrid Laurier), PhD (Queen's), *designing and administering large-scale surveys, online survey administration, advanced data analysis, interpretation and report writing, individual Ethical Decision-Making in Business and Organizations, ethics in Corporate Governance and CSR, care ethics*

### 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*

**M. Lacombe**, MA, PhD (York), *women's writing, postcolonial literature in Canada, diversity and Quebec/ Francophone writing and culture, (cross appointed Indigenous Studies)*

### Cultural Studies

**L. Mitchell**, BA (Thompson Rivers), MA (York), PhD (Victoria)

**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*

### Education

**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*

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

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

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

### English

**S. J. 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*

**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*

#### 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

**D. Anastakis**, BA (Western), MA, PhD (York), *20th century Canadian economic and political history, particularly post-World War II trade, economic and business history, government and politics*

**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*

#### International Development Studies

**W. Lem**, MA, PhD (Toronto), *Migration, transnationalism, citizenship, nationalism, gender relations, entrepreneurs, diasporas, ethnicity, household economies, rural politics, racism, political economy*

#### 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*

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

**D. N. McCaskill**, BA (Winnipeg), MA (Carleton), PhD (York), *International and Asian Indigenous Peoples; Thai Karen and Hmong hill tribes; Indigenous education; socio-cultural Indigenous knowledge*

**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)*

**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*

#### 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*

**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.)*

**E. Stavro**, MA, PhD (Toronto), *traditional and contemporary political theory, socialist and post modern political theory, democratic theory and feminist thought*

#### Sociology

**G. Balfour**, BSc, MA (Ottawa), PhD (Manitoba), *Indigenous peoples and the criminal justice system; feminist criminology and critical socio-legal theory, research methods*

**P. Ballantyne**, BA, MA (Western), PhD (Toronto), *social determinants of health, aging and the life course, the sociology of drugs, lay experience of illness, and sociological theory*

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

**B. L. Marshall**, MA (Guelph), PhD (Alberta), *women in Canada, feminist politics, feminist media.*



**M. Rahman**, BA, PhD (Strathclyde) *sociology of gender and culture, with an emphasis on the intersections of race/ethnicity and sexuality; rights agenda for lesbians and gays, and the problems that such strategies create; Muslim queer identities and how these complicate our understandings of "western" gay politics, culture and identity*

#### Gender and Women's Studies

**M. Chazan**, BA (Waterloo), BEd (OISE), MA, PhD (Carleton).

**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*

#### ADJUNCT FACULTY

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

#### EMERITUS FACULTY AND RESEARCH AREAS

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

**T. H. B. Symons** (Vanier Professor Emeritus). *The origins of Canadian Studies; human rights*

**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**, (Emeritus), 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 an upper second-class standing (B+/77%) in the work of the last 10 full academic credits or the last two undergraduate years (full-time equivalent). Students are also expected to have taken undergraduate courses relating to Canada, or be willing to take such courses as their make-up, usually before admission. As well, students must have a clear interest in an interdisciplinary graduate experience. 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 5000 - 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 5000 – 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 [www.trentu.ca/canadianstudiesma/policies.php](http://www.trentu.ca/canadianstudiesma/policies.php)

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 5301H: Policy, economy & the state
- CSID 5401H: Environment & place
- CSID 5501H: Identities & social movements
- CSID 5701H: Feminist, gender & women's studies

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 a second class standing 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/canadianindigenouma/program/financial-support](http://trentu.ca/canadianindigenouma/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: [www.trentu.ca/graduatestudies/financialsupport.php](http://www.trentu.ca/graduatestudies/financialsupport.php)

## COURSES AVAILABLE TO GRADUATE STUDENTS: CANADIAN STUDIES & INDIGENOUS STUDIES (CSID)

**Not all courses will be available every year.**  
Please consult [www.trentu.ca/frostcentre](http://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 5118H-CAST 6118H: Themes in Canadian history

This course gives students a solid grounding in the broad sweep of Canadian history. New approaches and recent disciplinary and interdisciplinary debates will be explored, focusing on such themes as labour and the working class; politics and the state; diplomacy and business; society, race, culture and gender; and white-aboriginal relations.

#### » CSID-HIST 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.

#### » 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. Excludes CSID-HIST 5202H-CAST 6102H

#### » 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-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-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 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-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 5990, 5990H: Directed study**

A written justification, course outline and approval of the Graduate Program Director are required to take the course.

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Fax: 705-748-1801 [www.trentu.ca/frostcentre](http://www.trentu.ca/frostcentre)

The doctoral program is offered jointly by the Frost Centre for Canadian Studies & Indigenous Studies at Trent University and the School of Indigenous and Canadian Studies at Carleton 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 the faculty of the two academic units and universities, 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: [www.trentu.ca/canadianstudiesphd/policies.php](http://www.trentu.ca/canadianstudiesphd/policies.php)

## Graduate Program Director

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

## Faculty and Research Areas

See [MA Program in Canadian Studies & Indigenous Studies](#)

## 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, always including one from each university.
- 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 the translation into English of a French text (or text in another approved language such as an Aboriginal language indigenous to Canada or another language if it is demonstrably relevant to their research interests). The language test is two hours in length, and students are permitted to use a dictionary. Grades for the language test are "Pass" or "Fail."

Students who have taken a language test as a requirement for their 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. It will be offered at Carleton and Trent through a combination of joint sessions at both universities and regular electronic communication. This course is mandatory for all 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. Students can also choose from approved graduate courses at the School of Canadian Studies at Carleton University. Students should consult with the Graduate Studies Administrator for the complete listing of acceptable graduate courses available at Carleton University in any given year. All graduate courses must be approved by the Director of the Frost Centre at Trent University.

### » **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 6118H-CSID-HIST 5118H: Themes in Canadian history**

This course gives students a solid grounding in the broad sweep of Canadian history. New approaches and recent disciplinary and interdisciplinary debates will be explored, focusing on such themes as labour and the working class; politics and the state; diplomacy and business; society, race, culture and gender; and Indigenous-Settler relations.

### » **CAST 6171H-CSID-HIST 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. Themes include comparative imperial policies; treaties, land and space; law and Indigenous-Settler relations; education; religion; the state and policy development; political organization and resistance; gender, familial and sexual relations; and notions of reconciliation.

### » **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 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 6801H-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 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.

## 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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Fax: 705-748-1829 [www.trentu.ca/culturalstudiesma](http://www.trentu.ca/culturalstudiesma)

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](#).

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: [www.trentu.ca/graduatestudies/financialsupport.php](http://www.trentu.ca/graduatestudies/financialsupport.php).

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

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- » **CUST 5000Y: Seminar on theory, culture and politics**  
The seminar brings together all first-year students enrolled in the program for an intensive exploration of different contemporary theoretical perspectives bearing on culture and politics. The focus will be on problems of interpretation, language, cultural forms and political action in the context of a broadly defined theme which will vary from year to year.
- » **Topics in 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. Please see our website at [trentu.ca/theory-culture-politics-ma/program/course-listing/elective-courses](http://trentu.ca/theory-culture-politics-ma/program/course-listing/elective-courses) for current information about course offerings.

- » **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: Political theory**  
The events of May 68 catalyzed political debates amongst the left in France. Notions of power, the political and the ethical were variously re-conceptualized. In this course we shall re-stage selected debates that preceded and followed May 68. We shall explore ways in which the subject's access to truth has been questioned, its unitary agency has been fractured, and the very possibility of its origin has been cast into doubt.
- » **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**  
As media extend the senses, they alter both the object and the subject of perception; they create new mediated worlds. Cultural, technical objects generate epistemological and ontological effects. Here, we follow Foucault's archaeological method into media studies to see how technologies of sight and sound change the order of things.
- » **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 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.
- » **CUST 5900H: Reading courses and Special Topics Courses**

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Fax: 705-748-1027 [www.trentu.ca/culturalstudiesphd](http://www.trentu.ca/culturalstudiesphd)

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, Ranciere, 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.

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 [www.trentu.ca/culturalstudiesphd](http://www.trentu.ca/culturalstudiesphd).

## Graduate Program Director

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

## FACULTY AND RESEARCH INTERESTS

**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*

**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*

**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**, 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*

**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*



**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*

**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*

**G. Iannone**, BA (Simon Fraser), MA (Trent), PhD (University College London), *anthropological/archaeological method and theory; philosophies of science; resilience theory and socio-ecological dynamics; early state formations; ideologies and kingship institutions; the tropics*

**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*

**S. Katz**, MA (McGill), PhD (York), *sociology of the body, knowledge, Foucault, aging and the lifecourse*

**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*

**B. L. Marshall**, MA (Guelph), PhD (Alberta), *critical and feminist theories, social movements (esp. feminism)*

**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*

**S. Narine**, BSc, MSc (Trent), PhD (Guelph), *biomaterials precursor synthesis, formulation and materials characterization*

**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*

**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*

**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*

## 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*

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

**P. Martin**, B.Sc (Guyana) M.Sc, PhD (West Indies), *culture, communications, power and social change with an emphasis on media and social media ; health behaviors, with a focus on perceptions, attitudes and addictions*

**M. Morse**, B.A. (McGill), M.A., Ph.D. (York), *history of ideas, ensemble rhythm, discourse and logical theory, and the principles of dance and song as social action*

**K. Robertson**, MA (Trent), PhD (Guelph), *19th and 20th Century continental philosophy, especially Heidegger and Arendt; political philosophy, especially the philosophical foundations of liberalism, critiques of liberalism, and issues of multiculturalism; feminist theory, ethics, aesthetics*

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

**E. Tilson**, BA (Toronto), BA, MA (Carleton), MA, MPhil, PhD (Yale), *cross-currents of Hellenistic philosophy in Renaissance literature; theoretical intersection of Renaissance and post-modern studies; humanist (post) modernity; Rabelais; Ronsard; Montaigne*

**M. Tumbridge**, BA, MA (Brunel), PhD (Warwick), *the analysis of cultural productions with an emphasis on the literary representations of slavery, indentureship and the positioning of the (anti-)colonial subject; the critical practice of 20th century cultural theory*

**L. C. Young**, MA, PhD (Western), *media history and theory with emphasis on the German and Canadian traditions; cultural techniques and media archaeology; information and documentation studies; epistemology and histories of knowledge; technology and modernity; war and media*

## EMERITUS

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

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

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

**D. Torgerson**, (Emeritus), BA (UCBerkeley), MES (York), MA, PhD (Toronto), *critical theory, political action, public spheres, policy discourse, green political thought, cultural politics*

**A. L. Wernick**, (Emeritus), 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: [www.trentu.ca/graduatestudies/financialsupport.php](http://www.trentu.ca/graduatestudies/financialsupport.php).

## 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 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 14 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. Excludes 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. A first draft should be attempted by the student by August 31 of Year One and presented in CUST 6200Y; the bibliography and accompanying text should be submitted not later than August 31 of Year Two.

» **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 August 31 of Year Two for the approval (PASS) of the Supervisory Committee. The proposal is expected to provide convincing links between the completed first project, the second project about to be undertaken, and the third project hypothetically contemplated and conceptualized.

» **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 Three. A student who does not pass (PASS) the Special Field 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 of Year Three.

» **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.

**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. 7727 [MEd@trentu.ca](mailto:MEd@trentu.ca)  
[www.trentu.ca/education/masters](http://www.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 nationally on a part-time basis and in time offer a full-time program option;
- 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

**B. Niblett**, HBOR, BA, BEd, MEd, PhD (Lakehead)

## 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*

**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*

**W. Smale** PhD (Alberta), *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*

### Business Administration

**A. Zohar**, BA, MES, PhD (York), *organizational change and sustainability, education and sustainability, societal learning for sustainability across sectors*

### English

**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*

**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*

### History

**D. Anastakis**, BA (Western), MA, PhD (York), *20th century Canadian and US economic, business and political history, post-World II trade, government and politics*

### Indigenous Studies

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

### Psychology

**B. Smith-Chant**, BSc (Trent), MA, PhD (Carleton), *development and acquisition of basic cognitive skills*

**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)

**P. Ballantyne**, BA, MA (Western), PhD (Toronto)

#### 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*

**A. Grace**, BSc, BEd, MEd (Memorial), PhD (Dalhousie), *health and health education focused on sexual and gender minorities*

**S. Elliott-Johns**, BEd (University of London), MEd, PhD (McGill), *self-study of teaching and teacher education practices*

**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*

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

**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*

**L. A. Mitchell**, BMus (Capilano), BEd (British Columbia), MEd (Victoria), PhD (Queen's), *curriculum and pedagogy; integrated and intercontextual approaches to teaching and teacher education; international schools, students, and contexts*

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

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

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

## REGULATIONS

The general regulations and requirements of Trent University for the M.Ed. 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 plus a domestic B.Ed. will also be considered. 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.

## PROGRAM OPTIONS

Students have three options for completing the M.Ed. program:

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

**Stream Two (Research Project)** – This requires the completion of eight half credit courses (4.0 credits) plus a research project. Students must complete two mandatory core courses plus an advanced methods course and five electives.

**Stream Three (Thesis-Based)** – This requires the completion of six half credit courses (3.0 credits) plus a thesis. Students must complete two mandatory core courses plus an advanced methods course and three electives. The candidate will defend the Thesis before a committee of at least three faculty members including the external reviewer.

Students confirm their streams at the end of the first year. Changing streams after this time requires the completion of a change of stream form.

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 three 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 M.Ed. course timetable for information on courses that will be offered for the upcoming academic year.

Please see the M.Ed. website, [trentu.ca/education/masters](http://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.

### » 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 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 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 M.Ed. 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 M.Ed. 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 M.Ed. 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.

## ELECTIVE COURSES

### » 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 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.



» **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. Excludes INDG-3350.

» **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 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 M.Ed. 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 M.Ed. 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 M.Ed. 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 M.Ed. thesis stream students.**

The thesis offers a substantive scholarly and/or professional contribution to the field of educational research and practice.

705-748-1011, ext. 7733 [publictexts@trentu.ca](mailto:publictexts@trentu.ca)  
[www.trentu.ca/englishma](http://www.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 M.A. 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

**R. Bode**, BA, MA, PhD (Toronto)

## FACULTY AND RESEARCH AREAS

### English

**J. Baetz**, BA, MA (McGill), PhD (York), *Canadian literature; Anglo-American modernisms; twentieth and twenty-first century poetry; graphic fiction; urban literatures*

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

**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*

**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**, 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*

**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*

**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*

**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*

**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*

**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*

**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*

**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*

**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*

## 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*

## Psychology

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

## Sociology

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

## ADJUNCT FACULTY AND RESEARCH AREAS

**J. Aoki**, BSc, MA (Trent), *19th century personal archives; literary archives and special collections, narrative and representation*

**M. Berry**, BA (Toronto), MA (Guelph), *Creative writing; novel; short fiction*

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

**C. Good**, BA, MA (Toronto), *Canadian publishing, technological trends in international publishing and writing, 19th century British fiction; Canadian literature; Jewish fiction*

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

**A. Maclean**, BA (Toronto), *Director, Creative Book Publishing Program, Humber College*

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

## 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](#). 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)

3 elective courses (total of 1.5 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)

5 elective courses (total of 2.5 credits)

ENGL 5500: 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)

5 elective courses (total of 2.5 credits)

ENGL 5600: 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)
- 5 elective courses (total of 2.5 credits)
- ENGL 5700: 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: [www.trentu.ca/graduatestudies/financialsupport.php](http://www.trentu.ca/graduatestudies/financialsupport.php).

## 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 three general areas in the field of Public Texts. As a rule one or two topics in each of the three areas will be offered each year:

- ENGL 5100-series – Topics in the material and social production of texts
- ENGL 5200-series – Topics in the circulation of texts
- ENGL 5300-series – Topics in publics and texts

In addition, students may take up to 0.5 credit in one of the following.

- ENGL 5901H, a reading course in an area specifically related to a student's area of interest, assuming faculty availability
- a course offered by another graduate program at Trent University, to be determined on a case-by-case basis

*Please note: not all elective courses are offered every year.*

## Topics in the Material and Social Production of Texts

### » 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.

## Topics in the Circulation of Texts

### » 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.



## Topics in Publics and Texts

- » **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-CSID 5501H-CAST 6401H: 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.

## 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 [enls@trentu.ca](mailto:enls@trentu.ca)  
 Fax: 705-748-1026 [www.trentu.ca/els](http://www.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. It is served by faculty principally from the departments of Biology, Chemistry, Forensic Science, and School of the Environment, as well as adjunct faculty from non-governmental organizations, industry, provincial and federal government agencies. Four Canada Research Chairs and one NSERC Senior Industrial Research Chair are appointed to the program. The program serves as a broad umbrella for these disciplines to interconnect. Three Canada Research Chairs and one NSERC Senior Industrial Research Chair are appointed to the program. Students conduct research in applied and basic science and many students develop their research projects in partnership with other universities, organizations, industry and governmental agencies. 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 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

**M. Dorken**, BSc (Guelph), MSc (Queen's), PhD (Toronto)

## FACULTY AND RESEARCH AREAS

### Anthropology

**J. Conolly**, BA (Toronto), MA, PhD (London), *spatial ecology & conservation biology, palaeoecology*

**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

**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**, BA (Pennsylvania), MEdS. (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)*

**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)*

**C. Kapron**, 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*

**J. A. Schaefer**, BSc (McGill), MSc (Manitoba), PhD (Saskatchewan), *behaviour and population dynamics of terrestrial mammals*

**B. White** (Emeritus), BSc (Nottingham), PhD (McMaster)

**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

- D. A. Ellis**, BSc (Glasgow), MSc (Aberdeen), MSc, PhD (Toronto), *fluorine impacts on organic compounds and their effects on dissemination in the environment*
- 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*
- S. Narine**, BSc, MSc (Trent), PhD (York), *biomaterials precursor synthesis, formulation and materials characterization (NSERC Industrial Chair in Biomaterials)*
- M. Parnis**, 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*

## Computing &amp; Information Systems

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

## 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*
- 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*

## School of the Environment

- J. Aherne**, BA (Trinity College, Dublin), MAppSc, PhD (University College Dublin), *impacts and disturbance on aquatic and terrestrial ecosystems.*
- J. M. Buttle**, BA (Toronto), PhD (Southampton), *hydrology, fluvial geomorphology*
- P. J. Dillon**, BSc, MSc, PhD (Toronto), *nutrient cycling, trace metals, acid precipitation studies*
- C. Eimers**, BSc (Toronto), MSc (Trent), PhD (Waterloo), *soil processes, water quality, hydrology and climate change*
- R. D. Evans** (Emeritus), BSc (Toronto), PhD (McGill)
- C. Furgal**, BSc (Western), MSc, PhD (Waterloo), *environmental health, planning and resource development, risk management and communication, and Arctic Indigenous issues.*
- S. E. Franklin**, BES, MA, PhD (Waterloo), *GIS*
- B. E. Hickie**, BSc (Guelph), MSc (Waterloo), PhD (Waterloo), *environmental toxicology, pharmacokinetic modelling*

**P. M. Lafleur**, 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**, BSc (Manitoba), MSc (New Brunswick), PhD (McMaster), *aquatic organic contaminants*

**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 and PhD (Western), *carbon sequestration and tailings management, natural analogues for carbon mineralization, and geobiological approaches to carbon management*

**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*

**D. Wallschläger**, MSc (Bochum), PhD (Bremen), *speciation of anion-forming trace meta(loid)s, particularly arsenic, selenium and chromium, in natural and industrial environments*

**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**, BA (Guelph), MSc, PhD (Toronto), *fisheries, wetland ecology, renewable resource management*

## Other

- 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)*
- N. Jones**, BSc (Guelph), PhD (Alberta), *fish habitat and the productive capacity of aquatic ecosystems (Ontario Ministry of Natural Resources)*
- J. Nocera**, BSc (Connecticut), MSc (Acadia), PhD (New Brunswick) *species-at-risk, conservation biology, behavioural ecology (Ontario Ministry of Natural Resources)*
- B. Patterson**, BSc (New Brunswick), MSc (Acadia), PhD (Saskatchewan), *dynamics of vertebrate predator-prey systems (Ontario Ministry of Natural Resources)*

## ADJUNCT PROFESSORS

**K. F. Abraham**, BA (Toronto), MSc (Iowa), PhD (Queen's), *wetlands, waterfowl and wetland bird species (Ontario Ministry of Natural Resources)*

**M. R. Ardakani**, BSc, MSc, PhD (Azad)

**G. Balch**, BSc (Trent), PhD (Queen's)

**H. Bates**, BSc (Ottawa), PhD (Toronto)

**S. Baillie**, BSc (Acadia), MSc (Memorial), PhD (Massey), *molecular ecology, vertebrate evolutionary biology in freshwater fish and ecosystems*

**N. Belzile**, BSc, MSc, PhD (Quebec), *speciation and behaviour of toxic trace elements in aquatic systems*

**G. Blouin-Demers**, BSc (McGill), PhD (Carleton)

**R. Boonstra**, BSc (Calgary), PhD (British Columbia)

**G. S. Brown**, BSc (Dalhousie), MSc (Laurentian), PhD (Guelph) *population ecology of large mammals (Ontario Ministry of Natural Resources)*

**D. Burke**, BSc (Western), PhD (Trent), *forest and avian conservation and ecology (Ontario Ministry of Natural Resources)*

**J. Canário**, MSc, PhD (New University of Lisbon)

**J. G. Cogley**, MA (Oxford), MSc, PhD (McMaster), *hydrology, fluvial geomorphology*

**G. Copp**, BSc (Trent), PhD (France), *geographical variations in life-history traits of native & non-native fishes*

**S. Côté**, BSc (Laval), PhD (Sherbrooke)

**D. H. Dang**, BSc, MSc, PhD (Toulon)

**J. C. Davies**, BSc (Carleton), PhD (Queen's), *caribou, moose habitat, wetland creation (Ontario Ministry of Natural Resources)*

**C. Davy**, BSc (Guelph), MSc (Western), PhD (Toronto)

**M. Donaldson**, BSc (Waterloo), M. BioTech (Toronto), PhD (Trent)

**E. S. Dunlop**, BSc (Guelph), PhD (Toronto)

**M. J. Fortin**, BSc (Montreal), MSc (Montreal), PhD (State University, New York) *spatial ecology (University of Toronto)*

**R. B. Georg**, MSc (WWU Muenster), PhD (ETH Zurich)

**C. Gibson**, BSc (Dalhousie), MEng, PhD (McMaster)

**T. Harner**, BSc (Toronto), PhD (Toronto), *Hazardous Air Pollutants, fate & transport of organic pollutants (Ministry of Environment)*

**T. J. Haxton**, BSc (Guelph), MSc (Trent), PhD (Ottawa)

**T. Hossie**, BSc, MSc (Trent), PhD (Carleton)

**D. Kaplan**, BA (Clark), PhD (Harvard)

**K. C. R. Kerr**, BSc, PhD (Guelph)

**A. Kisiala**, MSc, PhD (Technology & Life Sciences, Poland)

**E. Koen**, BSc (Western), MSc (Ottawa), PhD (Trent), *wildlife landscape ecology*

**W. H. Korver**, BSc (Guelph), DVM (Ontario Veterinary College)

**J. F. Koprivnjak**, BSc, MSc (McGill), PhD (Atlanta, Georgia), *Spatial and temporal characterization of dissolved organic matter in natural waters*

**J. Leach**, BSc (Guelph), MSc, PhD (British Columbia (UBC))

**D. Lesbarrères**, BSc (Bordeaux), MSc (Rennes), PhD (Angers)

**N. P. Lester**, BA, MSc (Queen's), DPhil (Sussex), *fish ecology and fisheries science; life history traits and population dynamics of fish; effects of fish harvesting on aquatic ecosystems*

**J. Liu**, BMed (Shandong School of Medicine), MSc (Trent), PhD (Toronto)

**N. Mandrak**, BSc, MSc, PhD (Toronto), *biogeography, biodiversity and conservation biology of freshwater fishes (Department of Fisheries & Oceans)*

**M. Manseau**, BSc (Québec and British Columbia), MSc (Laval), PhD, (Swedish University of Agricultural sciences), PhD (Laval)

**G. Mastromonaco**, BSc, MSc, PhD (Guelph), *reproductive biotechnologies, stress hormone analysis*

**A. Namayandeh**, BSc (Windsor), MSc (York), PhD (Trent), *far north biodiversity project, taxonomy and biogeography of non-biting midges or chironomidae*

**S. J. Melles**, BSc (Toronto), MSc (British Columbia), PhD (Toronto)

**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)*

**K. Newman**, MChem, PhD (Wales Swansea)

**B. Nickling**, BA (McMaster), MA (Carleton), PhD (Ottawa)

**J. Northrup**, BS (Bates College), MSc (Alberta), PhD (Colorado State)

**M. E. Obbard**, BA (Western), MSc, PhD (Guelph), *black bear populations (Ontario Ministry of Natural Resources)*

**M. Paterson**, BSc (Manitoba), MA (Indiana), PhD (Dalhousie)

**S. D. Petersen**, BSc (Alberta), MSc (Acadia), PhD (Trent)

**B. Pond**, BA (York), MA, PhD (Queen's), *response of wildlife populations and ecosystems to anthropogenic disturbance, private land development (Ontario Ministry of Natural Resources)*

**A. Poulain**, BSc (Angers), MSc, PhD (Montréal)

**J. C. Ray**, BSc, MSc (Stanford), PhD (Florida), *conservation of wildlands and large mammals (Wildlife Conservation Society Canada)*

**M. D. Ridgway**, BSc (Miami), MSc (British Columbia), PhD (Western), *aquatic ecosystem science (Ontario Ministry of Natural Resources)*

**L. Rutledge**, BSc, BEd (Western), MSc (Northern British Columbia), PhD (Trent)

**E. Sager**, BSc, PhD (Trent), *climate change, pollution, forest and lake ecosystems*

**A. Schulte-Hostedde**, BSc (Western), MSc (Guelph), PhD (Western), *behavioural and evolutionary ecology (Laurentian University)*

**M. Sharifi**, BSc, MSc, PhD (Isfahan University of Technology), *Sustainable agriculture, nutrient management (Canada Research Chair in Sustainable Agriculture)*



**P. Smith**, BSc (Trent), MSc (British Columbia), PhD (Carleton)

**S. Smith**, BSc, PhD (McMaster)

**K. Somers**, BSc (Waterloo), MSc (Toronto), PhD (Western), *aquatic science, zoology, environmental monitoring and assessment (Ontario Ministry of the Environment)*

**N. Stock**, BSc, MSc, PhD (Waterloo), *trace contaminants, organic contaminants*

**K. Storey**, BSc (Calgary), PhD (British Columbia)

**R. Webber**, BSc, MSc, PhD (Guelph)

**C. Whitfield**, BSc, MSc, PhD (Trent), *catchment hydrochemistry, applied biogeochemistry*

**C. Wilson**, BSc (Queen's), MSc (Windsor), PhD (Guelph), *evolutionary ecology and biogeography of freshwater organisms, (Ontario Ministry of Natural Resources)*

**J. Winter**, BSc (Liverpool, UK), MSc (Manchester, UK), PhD (Waterloo), *human/aquatic system interactions, nutrient modeling, landscape analysis (Ontario Ministry of Environment).*

**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. One of the ENLS core-courses (ENLS 5100H, 5200H, 5300H, 5400H, 5500H, or 5600H) 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 3 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: [www.trentu.ca/graduatestudies/financialsupport.php](http://www.trentu.ca/graduatestudies/financialsupport.php).



## CORE COURSES

- » **ENLS 5100H: Cell biology and genetics**  
This core course, which may serve 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 cell biology and genetics. Students also present and defend their research proposals. This credit may not be taken in addition to any of the other ENLS core courses. Excludes WEGP 500H.
- » **ENLS 5200H: Stress physiology**  
This core course, which may serve 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 stress physiology. Students also present and defend their research proposals. This credit may not be taken in addition to any of the other ENLS core courses. Excludes WEGP 500H.
- » **ENLS 5300H: Ecology and conservation biology**  
This core course, which may serve 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 ecology and conservation biology. Students also present and defend their research proposals. This credit may not be taken in addition to any of the other ENLS core courses. Excludes WEGP 500H.
- » **ENLS 5400H: Current themes in physical geography**  
This core course, which may serve 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 physical geography. Students also present and defend their research proposals. This credit may not be taken in addition to any of the other ENLS core courses. Excludes WEGP 500H.
- » **ENLS 5500H: Trace contaminant toxicology and chemistry**  
This core course, which may serve 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 trace contaminant toxicology and chemistry. Students also present and defend their research proposals. This credit may not be taken in addition to any of the other ENLS core courses. Excludes WEGP 500H.
- » **ENLS 5600H: Ecosystem biogeochemistry**  
This core course, which may serve 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 ecosystem biogeochemistry. Students also present and defend their research proposals. This credit may not be taken in addition to any of the other ENLS core courses. Excludes WEGP 500H.

## 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. Excludes BIOL-ERSC 4030H.
- » **ENLS 5009H: Trends in ecology and evolution**  
This course examines developments in ecology, behaviour and evolution, based upon the current journal literature. Topics include sexual selection, game theory, optimality and assessing biodiversity and ecosystem stability. Students will take an active role in the presentation of course material. Specific choice of topics to be determined by course participants. Students should have taken one course in animal behaviour and ecology. A familiarity with population genetics, ecology and basic evolutionary theory will be assumed.
- » **ENLS 5012H: Introduction to environmental models and modelling**  
Development, verification and application of models, human construct to help better our understanding of real world systems, is fundamental to scientific research. The course examines key principals and processes of model development and application, offering students an introduction to modelling through exploration of the stages in the 'modelling processes'.
- » **ENLS 5015H-AMOD 5240H: Statistical aspects of modelling**  
An intensive study of the application of statistical techniques to research questions and designs, introducing the use of software for data entry, data management, and statistical analysis. Topics include: multiple regression, logistic regression, analysis of variance techniques (and analysis of covariance), factor analysis, discriminant function analysis, and structural equation modelling.
- » **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 5029H: Scientific peer review in ecology**

Peer review is central to science. In this course, students learn how to be effective reviewers, honing their critical thinking skills and improving their ability to write scientific manuscripts and grants. We review real manuscripts and proposals, discuss techniques and methods, and debate the ethics, policies, and practices.

» **ENLS 5031H: Molecular genetic techniques and analyses**

The Natural Resources DNA Profiling & Forensic Centre provides a unique opportunity to study molecular genetic techniques in the context of genotyping through automated and robotic technology. This course covers principles of molecular genetic techniques through manual protocols relating to automated processes; analyses of DNA profiles and sequences generated from an automated dataflow.

» **ENLS 5041H: Environmental effects monitoring in aquatic ecosystems**

A field course in Experimental Lakes Area, offered jointly by Trent University and The University of Manitoba, focused on surface waters in boreal ecosystems. The emphasis is on understanding the impacts of resource development (such as mining, forestry, hydroelectricity, oil and gas development), wastewater discharges on freshwater systems, and socio-cultural impacts, with special emphasis on First Nation, northern, and rural perspectives.

» **ENLS 5046H: Conservation genetics**

This course will cover a range of genetics topics relating to conservation biology. Students will be expected to lead and participate in discussions of published papers and write a review paper or analysis on a selected topic. Students need some background in population genetics and familiarity with molecular genetic marker systems.

» **ENLS 5047H: Population genetics**

This course will cover a range of topics within population genetics: its applications, history, evolution and research applications. There will be discussions of seminal and current literature and their applications. Students will be expected to lead and participate in discussion of published papers, present seminars, and write a review paper on a selected topic.

» **ENLS 5088H: Mass spectrometry**

An Introduction to the nature, thermochemistry, and dynamics of gaseous ions in magnetic and electric fields. Operating principles of modern dynamic, multiple sector mass spectrometers will be discussed together with other analytical techniques. Collision processes between gaseous ions and neutral species, and important application areas in environmental and/or biomedical fields will be explored

» **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. The reading course can be a literature review or a small research project. 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. Excludes ENLS 5095H.

» **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 5380H: Gene expression**

An inquiry into the mechanisms controlling gene expression, including regulation of DNA transcription, RNA processing and splicing, RNA interference, and epigenetics. Strategies on effective reading and critical evaluation of journal articles will be discussed. The course includes a laboratory-based research project. Excludes BIOL 3350H and 4380H.

» **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](mailto:mscforensics@trentu.ca)  
[www.trentu.ca/mscfsc](http://www.trentu.ca/mscfsc)

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. This is a professional course-based program that consists of three academic terms. Through lectures, labs, and a four-month placement program, students can be ready to apply the learned skill sets to the workforce in one year.

## Graduate Program Director

**B. J. Saville**, BSc (Guelph), MSc, PhD (Toronto), *fungus genomics*

## FACULTY AND RESEARCH AREAS

### Forensic Science

**C. Kyle**, BSc (Bishop's), MSc (Guelph), PhD (Alberta), *landscape and molecular epidemiology, landscape and conservation genetics and molecular applications in forensic entomology*

**S. Martic**, BSc (Bishop's), MSc (McMaster), PhD (Queen's), *analytical chemistry and biochemistry*

**B. J. Saville**, BSc (Guelph), MSc, PhD (Toronto), *fungus genomics*

**A. B. A. Shafer**, BSc (McMaster), MSc (Acadia), PhD (Alberta), *genomic methods*

**R. L. Smith**, BCom, JD (Queen's), LLM (Osgoode), *criminal law & expert evidence*

## ADJUNCT FACULTY

**M. Illes**, BSc, MSc (Trent), *bloodstain pattern analysis and forensic epistemology*

## 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 Bachelors of Science degree in any relevant science including anthropology, biology, chemistry, forensic science, physics, psychology, or other relevant 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 course-based program in 12 months.

Proposed progression through the MScFS program:

Semester 1, 4 half credit (0.50) core courses + 1 half credit (0.50) elective

Semester 2, 4 half credit (0.50) core courses + 1 half credit (0.50) elective

Semester 3, Research Placement

## REQUIRED COURSES

### » FRSC 5001H: Communication Science and 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 will cover detection and interpretation of the substances and drugs in bodily matrices. A lecture and seminar based course will provide advanced understanding of toxicology, pharmacology, and methodology in the forensic science context. Recent technological advancements made in the field of forensic toxicology will also be introduced.
- » **FRSC 5009H: Placement**  
This course bridges the academic theory learned in the classroom with a field-based learning experience in a professional set-ting. It emphasizes both professional practice and research skills, allowing students to develop a professional network and gain valuable work experience in a forensic field of their choice. Students are provided foundational knowledge and skills to prepare them for the responsibilities of forensic positions. The course also incorporates research in a forensic venue, allowing to students to contribute to the forensic science field while critically evaluating the role of research in forensic practice.
- » **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 quality assurance standards as it relates to forensic science.
- » **FRSC 5030H: Presentation of Expert Evidence and the Courts**  
Forensic scientists must be aware of their roles and responsibilities within 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**  
Like most professional occupations, those who become the best do their homework, know their limits and practice their skill set. In Advanced Topics in Forensic Science, we will undertake an extensive examination in recent (technological) advances in four areas in forensic biology, forensic chemistry, physical evidence analysis and case-specific experimentation.

## ELECTIVE COURSES

- » **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.
- » **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 im-pacts of biocrime attacks on society.
- » **FRSC 5800H: Bioinformatics**  
Biological data has grown in size and complexity. Bioinformatics – the application of computer programming to the management and analysis of biological information – is necessary for storing, manipulating, and analyzing large datasets. A tutorial-based computer lab focusing on genome sequence data will allow students to learn the basics of computer programming and bioinformatics.



» **FRSC 5110H: Firearms and Ballistics**

An introduction to firearm and ammunition examination and ballistics. Students learn the science behind firearm examinations, including firearms damage assessment, firearms identification and comparison microscopy, report writing and expert testimony. Students complete an independent case-based project and present firearms-related evidence to their peers.

» **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.

705-748-1011 ext. 6270 [history\\_ma@trentu.ca](mailto:history_ma@trentu.ca)  
[www.trentu.ca/historyma](http://www.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

**D. M. K. Sheinin**, BSc (Toronto), MA, PhD (Connecticut), *Latin American history (particularly Argentina and Bolivia), USA, with emphasis on foreign relations.*

## FACULTY AND RESEARCH AREAS

### History

**D. Anastakis**, BA (Western), MA, PhD (York), *20th century Canadian and US economic, business and political history, post-World II trade, government and politics*

**A. Bialuschewski**, PhD (Kiel), *pirates and piracy, early modern Atlantic history*

**M. Boulby**, BA (Queen's), MA (London), PhD (Toronto), *modern Middle East, Palestinian women, Palestinians in Israel*

**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), *modern United States, cultural and environmental history, visual culture*

**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; and war and society.*

**C. Kay**, BA (Toronto), MPhil (Oxford), MA, PhD (Yale), *Imperial Germany, social and cultural, with a focus on bourgeois children and parenting.*

**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*

**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*

### Environmental Studies

**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*

### Gender and Women's Studies

**J. Sangster**, BA (Trent), MA, PhD (McMaster), *North American women, women and wage labour after World War II, working class, aboriginal women*

### Cultural Studies

**I. Junyk**, BA (Western), MA (Queen's), PhD (Chicago), *memory and history, modernism and the avant-garde; classicism and myth, in particular classicism in interwar Paris*

## Adjunct Faculty

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

## 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*

**J. E. Struthers**, MA, PhD (Toronto), *modern Canada, particularly social welfare, aging and care giving, labor history, multiculturalism*

**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](#).

## 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 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 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:

[trentu.ca/graduatestudies/experience/tuition-awards-funding](http://trentu.ca/graduatestudies/experience/tuition-awards-funding)

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

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## 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. Excludes HIST-5240H.
- » **HIST-CSID 5118H- CAST6118H: Themes in Canadian history**  
This course gives students a solid grounding in the broad sweep of Canadian history. New approaches and recent disciplinary and interdisciplinary debates will be explored, focusing on such themes as labour and the working class; politics and the state; diplomacy and business; society, race, culture and gender; and white-aboriginal relations.
- » **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.
- » **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-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.

705-748-1011 ext. 7443 [indigenoustudiesphd@trentu.ca](mailto:indigenoustudiesphd@trentu.ca)

Fax: 705-748-1416 [www.trentu.ca/indigenoustudiesphd](http://www.trentu.ca/indigenoustudiesphd)

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

**D. Williams**, (Anishnaabe), BA (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

**M. J. Castellano**, (*Emeritus*), (Mohawk), OC, O.Ont., BA (Queen's), MSW (Toronto); LLD (Carleton, Queen's, St. Thomas), *Indigenous organizations, RCAP, Indigenous traditions of knowledge, Indigenous education, research ethics*

**L. Davis**, 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*. On leave.

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

**M. Lacombe**, BA (McGill), MA, PhD (York), *women's writing, postcolonial literature in Canada, diversity and Quebec/Francophone writing and culture*

**D. Longboat**, (Roronhioke:wen), (Mohawk), BA (Trent), MES, PhD (York), *Native Studies, environmental issues, Haudenosaunee traditional teachings*. On leave.

**D. N. McCaskill**, BA (Winnipeg), MA (Carleton), PhD (York), *Indigenous education, urbanization, justice and corrections, community development, self-government, international development*

**M. Mumford**, (Métis), BA (Alberta), MFA (Brandeis), *Indigenous Performance*

**D. Newhouse**, (Onondaga), BSc, MBA (Western), *development of modern Indigenous societies, governance, economies*

**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*

**S. Swamp**, (Mohawk), Wolf Clan Faithkeeper, BA (McMaster), *Indigenous Knowledge*

## Education

**N. Bell**, BA (Trent), BEd, MEd (Queen's), PhD (Trent)

## 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*

**J. Borrows** (Anishinaabe), BA, MA, JD, LL.M (Toronto), PhD (Osgood Hall), *Indigenous Law and legal traditions*

**M. Campbell** (Cree-Metis), Honorary Doctorates (Regina), (York), (Athabasca), *Indigenous history, literature and arts, Indigenous women*

**R. W. Kimmerer** (Potawatomi), BA (SUNY), MA (SUNY), PhD (Wisconsin), *Indigenous Knowledge, Indigenous Environmental Studies, plant botany*

**B. Loucks** (Anishnaabe), 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*

**W. Wheeler** (Cree), BA (Manitoba), MA (British Columbia), PhD (Berkeley), *Indigenous History*

**C. Williams**, BA (Simon Fraser), MA (Leeds), PhD (Rutgers), *US history, Indigenous women, Gender Studies, oral history*

**P. Williams** (Haudenosaunee), BA, LLB (Western), LL.M (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 B+ (77%, GPA 3.3). In cases, where the Master's degree is in a field other than Indigenous Studies, students may be required to enroll in a make-up or Qualifying Year Program in Indigenous Studies to ensure an adequate academic background for pursuing PhD work. 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 Ph.D. 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. 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.

During the two-year residency, students will enrol in 3.5 credits in the first year and 3.0 credits in the second year. All students will take INDG 6600Y, 6601Y, 6603H, 6700Y, 6701Y, 6715H, and 6720H during the two-year residency. Students must complete all first-year program requirements to begin 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 who do not meet normal timelines in the program due to outside factors will be required to meet with the student performance committee and 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 *Central Themes and Issues in 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. 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 this deadline will be asked to meet with the student performance committee and may be asked to withdraw from the program. More detail about the core comprehensive examination can be found in the annual PhD Student Handbook.

The course and comprehensive examination components of the program will be followed by the creation of a dissertation proposal. 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. 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. Students must also submit an ethics application and undergo an ethics process that includes both Trent's REB and the INDG PhD Ethics Committee. The ethics process can be simultaneous to the proposal defence process. Once these processes have been successfully completed, students move onto PhD Candidacy and the next phase of the

program, which includes research, writing and defence of a PhD. dissertation (INDG 6800). The maximum time for completion of the PhD degree is five years.

Dissertations will be supervised by a Dissertation Supervisor selected from Trent Graduate Faculty and a Supervisory Committee who have the expertise needed to provide guidance throughout the dissertation process. Graduate supervisory committee membership must consist of members who meet the School of Graduate Studies guidelines for supervision and membership.

Students who have successfully defended a dissertation proposal will be eligible to apply for part-time status. Application for part-time status follows the requirements and policies of the INDG PhD program and the School of Graduate Studies.

Students will be required to demonstrate proficiency in a language other than English, preferably an Indigenous language. Proficiency in an Indigenous language may be demonstrated by either: passing an examination in an Indigenous language administered by the Indigenous Studies department, or by presenting a transcript with a grade of B or better in an Indigenous language course taken at an accredited university.

### 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 are encouraged to apply for scholarships, particularly the Ontario Graduate Scholarship (OGS) and the Social Science and Humanities Research Council Doctoral Fellowships (SSHRC). The program also provides a small bursary to students to cover books and materials each year. The deadlines for each fund are available from the program assistant.

For further information on financial support for graduate students, please refer to the graduate studies website: [www.trentu.ca/graduatestudies/financialsupport.php](http://www.trentu.ca/graduatestudies/financialsupport.php).

## COURSES AVAILABLE TO GRADUATE STUDENTS: Indigenous Studies

**Not all courses will be available every year. Please consult [www.trentu.ca/indigenoustudiesphd](http://www.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 6601Y: Graduate seminar in Indigenous Studies theory and research methods (Theories for Indigenous Studies)

The course presents students with theoretical, methodological and ethical issues related to conducting research in Indigenous communities. Indigenous and Western approaches to conducting research are examined, with a view to developing distinctive Indigenous and allied theories, approaches and methods. 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.)



» **INDG 6626H: Harvesting Indigenous Language (Optional)**

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.

» **INDG 6627H: Living and Learning Anishinaabemowin (Optional)**

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.

\*Note: Students may also fill the program language requirement by enrolling in an undergraduate language course at Trent, taking a community language course or through one on one instruction with a fluent language speaker. 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 and the letter grade provided to the student.

» **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 with the option of taking a reading course that serves their need in the program.

## 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 summer following the first year or in the first term of the second year of study. Practicums should be completed by the end of the second fall term. 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 6715H: Bimaadiziwin/Atonhetseri:io**

This course is required for all students and builds on what was covered in INDG 6600Y. It provides students with an exceptional opportunity to apprentice with an Elder or Knowledge Holder over an intense period of time arranged between the student and the Elder or Knowledge Holder. Upon completion of the apprenticeship, students make a formal presentation to the Traditional Advisory Council.

» **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 COURSE

» **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.

## 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](mailto:mica@trentu.ca)

[www.trentu.ca/graduatestudies/programs/course-based-masters-programs/master-instrumental-chemical-analysis-mica](http://www.trentu.ca/graduatestudies/programs/course-based-masters-programs/master-instrumental-chemical-analysis-mica)

Many aspects of modern environmental science, health sciences, and biology among many others are dependent on high quality chemical data; determination of elements and compounds found at very low quantities in a variety of media. To measure these substances at such low concentrations requires state-of-the-science analytical instruments. 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

**D. Wallschläger**, MSc (Bochum), PhD (Bremen)

## FACULTY AND RESEARCH AREAS

### Chemistry

**D. A. Ellis**, BSc (Glasgow), MSc (Aberdeen), MSc, PhD (Toronto), *fluorine impacts on organic compounds and their effects on dissemination in the environment*

**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*

### School of the Environment

**C. D. Metcalfe**, BSc (Manitoba), MSc (New Brunswick), PhD (McMaster), *aquatic organic contaminants*

**D. Wallschläger**, MSc (Bochum), PhD (Bremen), *speciation of anion-forming trace meta(loid)s, particularly arsenic, selenium and chromium, in natural and industrial environments*

## ADJUNCT FACULTY

**K. Newman**, MChem, PhD (Wales Swansea)

**N. Stock**, MSc (Guelph), PhD (Toronto), *naturally occurring compounds, organic contaminants*

## PROFESSORS EMERITI

**R. D. Evans**, BSc (Toronto), PhD (McGill)

## 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, chemistry, environmental 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).

## PROGRAM OPTIONS

- Master of Instrumental Chemical Analysis (M.ICA), full-time studies
- 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

## REQUIRED COURSES

### » 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 3400) 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 in Chemical Testing Laboratory

This course will be focused on a broad understanding of related quality management systems (QMS) in chemical laboratory operations. The course is intentionally designed to introduce current concepts and knowledge of QMS to ensure quality laboratory practices. Upon the completion of this course, students should be equipped with competence and tools that are expected to be applied by quality officers and laboratory professionals working in laboratories or testing centres.

### » ICAN 5004H: Quality Assurance and Quality Control in the Analytical Chemical Laboratory

The course has a comprehensive coverage of the important topic in quality assurance and quality control (QA&QC). It explains how QA&QC concepts are applied to quantitative laboratory examinations, and how to organize a quality control program for quantitative tests.

### » 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 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, and namely IR spectroscopy, Raman spectroscopy, NMR spectroscopy, X-Ray spectroscopy, thermal analytics, and surface analysis. Mass spectrometry is a unique technique has two dedicated courses in the MICA program (ICAN 5001 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.

*Additional courses pending Senate approval.*

705-748-1011 ext. 7492 [mmgt@trentu.ca](mailto:mmgt@trentu.ca)  
[www.trentu.ca/mmgt](http://www.trentu.ca/mmgt)

The Master of Management (MMgt) is a program of study designed to benefit those interested in taking on leadership positions in management either in Canada or abroad. The full-time, sixteen-month, course-based Master of Management situated within the School of Business at Trent University Durham provides the skills they need to gain a competitive edge in the job market. Students can begin the program directly after their university graduation, or with up to five years of post-graduation work experience. Developed to address the needs of today's employers, the Master of Management (MMgt) curriculum provides students with a grounding in a broad spectrum of business and management disciplines, from accounting to corporate finance and marketing to strategic management. The program encourages students to understand the larger social issues facing business organizations in today's changing environment. The Program is offered over four terms; students take thirteen courses: four in the fall, four in the winter, a summer work integrated learning opportunity, plus four courses in the final fall term. Students from the program will graduate with the edge needed in a competitive business environment both in Canada and overseas.

## Graduate Program Director

**B. Cater**, MA (Toronto), PhD (York), *applied micro-economics, applied econometrics*

## 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 (Ryerson), 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*

## ADJUNCT FACULTY

### Business Administration

**T. Phillips**, BSc (Trent), MA (York), PhD (New School for Social Research), *sustainability and economic models, economic growth, community economic development*

## REGULATIONS

The general regulations and requirements of Trent University apply to graduate study in Management. 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. 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. Enrollment 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 thirteen required core courses and two electives. To successfully complete the program, students will be required to complete workplace integrated learning project in the summer term. At the end of the term, students are required to submit a final report and present their findings. Students must attain a minimum of 70% cumulative average and complete three workplace workshops before they can start working on 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 Failed Course Policy.

## PROGRAM OPTIONS

Full-time

## COMPLETION TIME

16 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 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.

705-748-1011, ext. 7549 [materials@trentu.ca](mailto:materials@trentu.ca)  
Fax: 705-748-1154 [www.trentu.ca/materialsscience](http://www.trentu.ca/materialsscience)

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 will be comprised of coursework and a thesis.

## TRENT FACULTY

### Graduate Program Director

**A. D. Slepikov**, BSc (Brock), MSc (Alberta), PhD (Alberta)

### Faculty and Research Areas

#### Chemistry

**J. M. Parnis**, BSc, PhD (Toronto)

**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*

#### Physics & Astronomy

**W. A. Atkinson**, MSc (Alberta), PhD (McMaster), *computational and theoretical models of high temperature superconductors and strongly correlated electronic materials*

**S. Narine**, BSc, MSc (Trent), PhD (Guelph), *biomaterials precursor synthesis, formulation and materials characterization*

**R. C. Shiell**, BA (Oxford), PhD (Newcastle upon Tyne), *atomic, molecular and optical physics, the manipulation of quantum states using laser radiation*

**A. D. Slepikov**, BSc (Brock), MSc (Alberta), PhD (Alberta), *photonic characterization and imaging of biomaterials*

**R. Wortis**, BSc (Harvard), MSc, PhD (Illinois at Urbana Champaign), *condensed matter theory: superconductivity and strongly correlated electrons*

## ONTARIO TECH FACULTY

### Graduate Program Director

**F. Gaspari**, BSc (Bologna), MSc, PhD (Toronto)

### Faculty and Research Areas

#### Science

**N. Agarwal**, PhD (Politecnio di Milano, Milan), *nanoscale characterization, technique development, atomic force microscopy, intermodulation spectroscopy, biophotonics, plasmonics, nanomaterials, medical imaging*

**Y. Bolshan**, BSc (Waterloo), PhD (Toronto), *medicinal chemistry, novel methodologies, synthesis of natural products*

**D. Bonetta**, BSc, MSc, PhD (Toronto), *biologically based materials derived from plant and bacterial sources, development of novel materials by genetic engineering of synthetic enzyme complexes*

**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 – often 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**, MSc (Moscow State Physics & Engineering Institute), PhD (General Physics Institute, Russian Academy of Sciences), *computational nanoscience; clusters; molecular interfaces*

**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*

**R. Pop-Lliev**, PhD (Toronto), PEng, *engineering design, manufacturing engineering, engineering materials and technologies for the manufacture of cellular materials and composites*

**G. Rizvi**, PhD (Toronto), PEng, *polymers and composites processing and characterization, smart and advanced materials, nano-composites, "green" composites, processes and materials for tissue scaffolds and skeletal structures*

**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*

## 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*

## Adjunct Faculty and Research Associates

**B. MacLean**, PhD (Memorial), *organic/inorganic synthesis of polymerizable molecules/ transition metal complexes; electrochemistry; electrocatalysis*

**I. Tamblyn**, PhD (Dalhousie), *theory of nanostructured materials and devices for renewable energy applications; artificial photosynthesis and water splitting*

## 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:

- Each student must complete the core course MTSC 6010H.
- Each student must complete either MTSC 6020H or MTSC 6140H.
- Each student must attend and successfully complete the non-credit courses MTSC 6000H in the first year of the program and MTSC 6100H prior to their thesis defense.
- 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.
- 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.

- 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:

- Each student must complete at least two one-term courses at the graduate level with at least a 70% final grade in each course.
- 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.
- 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.
- 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:

- Completion of at least three courses in the master's program with at least an A- average
- 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: [www.trentu.ca/graduatestudies/financialsupport.php](http://www.trentu.ca/graduatestudies/financialsupport.php).

## 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

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**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.**

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### » 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 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.

705-748-1099  
Fax 705-748-1088

[nursing@trent.ca](mailto:nursing@trent.ca)  
[www.trentu.ca/gdipmhan](http://www.trentu.ca/gdipmhan)

Building on previously acquired entry to practice Registered Nurse competencies, the graduate diploma in mental health and addiction nursing is aimed at Registered Nurses who wish to become clinical practice leaders in mental health nursing. 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 learning platform, with readings, online discussions, and assignments distributed over a 12 week semester. In addition, in each semester, learners will participate in two eight hour on-campus workshops led by a faculty member, which will include a variety of active learning and simulation experiences. Graduates of this program will be awarded a graduate diploma in Mental Health and Addiction Nursing.

## Graduate Program Director

**C. Thibeault** RN, BScN (Mount Saint Vincent), MN (Memorial), PhD (McGill)

## FACULTY AND RESEARCH AREAS

### Trent/Fleming School of Nursing

**C. Gilmer**, RN, BScN (Western), MHScN, DHIthSc (Charles Sturt)

**I. Brenner**, RN, BSc, BPhysEd, BScN (Toronto), MSc (Queen's), PhD (Toronto), PhD (Queen's)

**B. Cable-Williams**, RN, BScN (Queen's), MN (Dalhousie), PhD (Alberta) *aging, palliative and end-of-life care, living with chronic conditions, spirituality*

**M. McIntosh**, RN, BScN, MScN (Toronto), PhD (Alberta)

**J. Mackie**, MSc, PhD (Queen's)

**C. Thibeault** RN, BScN (Mount Saint Vincent), MN (Memorial), PhD (McGill), *nurse-patient relationship, nursing people with acute and chronic mental health challenges*

**P. Tracey**, RN, BScN (Ryerson), MHSc (Athabasca), PhD (Toronto)

**K. Woodend**, RN, MSc (Ottawa), PhD (Toronto), *health system research, chronic disease management, epidemiology*

## ADJUNCT FACULTY

**N. Martin-Ronson**, RN, BSc (Alberta), MSc (Toronto), PhD (Waterloo)

**S. O'Keefe-McCarthy**, RN, BScN (Ryerson), MScN, PhD (Toronto)

## 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 any other Canadian province.

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 years 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 province 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 as published in Trent's Graduate Calendar:

- A student will be required to obtain a second class standing (B-/70%) in all required graduate courses with the exception of NURS5020H in which they must obtain a pass (satisfactory)
- Courses required for the Graduate Diploma in Mental Health and Addiction Nursing are: NURS5001H; 5002H; 5002H; 5004H and 5020H

## MH&A graduate course offerings

NURS5001H Advanced Mental Health Nursing Practice I: Foundations

NURS5002H Advanced Mental Health Nursing Practice II: Alterations in Mental Health

NURS5003H Advanced Mental Health Nursing Practice III: Mental Health Promotion

NURS5004H Advanced Mental Health Nursing Practice IV: Substance Use and Addiction

NURS5020H Mental Health Nursing Practice V: Advanced Practicum

## REQUIRED COURSES

### » 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, stigma and psychiatrization 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 5004H: Advanced Mental Health Nursing Practice IV: Substance Use and Addiction

Using a relational inquiry lens, students will explore root causes of substance use and addiction, and identify, critique and practice approaches to care. Students will consider the current context of substance use in Ontario and in Canada, and identify evidence-informed assessment and intervention strategies, including motivational interviewing, trauma-informed care and harm reduction programs.

### » 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.

## 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.

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.
- Failure to practice in accordance with the policies and procedures of the School of Nursing, Graduate Studies, Trent University, and the practice setting. Students who demonstrate professional conduct meet the following standards
  - Demonstrate respect and trustworthiness in relationships with peers, mentors, professional colleagues, and School of Nursing staff and faculty
    - use clear accurate and effective communication skills in professional interactions;
    - identify the need for, and obtain, appropriate supervision;
    - become familiar with and follow School of Nursing and agency policies, procedures and principles;
- Provide safe, ethical care reflective of their competence:
  - respect the safety and well-being of clients;
  - recognize their knowledge, skills and judgment, limits of responsibilities, legislative authority and supervision requirements;
  - understand and clarify their role in the provision of care with the appropriate educator, preceptor or supervisor
  - are aware of their responsibility to notify the educator, preceptor or supervisor if they are not achieving objectives due to the setting and/or preceptor relationship
  - are accountable for the quality of care they provide within the established objectives
- Course work not completed within the specified timeframe
- Failure to maintain satisfactory progress in clinical practice as assessed by the program director

## FAILED COURSE POLICY

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

## PROGRAM OPTIONS

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 28 months of part-time study.



705-748-1011 ext. 7719 [psychologygrad@trentu.ca](mailto:psychologygrad@trentu.ca)

Fax: 705-748-1580 [www.trentu.ca/psychologymamsc](http://www.trentu.ca/psychologymamsc)

The Psychology graduate program at Trent is a two-year program leading to the degree of Master of Science (MSc)\*. This research intensive program has three distinct fields of study: Health, Developmental, and Cognition/ Perception/Neuroscience. It provides both as a natural stepping stone to doctoral programs and as sound preparation for those seeking careers in health, science or communications-related fields.

**Health Psychology** is concerned with the psychological, medical, social, cultural and behavioural factors that influence overall health and well-being. Specific foci within our program include affect regulation, analysis of health care systems, attachment relationships, cross-cultural relations, community and family dynamics, dreams, emotional intelligence, human sexuality, personality and psychopathology, and stress and coping.

**Developmental Psychology** is a field of study that examines the effect of maturational processes and experiences on behaviour across the lifespan. Specific foci within our program include the acquisition of language, attachment relationships, community and family dynamics, culture and development, identity formation, and psychosocial functioning both in youth and aging.

**Cognition/Perception/Neuroscience.** Researchers examines how neural and mental processes, constrained both by the body and the environment, enact our behaviour. Specific foci within our department include cognitive enhancement and dementia, psycholinguistics, number representation, learning and memory, visual cognition, multisensory perception and action, neural plasticity and mental health, early development and stressor reactivity.

\*Students can petition for the degree of Master of Arts (MA).

## Graduate Program Director

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

## FACULTY AND RESEARCH AREAS

### Psychology

**B. Bauer**, MA, PhD (Waterloo), *visual cognition, attention and psychophysics*

**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*

**T. DeCicco**, BSc (Manitoba), MSc (Trent), PhD (York), *personality, abnormal psychology and health*

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

**T. P. Humphreys**, MA (Wilfrid Laurier), PhD (Guelph), *psychological aspects of human sexuality*

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

**D. J. Kennett**, (Emeritus), BA, PhD (McMaster), *resourcefulness, coping and health outcomes*

**K. Keefer**, BSc, MSc (Trent), PhD (Queen's), *emotions and wellbeing, psychometrics*

**L. Kerr**, BSc, MSc (Carleton), PhD (British Columbia), *psychosocial influence on illness/disease*

**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*

**E. Nisbet**, BA, MA, PhD (Carleton), *environmental personality, mental health (happiness), sustainable behaviour*

**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*

**E. Russell**, BA, MSc, PhD (Memorial), *aging in small towns and rural communities, community health psychology, social capital theory, health policy*

**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 and Research Areas

**A. Agostino**, BA, MA, PhD (York), *mathematical reasoning, cognitive processes*

**J. Allen**, BA (Wilfrid Laurier), MSc, PhD (Victoria), *culture and development; narrative, storytelling and identity; research with Indigenous communities*

**J. C. Allen**, MA, PhD (Ryerson), *bayesian methods: social, forensic, decision-making, big data, prediction*

**J. Eastabrook**, BSc, MSc (Trent), PhD (Queen's), *adolescent transition, emotion regulation, socioemotional functioning*

**A. Hernandez**, BSc (Queen's), MA (Toronto), PhD (Western), *optimizing dementia programming in institutional settings*

**C. T. Smith**, (Emeritus), BSc (Manitoba), MA, PhD (Waterloo), *relationship between sleep and memory*

**B. Visser**, MA, PhD (Brock), *personality and individual differences*

## 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.

Students are normally admitted into the Program 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

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](#).

### 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.

## 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) of teaching and related work within the department. For further information on financial support for graduate students, please refer to the graduate studies website: [www.trentu.ca/graduatestudies/financialsupport.php](http://www.trentu.ca/graduatestudies/financialsupport.php).

## 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 [www.trentu.ca/psychologymamsc](http://www.trentu.ca/psychologymamsc), 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 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.



705-748-1011 ext. 7721 [sustainabilitystudies@trentu.ca](mailto:sustainabilitystudies@trentu.ca)  
[www.trentu.ca/sustainabilityma](http://www.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

**A. Zohar**, BA, MES, PhD (York).

## FACULTY AND RESEARCH AREAS

### Biology

**D. Beresford**, BSc (Trent), BEd (Queen's), PhD (Trent), cross-appointed with Environment.

### Business Administration

- J. Bishop**, (*Emeritus*), BA (New Brunswick), MA MBA (McMaster), PhD (Edinburgh), *business ethics, ethics and capitalism, rights and for-profit corporations*
- R. Dart**, BSc (Trent), MES, PhD (York), *organizational theory, community economic development, field methods*
- 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*
- D. Newhouse**, (Onondaga), BSc, MBA (Western), *development of modern Indigenous societies, governance, economies*
- T. Phillips**, BSc (Trent), MA (York), PhD (New School for Social Research), *sustainability and economic models, economic growth, community economic development*
- 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*

### Computing and Information Systems

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

### 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

**P. Elliott**, BSc, PhD, PGCE (Wales), *science education and literacy, biodiversity education, environmental education*

### English

**H. Hodges**, BA (Queen's), MA, PhD (Toronto)

### Environment

- S. Bocking**, BSc, MA, PhD (Toronto), *environmental history, history of science, science in Canadian society*
- D. Evans**, (*Emeritus*), BSc (Toronto), PhD (McGill), *environmental biogeochemistry, trace metal cycling*
- S. Hill**, BSc, BA (Queen's), PhD (Calgary), PEng, *environmental policy, risk management, climate change, impact assessment, environmental auditing and indicators*
- R. Ponce-Hernandez**, BEng (Mexico), MSc (Universidad Autonoma Chapingo), PhD (Oxford), *climate change impacts modeling on agriculture, forests and water resources; design of adaptation options; GIS/Remote Sensing modeling for watershed management and natural resource planning*
- D. G. Holdsworth**, BSc (Waterloo), MSc (McMaster), PhD (Western), *risk analysis, nuclear regulation, science policy, environmental*
- T. Hutchison**, (*Emeritus*), BSc (Manchester), PhD (Sheffield), *FRSC sustainable agriculture and food systems, acid rain and air pollution impacts, heavy metal and sulphur dioxide effects*
- C. Metcalfe**, BSc (Manitoba), MSc (New Brunswick), PhD (McMaster), *aquatic organic contaminants*
- 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*
- E. Sager**, BSc (Lawrence), MSc, PhD (Trent), *climate change, pollution, forest and lake ecosystems*
- M. Seasons** (Adjunct), PhD, SCIP, RPP, *climate change, planning for no or slow growth, the school closure phenomenon, and urban and regional plan evaluation*
- 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*

**T. H. Whillans**, 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)

**C. O'Manique**, BA (Carleton), MA, PhD (York), *cross-appointed with International Development Studies and Political Studies*

#### Indigenous Studies

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

**D. Longboat**, Roronhiakewen, (Haudenosaunee), BA (Trent), MES, PhD (York), *Native Studies, environmental issues, Haudenosaunee traditional teachings*

**M. Mumford**, B.A. (Alberta), M.F.A. (Brandeis), *Indigenous theatre, arts and dance*

**D. Newhouse**, (Onondaga), BSc, MBA (Western), *from the tribal to the modern – the development of modern Indigenous societies in North America, governance and economies*

**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*

**S. Swamp**, (Mohawk), Wolf Clan Faithkeeper, BA (McMaster), *Indigenous Knowledge*

#### International Development Studies

**H. Akram-Lodhi**, BA (SOAS, London), M. Phil (Cambridge), PhD (Manitoba), *agrarian political economy, gender and economics, political ecology*

**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)

#### 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

**G. Navara**, MA (Laurier), PhD (Guelph), *family development, cross-cultural/cultural psychology*

**E. Nisbet**, MA PhD (Carleton), *environmental personality, mental health (happiness), sustainable behaviour*

**E. Russell**, BA, MSc, PhD (Memorial), *experiences of aging in small towns and rural and remote communities, and the influences of factors such as population decline and community capacity on seniors' health and well-being in these types of geographies; work and health, body image satisfaction, health psychology, the social economy (volunteerism), and applying social capital paradigms to these topics*

**L. Summerfeldt**, MA, PhD (York University), *personality and mental health*

#### 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*

## 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](#).

### Curriculum Components

The Program consists of three streams: a 3.5 credit Thesis Stream; a 4.5 credit Major Research Paper Stream; and a 4.0 credit Entrepreneurship and Innovation Management Stream (Internship). All streams include a core course on sustainability, participation in a Student Faculty and Community Colloquium, and completion of a Research Design and Methods course. A number of elective courses are offered, in collaboration with other graduate programs at Trent, to allow students to pursue selected issues in 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 Thesis stream, the Major Research Paper stream, and the Entrepreneurship and Innovation Management stream described above. The Thesis stream requires the completion of a short scholarly monograph with multiple chapters and will be assessed by an external examiner. The candidate will defend the Thesis before a committee of at least 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 the Major Research Paper, Thesis, and Entrepreneurship and Innovation Management streams. Students will select research topics for the Major Research Paper or Thesis in consultation with their supervisor. Internship placements offer students practical experience alongside practicing professionals.

The three Streams for completing the MA Sustainability Studies program 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)
- 2 elective courses (total of 1.0 credit)

#### 2. Major Research Paper

- 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)
- SUST 5800H - Major Research Paper (total of 0.5 credit)
- 3 elective courses (total of 1.5 credits)

#### 3. Entrepreneurship and Innovation Management

- SUST 5000Y: Perspectives on Sustainability (total of 1.0 credit)
- SUST 5010/5020H: Colloquium (Pass/Fail) (total of 1.0 credit)
- SUST 5002H: Research Methods (total of 0.5 credit)
- the following 2 required courses plus 1 elective course (1.5 credits total):
- SUST 5600H Entrepreneurship and Innovation Management (total of 0.5 credit)
- SUST 5601H Research and Professional Development Seminar (Pass/Fail) (total of 0.5 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: [www.trentu.ca/graduatestudies/financialsupport.php](http://www.trentu.ca/graduatestudies/financialsupport.php).

### 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.

» **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 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-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 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 5601H: Research and professional development seminar**

This course consists of a series of intensive workshop sessions designed to help entrepreneurs and aspiring entrepreneurs develop the skills necessary to create successful, growth-oriented businesses. Workshops feature presentations by and conversation with outside experts whose work is relevant to guiding or advising startups and fast-growing small firms.

» **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-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.



705-748-1011 ext. 7245 [graduate@trentu.ca](mailto:graduate@trentu.ca)  
Fax: 705-748-1140 [www.trentu.ca/tqgp](http://www.trentu.ca/tqgp)

Under the terms of an agreement between Trent University and Queen's University at Kingston, faculty of Trent University may undertake the supervision and instruction, at Trent University, of graduate students enrolled for Master's or PhD degrees at Queen's University. The Trent faculty members who participate in this arrangement must hold appointments as adjunct faculty to the graduate school at Queen's University.

Students who wish to enroll in the Trent/Queen's program and pursue graduate study at Trent University must apply using a two-stage process. At stage one, students complete a Trent University graduate studies application form (available online) and arrange for that and all supporting documentation to be forwarded to the School of Graduate Studies at Trent University. Students who are recommended for admission by Trent proceed to stage two, at which time they are advised to complete an online Queen's University application form. All supporting documentation previously received at Trent is then forwarded to Queen's University. Students are encouraged to approach and identify prospective supervisors in the appropriate Departments and Programs at Trent, before making an application.

## Associate Director

TBD

## TRENT FACULTY CURRENTLY HOLDING ADJUNCT APPOINTMENTS AT QUEEN'S UNIVERSITY

Adjunct faculty are listed below under the collaborating departments:

### Ancient History & Classics

**I. C. Storey**, (Emeritus), MA (Toronto), MPhil (Oxford), PhD (Toronto), *Greek drama (Euripides and Aristophanes)*

### Chemistry

**D. A. Ellis**, BSc (Glasgow), MSc (Aberdeen), MSc, PhD (Toronto), *fate of organics in the environment, atmospheric chemistry, environmental modeling, spectroscopy, organic synthesis, analytical chemistry*

**H. Hintelmann**, BSc, PhD (Hamburg), *fate of metals in environment, particularly mercury, fractionation of non-traditional stable isotopes, hyphenated ICP/MS and MC-ICP/MS techniques*

**J. M. Parnis**, BSc, PhD (Toronto), *transition metal atom and cluster reactivity with hydrocarbons, matrix isolation spectroscopy of atom/molecule reactions and ion decomposition processes, metal nanoparticle chemistry*

**S. Rafferty**, BSc (Waterloo), PhD (British Columbia), *protein chemistry, recombinant expression and characterization of metalloproteins*

**I. Svishchev**, MSc (Moscow State), PhD (USSR Academy of Sciences), *physics and chemistry of water, advanced oxidation processes, molecular dynamics simulations*

**A. J. Vreugdenhil**, BSc (Queen's), PhD (McGill), *hybrid materials, sol-gel chemistry, triggered release of small molecules, encapsulation of laser ablated nano-particles*

### Computing & Information Systems

**W. Feng**, BSc (Hebei), MSc (Shaanxi), PhD (Glasgow), *web caching, network intrusion detection, nonlinear spectral theory and applications, boundary value problems*

### Geography

**J. M. Buttle**, BA (Toronto), PhD (Southampton), *water and solute transport in the unsaturated zone, hydrochemical fluxes in forest and wetland environments, hydrological effects of land use change, hydrological modelling*

**P. M. Lafleur**, BSc (Brandon), MSc (Trent), PhD (McMaster), *energy and water balances, carbon cycling, climate change*

**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*

### Indigenous Studies/Environmental & Resource Science/ Studies

**C. Furgal**, BSc (Western), MSc., PhD. (Waterloo). *Environmental health risk assessment, management and communication; Indigenous environmental health with focus on Arctic populations; Indigenous knowledge and science for environment and health research; mixed methods research*

### Physics & Astronomy

**W. A. Atkinson**, MSc (Alberta), PhD (McMaster), *condensed matter theory*

**S. Narine**, BSc (Trent), PhD (Guelph), *physics and chemistry of biomaterials*

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

**R. C. Shiell**, BA (Oxford), PhD (Newcastle upon Tyne), *atomic molecular and optical physics*

**R. Wortis**, BSc (Harvard), MSc, PhD (Illinois at Urbana Champaign), *condensed matter theory*

## Psychology

**N. Im-Bolter**, BSc (Toronto), MA, PhD (York), *language, cognition, and social cognition; atypical development and child psychopathology, learning disabilities and special education*

**T. P. Humphreys**, BA (Waterloo), MA (Wilfrid Laurier), PhD (Guelph), *first sexual experiences, sexual consent negotiations, sexuality and technology, influence of sexually explicit materials, sexual resourcefulness*

**J. D. A. Parker**, BA (Simon Fraser), MA, PhD (York), *personality and affect regulation*

**K. Peters**, MA, PhD (British Columbia), *neuroethics, dementia, sleep and memory*

**C. T. Smith**, (Emeritus), BSc (Manitoba), MA, PhD (Waterloo), *sleep states, sleep mentation and memory processes*

## School of the Environment

**D. Wallschläger**, MSc (Bochum), PhD (Bremen), *speciation of anion forming trace metal(oid)s, particularly arsenic, selenium and chromium, in natural and industrial environments*

## FINANCIAL SUPPORT

All graduate students enrolled at Queen's University and resident at Trent are eligible for financial support from funds normally available at Queen's.

Financial support while at Trent is normally available to graduate students as compensation for assistance in teaching and research. Details are arranged individually by the supervisor of each graduate student. For further information, please contact the School of Graduate Studies.

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**Not all courses will be available every year. Please consult [www.trentu.ca/graduatestudies/programsofstudy\\_queens.php](http://www.trentu.ca/graduatestudies/programsofstudy_queens.php) for information on courses that will be offered for the upcoming academic year.**

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Trent does not offer single-discipline graduate programs in Chemistry or Physics. However, approved graduate courses listed below may be available for credit in Trent's Materials Science program, Trent's Applied Modelling and Quantitative Methods program, the Trent/Queen's Co-operative Program in Graduate Studies or through other special arrangements such as the Ontario Graduate Visiting Student Plan. If taken in the Materials Science program, these courses would be given an MTSC 6260H or MTSC 6270H designation. If taken in the Modelling program, these courses would be given an AMOD 5310H or AMOD 5320H designation.

## Ancient History & Classics

GREK 5900Y: Special topic in Greek literature

LATN 5900Y: Special topic in Latin literature

## Chemistry

CHEM 5000H: Advanced topics in physical chemistry

CHEM 5010H: Electrochemistry

CHEM 5020H: Chemical processes

CHEM 5110H: Synthetic organic chemistry

CHEM 5200H: Selected topics in inorganic chemistry

CHEM 5300H: Plant metabolism

## Physics & Astronomy

PHYS 5000H: Quantum mechanics

PHYS 5010H: Advanced quantum mechanics

PHYS 5100H: Surface science

PHYS 5200H: Nuclear physics

PHYS 5300H: Statistical mechanics

PHYS 5400H: Solid state physics

PHYS 5500H: Electromagnetism

PHYS 5510H: Electrodynamics

PHYS 5900H: Advanced topics

## Aging Studies

705-749-1011 ext. 6440 [aging@trentu.ca](mailto:aging@trentu.ca)  
[www.trentu.ca/aging](http://www.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

**S. Chivers**, BA (Calgary), PhD (McGill)

### 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 CSAS 5000H: Foundations in Interdisciplinary Aging Studies (a 0.5 credit core course offered by the Trent Centre for Aging & Society) and a thesis or major research paper 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.

#### » 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

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

**K. McGuire**, BA (Queen's), MA, PhD (Western)

### 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

[www.trentu.ca/researchinnovation](http://www.trentu.ca/researchinnovation)

The Office of Research and Innovation supports the University community in its mission to “advance learning through the creative interaction of teaching and research of the highest quality.” Responsible for achievement of Trent’s research goals and objectives, the Office of Research and Innovation is responsible for the coordination and promotion of research and scholarship within the University.

In particular, the Office of Research and Innovation works with local, regional, national, and international members of the research community to promote and steward excellence and diversity in research with an emphasis on interdisciplinary research; open, accountable research practices; the involvement of students in research; and the training of highly qualified personnel. Also, the office is responsible for the provision of resources to researchers.

### Vice President Research & Innovation

**N. Emery**, BSc (Queen’s), PhD (Calgary)

### Innovations Administrative Coordinator

**A. Horne**, BA (Trent)

### Director, Office of Research & Innovation

**C. J. Gates**, BA (Trent), MEd (Toronto)

### Manager, Corporate Research Partnerships

**J. Knight**, MBA (Western)

### Research Facilitators

**L. Janz**, PhD (Arizona)—Researchers A–L

**R. Vieira**, PhD (McMaster) —Researchers M–Z

### Certifications and Regulatory Compliance Officer

**K. Mauro**

### Manager, Animal Care

**J. Allen**, BSc, RMLAT (CALAS)

## Research Organizations

[www.trentu.ca/researchinnovation/trent-research-matters/centres-and-institutes](http://www.trentu.ca/researchinnovation/trent-research-matters/centres-and-institutes)

Trent University has a number of interdisciplinary research organizations which represent clusters of faculty and students with shared research interests. These centres, institutes and groups foster academic discussions, support visiting speakers’ series and workshops, and conduct collaborative research. In some cases they are heavily involved in graduate student training, from the selection of graduate students into programs to the delivery of courses and the evaluation of theses. Centres are not affiliated directly with particular graduate programs, although graduate students are involved in the research that they conduct. Overall, these research organizations provide an exciting academic environment for students and faculty at Trent.



### Canadian Environmental Modelling Centre

[trentu.ca/cemc](http://trentu.ca/cemc)

Contact: **M. Parnis**, Chemistry

The mission of the Canadian Environmental Modelling Centre (CEMC) is to contribute to the improved management of chemicals in our environment by acquiring and analyzing appropriate data and developing, validating, and disseminating mass balance models that describe the fate of chemicals in the environment. The objective of the CEMC is to understand and predict quantitatively the pathways of contaminant transport and the resulting exposure. When we can establish a quantitative link between sources, exposure, and risk of effects, we are in a strong position to control sources to acceptably low levels, avoiding the problems of unacceptable contamination from excessive sources on the one hand, and uneconomic, unnecessary regulations on the other. Emphasis at the CEMC is placed on training undergraduate and graduate students in environmental science, on co-operation with the other faculty at Trent, and on providing research services relevant to current Canadian and international needs. The CEMC is a part of the larger, multi-university Canadian Environmental Modelling Network (CEMN) and collaborates actively with other researchers both nationally and internationally.

### Centre for Health Studies

[trentu.ca/ihs](http://trentu.ca/ihs)

Contact: **E. Scharfe**, Psychology

The objectives of the Centre for Health Studies are to provide a focus for the different types of research conducted at Trent on various aspects of health, to foster greater communication among health researchers within and outside the University, and to facilitate the training of students (both graduate and undergraduate) for careers and research in health-related fields.

### Centre for the Study of Theory, Culture & Politics

[trentu.ca/theorycentre](http://trentu.ca/theorycentre)

Contact: **D. Holdsworth**, Trent School for the Environment

The Centre for the Study of Theory, Culture & Politics encourages research and teaching guided by critical/theoretical orientations that have emerged from contemporary developments in the humanities and social sciences. These orientations test the limits of conventional disciplines and contribute to the study of the complex network of relations that link knowledge, culture, and politics. The centre is concerned with fostering substantive projects of research as well as fundamental reflection on conceptual and methodological issues. The centre aims to integrate teaching and research, and to encourage the work of both emerging and established scholars. It promotes scholarly research and interchange through conferences, symposia, speaker series, and specific research projects and publications. The MA Program in Cultural Studies, as well as the PhD Program in Cultural Studies, are also affiliated with the Centre.

### Frost Centre for Canadian Studies & Indigenous Studies

[trentu.ca/frostcentre](http://trentu.ca/frostcentre)

Contact: Research Centre: **H. Nicol**, School for the Study of Canada; Graduate Program: **J. Miron**, History

Established in 1982, the Frost Centre is named in honour of Leslie Frost, the first chancellor of Trent University. The Frost Centre is one part of the School for the Study of Canada, which encompasses the Department of Canadian Studies and two graduate programs: the MA in Canadian Studies & Indigenous Studies, and the PhD in Canadian Studies (jointly ad-ministered with the School of Canadian Studies at Carleton University). The Frost Centre sponsors research and public lectures and integrates the humanities, social science, and other interdisciplinary departments and programs that focus on Canadian and Indigenous issues.

### Indigenous Environmental Institute

Contact: **D. Longboat** and **C. Furgal**, Chanie Wenjack School for Indigenous Studies

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;
4. Develop strong partnerships and collaborations with external communities, professions, and other institutions, as well as within our Colleges, departments, and programs. Indigenous Environmental Research Centre was declared one of three focal areas for the 2018 Bata Research & Innovation Cluster re-innovation 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.

## Institute for Watershed Science

[trentu.ca/iws](http://trentu.ca/iws)

Contact: **C. Metcalfe**, Environment

The Institute for Watershed Science is a research organization that focuses on understanding physical and ecological processes governing watershed function and the transfer of this knowledge to support water management decisions. The institute fosters multi-disciplinary collaboration involving faculty at Trent University with expertise in watershed science in partnership with other academic institutions, government and non-government organizations, and the private sector. The institute is committed to the transfer of knowledge on watershed science to practitioners through publications, courses, workshops, and conferences. The institute also coordinates the CREATE H2O program that supports the training of graduate and undergraduate students to address problems related to water quality in First Nations communities in Ontario and Manitoba.

## Institute of Integrative Conservation Biology

Contact: **D. Murray**, Biology

In the coming decades, society must improve its ability to understand, predict, and develop responses to environmental change, if we are to avoid or mitigate the expected profound human influences on natural and managed landscapes and ecosystems. Conservation biology, which traditionally involves the integration of genetics, physiology, mathematics, ecology, and computer modelling, is a core discipline that addresses a broad range of questions and challenges associated with contemporary and future environmental change. In the twenty-first century, however, conservation biology must also include increased emphasis on the human dimensions of environmental change through further integration of disciplines like sociology, anthropology, economics, and psychology, lest we risk developing strategies and policies that have neither public support nor high probability of success. Established in 2015, the IICB capitalizes on existing research strengths and synergies in the area of conservation biology to stimulate and enhance robust and relevant environmental change research at Trent University. Specifically, the mission of the IICB is to promote and facilitate interdisciplinary research, collaboration, and graduate teaching and training in conservation biology and related fields, to influence research and policy decisions at the regional, national and international scales.

## James McLean Oliver Ecological Centre

[trentu.ca/olivercentre](http://trentu.ca/olivercentre)

Contact: **C. Metcalfe**, Environment, E. Sager, Manager

The James McLean Oliver Ecological Centre is located on Pigeon Lake, 45 minutes north of Trent's main campus. The 270-acre waterfront property serves as an ecological field station and a centre for long-term ecological and environmental research in collaboration with other universities, government agencies, and local groups. Major areas of focus are climate change, long-term monitoring of biological communities, the responses of ecosystems to pollutant stress, and nutrient dynamics and ecosystem changes in the Kawartha Lakes. The property contains a number of terrestrial and aquatic habitats with a rich diversity of flora and fauna.

## Natural Resources DNA Profiling & Forensic Centre

[web.nrdpfc.ca](http://web.nrdpfc.ca)

Contacts: **C. Kyle**, Forensics, **B. Seyler**, Manager

The centre (NRDPFC) houses state-of-the-art automated DNA analytical infrastructure and is located in Block A of the DNA Building. The DNA Building was opened in 2006 following \$7.2 million of funding from the Canada Foundation for Innovation (CFI) and the Ontario Innovation Trust (OIT), together with support from partners including the Ontario Ministry of Natural Resources (OMNR). The centre provides a range of DNA services, from automated DNA extractions to DNA profiling and sequencing, to Trent faculty and students and researchers at other universities, government scientists, and the private sector. The infrastructure includes the Wildlife DNA Forensic Laboratory that provides forensic services for a number of provincial, national, and international agencies including the OMNR, Parks Canada, the Department of Fisheries and Oceans, Environment Canada, the US Fish and Wildlife Service, and the US National Marine Fisheries Service. It also houses an ancient DNA laboratory for the analysis of historical DNA samples and a Biohazard level III containment facility for research on wildlife diseases like rabies and Lyme disease. The genomics and automation facilities contain a Roche 454 GS Junior next generation sequencer, 2 ABI 3730 sequencers, 4 automated liquid handlers, automated storage freezers, and thermal cyclers, including ABI real-time instruments. Ongoing NRDPFC genomic projects include those focused on conservation of threatened and endangered species such as the North Atlantic right whale, woodland caribou, wolverine, and badger, together with the genomic analysis of dairy goats and applications of genomics to food traceability genotoxin analysis.

### Trent Biomaterials Research Program & Laboratory

[trentu.ca/tcbr](http://trentu.ca/tcbr)

Contact: **S. Narine**, Physics & Astronomy, Chemistry

Work within the TCBR is centred on creating sustainable materials from agricultural feedstock. The focus is not only on the development of the specific materials, but also on the development of models for agricultural utilization, and on assessments of geographical, environmental, and commercial impacts. This is a research program where science meets social science and humanities, and where the creation and use of biomaterials is being examined within an ethical frame-work. One of only a handful of programs of its kind in the world, the TCBR is a leader in this life-changing approach to re-search. The TCBR's unique interdisciplinary nature examines the full spectrum of the biomaterials endeavour, from the crop to the development of bio-based products and the implications of their use. State-of-the-art laboratories consisting of 15,000 square feet of space are spread over four distinct laboratory groups. Each group examines a particular consideration of biomaterials. This design, combined with Trent's remarkable facilities and equipment, positions the TCBR as a world leader in the development and study of biomaterials.

### Trent Centre for Aging & Society

[trentu.ca/aging](http://trentu.ca/aging)

Contact: **S. Chivers**, English

The Trent Centre for Aging & Society promotes excellence in interdisciplinary research on aging and old age that is critically informed, challenges ageist policies and practices, and is responsive to the issues facing older people and aging communities across Canada and internationally. Its mandate is to cultivate new areas of scholarship in aging studies, to enhance the study of aging and old age within Trent's graduate and undergraduate programs, and to foster community engagement via research collaborations, public seminars, and continuing education courses in the Peterborough region. It supports faculty research in the social sciences, humanities, and health studies, coordinates the Collaborative Specialization in Aging Studies graduate program, and sponsors undergraduate community-based education projects, graduate scholarships, postdoctoral fellowships, a visiting speaker series, international conferences, and public events such as the annual Peterborough Seniors Summit. The centre brings together Trent faculty, visiting scholars, students, and community members interested in aging from a critical perspective.

### Trent Centre for Materials Research

[trentu.ca/tcmr](http://trentu.ca/tcmr)

Contact: **A. J. Vreugdenhil**, Chemistry

The Trent Centre for Materials Research fosters research at Trent leading to an improved understanding of the properties of materials of potential benefit to industry, and the training of highly qualified personnel in these areas. To do this, the centre brings together Trent faculty with research interests in applied materials research, currently in the departments of Chemistry and Physics & Astronomy. Its goals are to improve communications and cross-fertilization of research among the faculty and their graduate students, develop research collaborations, and expose all of the participants to a broad spectrum of research, both experimental and theoretical, in the materials area. The centre holds research seminars as part of, and in addition to, the weekly Physics/Chemistry seminar series.

### Trent Centre for the Critical Study of Global Power & Politics

[trentu.ca/globalpolitics](http://trentu.ca/globalpolitics)

Contact: **A. Pickel**, Political Studies

The Centre for the Critical Study of Global Power & Politics provides a focal point for faculty, students, and external members; hosts speakers and events; holds workshops; and runs topical working groups. The centre publishes scholarly papers, discussion papers, and political position papers on various dimensions of global power and politics. It considers itself critical above all in the sense of "questioning the pretensions of organized power" (Harold Innis). At the centre we use an interdisciplinary political economy approach to explore the relationship between states and markets, or power and wealth, as well as how these relationships interact with environmental issues, spatial and historical contexts, social hierarchies, and cultures and identities. In this age of "globalization," we are particularly interested in research that calls into question the traditional separation between the political economy of domestic/national contexts and that of the international/global realm. The centre strongly encourages student participation in its activities.

## Trent University Archaeological Research Centre

[trentu.ca/tuarc](http://trentu.ca/tuarc)

Contact: **E. Morin**, Anthropology

The Trent University Archaeological Research Centre (TUARC) is dedicated to the investigation and understanding of the human past through the study of material culture, skeletal remains, and ecological and environmental data. TUARC works to educate students and interested community members in past human societies, and it facilitates collaboration among professional archaeologists, researchers, graduate students, and volunteers in the Peterborough region. Research facilities include specialized laboratories for archaeoinformatics (including Geographical Information Systems, remote sensing, and quantitative and spatial analysis), human osteology, isotope geochemistry, palaeo-DNA studies, use wear analysis, and zooarchaeology, as well as the archaeologies of the Mediterranean, Mesoamerica, Ontario, and South and Southeast Asia. TUARC sponsors workshops and special courses on archaeology, assists with the publication of the findings of associated scholars, organizes public lectures on recent archaeological discoveries and advances, and maintains a re-source room and library. TUARC also works closely with Trent's graduate program in Anthropology, providing collaborative research grants and a forum for graduate students and professional archaeologists to meet and discuss current re-search in the discipline.

## Water Quality Centre

[trentu.ca/wqc](http://trentu.ca/wqc)

Contact: **N. Emery**, Interim Director, Vice-President,  
Research and Innovation, **H. Evans**, Business  
Manager

The mission of the Trent University Water Quality Centre is to advance new approaches to environmental analyses and to train graduate and undergraduate students on mass spectrometry techniques. The Centre can analyze almost any type of sample, including those from: water, soil, sediment, tissue, and air. We develop and refine techniques to the point where they can be disseminated to, and used by, researchers, including students, and faculty, or those from industry, government agencies, and analytical service providers. The Centre is available to provide specialized analytical services to internal (Trent) and external clients who need to deal with emerging environmental issues in a timely and cost-effective fashion. To accomplish this, the Centre welcomes opportunities to form



### African Studies Research Group

Contact: **K. Keefer**, History

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 to music and literature alike. The Group will offer 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 is made up of 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. It has also been the focal point for crucial developments in human history, and is a fundamental player in major global developments and resource markets. Much of the world's population has been affected by the legacies of both the trans-Saharan and trans-Atlantic slave trades along with the Indian Ocean trade, and central to any study of these trades is the fact that from them arose the first true global market economy. Enslaved Africans brought the music and stories of the continent to the Americas, to the Middle East, and as far as Southeast Asia in some cases. As a result, African culture, African music and African resistance has been a major theme in most global cultures' development. Today, the many African nations are key producers of raw materials, rare minerals necessary to miniaturize electronics, and a new diaspora of students, migrants, and entrepreneurs who bring African culture and perspectives to the world. The Group reflects this wide scope and the variety of ways to study and share research.

### EditionsTrent

[editionstrent.com](http://editionstrent.com)

Contact: **S. Bailey**, English

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.

### Communication Conservation Science Research Group

Contact: **J. Schaefer**, Environment

The Communicating Conservation Science Research Group mission is to improve our ability to translate conservation science to the public and policy-makers. At the heart of the Group'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.

### Molecules, Cells, and Systems Research Group

Contact: **C. Kapron**, Biology; **R. Huber**, Biology

The Molecules, Cells and Systems Research Group brings together researchers from the Departments of Biology, Psychology, Chemistry, and Forensics Science, who will work together 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 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 [p. 5](#).

## 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 an upper second-class standing (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 for the academic year indicated. Successful applicants must reply in writing indicating whether or not they accept the offer of admission. Acceptance of an offer of admission will normally be required within four weeks of the date of the offer letter. If the applicant is unable to commence studies in the term agreed upon, the programs reserve the right to reconsider their acceptance. 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 [www.ouac.on.ca/apply/trentgrad/en\\_CA/user/login](http://www.ouac.on.ca/apply/trentgrad/en_CA/user/login). Applications are due by February 1 in order to be considered for admission and funding. Students are urged to apply early.

## Online Application

The Trent University application for graduate studies is located online through our graduate studies website [www.trentu.ca/graduatestudies](http://www.trentu.ca/graduatestudies). Applicants are responsible for collecting and submitting all required documents to the School of Graduate Studies by the deadline. In order to be considered official, transcripts must be received in envelopes sealed by the issuing institution or ordered online through the application site. Letters of recommendation must be received through the secure online referee portal or, in sealed and signed envelopes. Assessments and transcripts will be verified. Official TOEFL scores and GRE scores, where required, must be sent to Trent University by the Educational Testing Service. Incomplete applications will not be processed.

## Application Fee

The application fee for a research based graduate program is \$100. The application fee for a professional graduate program is \$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. Subsequent admission to a graduate program is not, however, guaranteed.

## Special Admissions

Applicants who demonstrate the ability to succeed in a graduate program but do not meet the published minimum academic requirements due to exceptional circumstances may qualify for special admission. Determination of the applicant's suitability to the program will be made by the program admissions committee and Graduate Program Director. If special admission is deemed appropriate, the program director will submit a recommendation to the Graduate Program Directors Committee for approval.

## 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 score of 580 PBT, or 93 IBT (with a minimum score of 22 in both speaking and writing); (Educational Testing Service, Princeton, New Jersey 08540, U.S.A.).
- CAEL (Canadian Academic English Language Test). Alternate test only for applicants who do not have access to TOEFL (Carleton University, Ottawa, Ontario, Canada K1S 5B6). The minimum acceptable score is 60, with at least 60 in Writing Proficiency.
- MELAB (Michigan English Language Assessment Battery). The minimum acceptable score is 85, with no part below 80.
- IELTS (International English language Testing Services). The minimum acceptance score is 6.5, with no band below 6.0.

\*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 for taking language tests and having the results sent to the School of Graduate Studies in time to meet application deadlines by contacting the centre in their locale or by writing to one of the above.

## Graduate Record Examinations

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 [www.ets.org/gre](http://www.ets.org/gre). Students are expected to make their own arrangements and will bear 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. Students must submit the course syllabus and transcript to the Program Director. Prior course work should have been taken within the past five years. The maximum number of credits transferred is dependent upon program regulations. Transfer credits are granted at the discretion of the Program Director and will not normally be granted for required courses. The Graduate Program Director will assess the previous graduate course(s) for transfer credit eligibility and to determine if the course work is equivalent to a Trent graduate course, or may give it an unassigned credit if there is no equivalent course. Only courses with a grade of at least 70%/B- or equivalent (or the minimum grade as required by the program) will be considered for transfer credit. Courses transferred for credit will be given a grade of "PASS". No letter or numeric grade will be noted on the Trent transcript for a transfer credit. Students who have taken a course(s) under the Ontario Visiting Graduate Student Plan will have the official grade provided by the host university placed on their graduate transcript.

## Graduate Special Student Policy

The proposal to allow Special Non-degree students to enroll in Graduate Courses:

1. 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).
2. 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.
3. Enrolment is subject to space availability; degree students are given first priority for space in any graduate course.
4. Normally, only Masters level courses are open to non-degree students.
5. Non-degree students are eligible to take up to a maximum of two half credits or one full credit.
6. Fees are set annually. Payment is due upon registration.
7. 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 at [www.trentu.ca/graduatestudies/school-graduate-studies-forms](http://www.trentu.ca/graduatestudies/school-graduate-studies-forms)

### **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 re-registration at the start of each term will be deemed financially ineligible to register and the student may be restricted from re-registering in their program.
- Students enrolled under the Trent/Queen's agreement, while at Trent, are assessed Queen's tuition fees and Trent's ancillary fees.
- A \$75.00 late payment fee will be levied if payment is not made by any fee 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](#)).

**GRADUATE STUDENT FEES**

Full details of the fee schedules for research based, course based, and graduate diploma programs can be found at [www.trentu.ca/graduatestudies/graduate-student-fees-tuition](http://www.trentu.ca/graduatestudies/graduate-student-fees-tuition)

Fees will be 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 for Leave of Absence	25.00
Application to Transfer to Part-time Status	25.00
Application for Re-Admit	100.00
Deferment Fee	35.00
Dishonoured Payments	40.00
Late Registration Fee (see <a href="#">Important Dates</a> )	75.00
Official Letters	16.00
Additional copies	1.00
Fax charge	5.00
Late payment Charge (per term)	75.00
Replacement T2202A, Prior tax year	18.50
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 will be billed a prorated fee in January.
- Ancillary Fees are non-refundable.
- Students may opt-out of optional non-tuition fees during the opt-out period. See Student Choice Initiative page for more details. Students will continue to pay fees deemed compulsory.
- Note fee payment deadlines in university calendar see [Important Dates](#)
- 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 fee payment deadline of a term, as published in the Graduate Diary, will have their fees cancelled for the applicable term (in accordance with Trent University's Graduate Student [Refund Schedule](#)). 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.

## Degree Fee

In order to convocate, all graduate students (full- and part-time) must have paid at least the minimum Degree Fee. This will be based on the value of one year's tuition for a full-time Master's student. The doctoral degree fee will be based on the value of two years' tuition for a full-time student. Students who continue study after they have paid the degree fee must continue to pay regular tuition fees in order to remain in the program.

## Payment of Fees

Graduate students registered for the 2019-20 academic year have the option of paying their fees in full in the fall term, or pay at the start of each term. Payment in full or first term fees are due on September 28, 2019. Winter term fees are due on January 28, 2020 and spring term fees are due by May 28, 2020. Students registering after payment deadlines will be required to pay their fees upon 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:  
[www.trentu.ca/studentfinances/tuition-fees/making-payment](http://www.trentu.ca/studentfinances/tuition-fees/making-payment)

Your account statement is available 24/7 online through your MyTrent portal. We do not send bills or invoices by mail or by email. ESL students will receive their Notice of Fees Due to their Trent email.

## Refund Schedule

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 who:

- a) withdraw from a graduate program,
- b) complete full-time Master's degree requirements partway through the second or subsequent year.
- c) complete part-time Master's degree requirements partway through the third or subsequent year;
- d) complete full-time Doctoral degree requirements partway through the third or subsequent year; or
- e) complete part-time Doctoral degree requirements partway through the fifth or subsequent year.

Term	100% *	50%	25%	0%
Fall 2019	Sept 1–Sept 28	Sept 29–Oct 25	Oct 26–Nov 22	Nov 23–Dec 31
Winter 2020	Jan 1–Jan 28	Jan 29–Feb 24	Feb 25–Mar 23	Mar 24–April 30
Spring 2020	May 1–May 28	May 29–June 22	June 23–July 27	July 28–Aug 31

## 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.

## 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.

## 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.
- \* Students who complete all degree requirements before the fee payment deadline for the term, will have the term's fees, including ancillaries refunded.

School of Graduate Studies, Blackburn Hall, Suite 115  
705-748-1011 ext. 7075 Fax: 705-748-1154  
[www.trentu.ca/gradstudies/scholarship.php](http://www.trentu.ca/gradstudies/scholarship.php)

## Graduate Finance Officer

**J. Rennie**

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 Awards, Research Fellowships, Dean's PhD Scholarships.
- Research Assistantships (RAs) with faculty members who hold research grants.
- Loans from the Ontario Student Assistance Program (OSAP). Please visit the Student Finances web site at [www.trentu.ca/studentfinances/](http://www.trentu.ca/studentfinances/)

The School of Graduate Studies maintains a list of available scholarships and application deadlines on our website at: [www.trentu.ca/graduatestudies/how-apply/tuition-awards-funding/scholarships](http://www.trentu.ca/graduatestudies/how-apply/tuition-awards-funding/scholarships) 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.

## Thank You to Our Benefactors

The funds for 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 the Trent University Endowment Fund and named endowment funds please contact:

Office of Advancement  
705-748-1601 Fax: 705-748-1605  
[advancement@trentu.ca](mailto:advancement@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 [www.nserc.ca](http://www.nserc.ca).

#### » **Social Sciences and Humanities Research Council (SSHRC) Scholarships**

Master's level Canada Graduate Scholarships, Doctoral Fellowships and Doctoral level Canada Graduate Scholarships from the Social Sciences and Humanities Research Council (SSHRC) are offered each year to Canadian citizens or persons who have obtained landed immigrant status in Canada by December 1. The scholarships and fellowships program aims to develop research skills and assist in the training of highly-qualified academic personnel by supporting students who demonstrate a high standard of scholarly achievement in undergraduate and graduate studies in the social sciences and humanities. The fellowships are tenable at any recognized university in Canada or abroad. Internal application deadline: October for doctoral candidates and December 1 for Master's candidates. For further information and online application see [www.sshrc.ca](http://www.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 for Masters is December 1st. Further information may be found at [www.cihr-irsc.gc.ca](http://www.cihr-irsc.gc.ca).



» **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 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: January. 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 Ministry of Training, Colleges and Universities 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 \*.

» **Ontario Trillium Scholarships**

The Ontario Trillium Scholarships program will serve as a significant initiative to attract more of the best qualified international students to Ontario for PhD studies. The Ontario Trillium Scholarship will be worth \$40,000 annually, and is renewable for four years. 75 new scholarships will be available each year across the province. To be eligible for this award, the student must be an international student intending to pursue full-time graduate studies at an eligible Ontario university at the doctoral level. Ontario Trillium Scholarship holders at Trent University are not eligible to apply for any scholarships from the federal research granting councils, or for an Ontario Graduate Scholarship or a QEII Scholarship in Science and Technology during the tenure of their scholarship. *Pending government approval.*

» **The 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 Ontario Ministry of Training, Colleges and Universities (MTCU) 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 (Environmental and Life Sciences, Material Science or Applied Modelling & Quantitative Methods), and exhibit overall academic excellence. Selection of award winners will be made annually by the Graduate Scholarships Subcommittee of the Graduate Studies Committee.

**Donor Supported Scholarships**

Trent University offers a number of graduate scholarships, awards and bursaries. All new students entering the University are automatically considered for internal awards. No separate application is required. All University scholarships/awards may be held in conjunction with awards from outside agencies when conditions permit.

» **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.

» **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, Environmental & Life Sciences MSc, PhD, Materials Science MSc, Sustainability Studies MA, Theory Culture & Politics 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.

» **Sandi Carr Graduate Scholarship in Anthropology**

Established by the Office of Research & Graduate Studies in honour of Sandi Carr, Graduate Studies Officer upon the occasion of her retirement from Trent University. Awarded annually to a deserving graduate student enrolled in the Anthropology MA program.

» **Harley Richards Cummings – Canadian Studies 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."

» **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 M.Sc. (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.

» **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.

» **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. June 1 deadline for application (see Financial Aid Office for details).

» **Henry Dyce Howitt – Environmental Ontario 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.

» **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.

» **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 Ontario 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 Ontario 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.

» **Morton – Indigenous Studies Ontario Graduate Scholarship\***

Established in 2003 by Honorary Degree recipient and former president and CEO of Quaker Oats of Canada, David L. Morton and Professor Emerita, Patricia Morton. Preference will be given to students in the PhD program who are of aboriginal heritage.

» **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 - Ontario Graduate Scholarship\***

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 (M.A., MSc., Ph.D.) 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 U.S.A.

» **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.

» **Trent University General Graduate Scholarship**

To be awarded to graduate students in any program.

» **John Henry Wadland – Canadian Studies Ontario 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 through the School of Graduate Studies website. Bursary applications may be submitted for the fall, winter and/or spring terms. In order to be eligible for bursary support students must provide a budget for the upcoming term that identifies all sources of support. 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. Many bursaries are limited to Ontario residents, defined by having lived in Ontario for one year, excluding post-secondary studies.

**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.

### » **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.

### » **International Graduate Student Bursary**

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.

### » **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 Bursary**

Awarded annually to graduate students in any year. OSOTF guidelines apply.

### » **Sceptre Investment Counsel Limited Bursary**

Awarded to a full-time student who has made a contribution to the community.

### » **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.

### » **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.



» **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 OSOTF Bursary**

Established by the Trent University Alumni Association. Awarded to returning student who has made a significant contribution to University life. OSOTF guidelines apply.

» **Patricia Baxter 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 Store in Peterborough or a member of his or her immediate family.

» **Jacob F. Burnham Memorial Bursary**

A gift of the late Daisy McCarrell, a former employee of Trent University. Preference will be given to students majoring in Economics, Business Administration and related fields.

» **Ron Campbell Bursary**

Established by Ron Campbell Enterprises, which operates McDonald's Restaurants in Peterborough and Lindsay. Awarded to 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.

» **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.

» **Christopher Greene Bursary**

Established by alumni Doug and Maureen Loweth, in honour of History Professor Emeritus, Chris Greene. Awarded to a history student. OSOTF guidelines apply.

» **Errol Hanbidge Memorial Bursary**

Established by his wife, Audrey Hanbidge. OSOTF guidelines apply.

» **Agneta Holt Bursary**

Established by the University Women's Club of Peterborough as a memorial to the late Mrs. Agneta Holt. OSOTF guidelines apply.

» **Howell Family Bursary**

Established by Walter Howell, a member and chair of the Trent University Foundation. To be awarded to a deserving undergraduate or graduate student in any program. OTSS guidelines apply.

» **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.

» **James S. Keating Memorial Bursary**

Established by his family as a permanent remembrance of James S. Keating, husband of Jean, a former Trent employee and father of Craig ('81).

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

Established by the PCVS Form 5 graduating class of 1937 in honour of Principal Kenner and their teachers. Support has also come from the class of 1939. Awarded to graduates of secondary schools in Peterborough County.

» **Keppler Bursary 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.
- » **Louis and Bess Loftus Fellowship Bursary**  
Established by the late Barnett David Loftus in memory of his parents. OSOTF 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.
- » **John and Elaine McClintock Bursary**  
OSOTF guidelines apply.
- » **Métis Bursary**  
Established through funding initiatives of the Métis Nation of Ontario (MNO), Métis Training Initiatives (MTI) and the Ontario government. Awarded to post-secondary students of Métis ancestry. Students must be residents of Ontario for one year before the start of their post-secondary education. (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.
- » **Dennis Patterson Northern Bursary**  
Established to recognize the visit of the Government Leader of the Northwest Territories in 1990. Awarded to a student from the Northwest Territories.
- » **Dr. Julia Phelps Memorial Bursary**  
Established in memory of Dr. Julia Phelps, an honorary graduate and long-time friend of Trent. Awarded to a student in the Cultural Studies program. OSOTF guidelines apply.
- » **Sam Leach Robinson Bursary for English Students**  
Established by the family and friends in memory of alumna Sam Leach Robinson. Awarded to a deserving student entering fourth year of the Honours program in English Literature or the graduate program. OTSS guidelines apply.
- » **Setsu Suzuki Bursary**  
Established by David Suzuki in memory of his mother, Setsu Suzuki. Awarded to a student from the Third World.
- » **Sherratt Bursary for Athletics**  
Established by Fred Sherratt, former Vice Chair of CHUM Limited, and a member of Trent's Board of Governors. 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.
- » **Sir Sandford Fleming College Bursary**  
Established by Fleming College in recognition of Trent's 25th anniversary and to acknowledge the excellent relationship between our institutions. Awarded to a graduate of Fleming College enrolled at Trent University in a full-time or part-time program. Value: full tuition.
- » **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.
- » **David Tapscott Bursary**  
Established by his family in memory of David Tapscott ('69). Awarded to a student in any year. OSOTF guidelines apply.
- » **Trent Central Student Association Bursary**  
A gift of the Trent Central Student Association. Awarded to a student in any year who displays academic progress. OSOTF guidelines apply.

» **Trent 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.

» **Trent University Alumni Bursary**

Established by the Trent University Alumni Association. Awarded to returning students who have made a significant contribution to University life.

» **Trent University S&A Bursaries**

Established by the employees of Trent University. Awarded to students who demonstrate all-round achievement and character, and are permanent residents of the Province of Ontario.

» **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.

» **D. R. Walling Family Bursary**

Established by the Walling Corporation of Lindsay. Awarded to students majoring in business or environmental studies. Based on fitness/health and community involvement.

» **P. S. B. Wilson Bursary**

Established in honour of Paul S. B. Wilson, Director of Athletics. Awarded to a returning student on the basis of a significant contribution to the athletics program. OSOTF guidelines apply.

» **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.

## External Bursaries

Many organizations and companies offer bursary assistance to post-secondary students. The following bursaries are administered through the Trent University Financial Aid Office.

» **Leonard Foundation**

Bursaries averaging \$1,250. Preference will be given to sons and daughters of clergy, teachers, military personnel, graduates of RMC, members of the Engineering Institute of Canada and the Mining and Metallurgical Institute of Canada. Application deadline is March 15. Applications are available through the Financial Aid Office.

» **Royal Canadian Legion**

Bursary assistance of up to \$1,000. Awarded to War veterans and their children and grandchildren, ordinary members of the Legion and their children and grandchildren, associate members of the Legion and their children, and Ladies Auxiliary members and their children. Awards are determined by the District Bursary Committee. Applications are available at the Financial Aid Office.

## 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.)

» **AdityaJha Indigenous Studies Awards**

Established by entrepreneur AdityaJha, founder of Osellus Corporation and the POA Educational Foundation, in support of undergraduate or graduate students demonstrating financial need as well as academic achievement in Indigenous Studies or their chosen field. Preference will be given to applicants of Aboriginal heritage. Essay or references may be requested. OTSS guidelines apply.

» **Bagnani Graduate Awards**

Established in 1997 by the Dewar Memorial Fund, these annual awards honour the late Professor Gilbert and Stewart Bagnani. Graduate awards will be granted to Ontario students who demonstrate both academic excellence and financial need. 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, Cultural Studies and Theory Culture & Politics. 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**

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.

» **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.

» **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 Award**

Named in honour of the founding director of the Trent International Program and Honorary Degree recipient. Awarded to undergraduate students going on a Trent study abroad program and to graduate students studying and researching in an international setting as part of a Trent program. The award is based on financial need and an excellent academic record. OTSS guidelines apply.

» **McLean Foundation Graduate Research Award**

This award provides graduate students with an opportunity to participate in 16 weeks of paid, full-time, research-based activity in the summer. The intent is for the research to be student-initiated. Research must focus on topics in Environmental Studies, Watershed Ecosystems, Biology or Geography. By application. See the Office of Research for details. 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.
- » **Peter L Roach Award**  
Established to honour Peter L. Roach, Director of Education from 1975 to 1992, in recognition of his years of service to the Peterborough Victoria Northumberland and Clarington Roman Catholic Separate School Board. In selecting the recipient, priority will be given to a student who has studied in the P.V.N.C. Separate School system and who displays academic excellence and financial need. The funding for this award was provided initially by the employees of the P.V.N.C. Separate School Board through the For Tomorrow Campaign and by friends and associates of Mr. Peter Roach. Additional funding was provided by donations to the Ontario Student Opportunity Trust fund. OSOTF guidelines apply.
- » **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 Ph.D. 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.

### Graduate Prizes

- » **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.
- » **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.
- » **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).

**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. Graduate Teaching Assistantships (GTAs) and Research Assistantships administered by Trent University will be paid through the university payroll office, on a monthly 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 \$1000 for travel.

**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.

**Graduate Research Fellowships**

Support provided to eligible full-time graduate students in the humanities and social sciences as part of support toward their research. Awards are \$4,000 for MA/MSc students and \$5,000 for PhD students. Awards are normally offered at the time of admission.

**Research Fellowship Awards**

Support provided to eligible full-time 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. Awards are generally \$8,300 for MSc students and \$6,300 for PhD students.

In order to cover fees, books and living expenses, international students in graduate schools in Ontario will need a minimum of \$35,000 CDN per year. Eligibility for most scholarships and research assistantships from university and Canadian sources is restricted to Canadian citizens or permanent residents. Therefore, this amount should be covered by independent means or financial support from the students' own country. However, a small number of Ontario Graduate Scholarships or Ontario Trillium Scholarships (pending government approval) 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 not holding a teaching assistantship position may apply for positions at the library, colleges (such as Summer maintenance), athletics complex, alumni office, development office, TI office, food catering company, The Arthur (newspaper), liaison office (campus tours) or as research assistant to faculty. As of June 1, 2014, you may qualify to work off campus without a work permit. If you qualify, your study permit will allow you to work up to 20 hours per week:

- during regular academic sessions and
- full-time during scheduled breaks, such as the winter and summer holidays or spring break.

To qualify, you must:

- have a valid study permit,
- be a full-time student, at a designated learning institution at the post-secondary level (DLI)
- have started studying
- are in a program that leads to a degree, diploma or certificate and is at least six months long in an academic, vocational or professional training program that leads to a degree, diploma or certificate that is at least six months long and
- have a Social Insurance Number (SIN)

Quoted from [cic.gc.ca/english/study/work-offcampus.asp](http://cic.gc.ca/english/study/work-offcampus.asp)

Please visit the CIC website for more information.

Spouses of full-time students may be eligible to accept employment anywhere but must obtain a work permit.

## Documentation

Please visit [www.trentu.ca/tip](http://www.trentu.ca/tip) (Trent International ) and [www.cic.gc.ca](http://www.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: [www.trentu.ca/tip](http://www.trentu.ca/tip).

## Note

University Health Insurance Plan for International Students is mandatory (see [Other Fees](#)). Family members/dependants may be added to the plan at an additional cost. Please visit [www.uhip.ca](http://www.uhip.ca) for details.

## Academic Advising

[trentu.ca/advising](http://trentu.ca/advising)

Academic advisors help students clarify their academic goals, decide which courses to take, understand academic regulations, connect with the services they need and, ultimately, take charge of their own education. It is recommended that students meet with an academic advisor for assistance in planning their academic program. Students who find themselves in difficulty with the academic regulations and/or degree requirements of the University should consult an academic advisor for advice.

Academic advisors are available in each of the colleges on the Peterborough Symons and Trill campuses and at the Trent University Durham – GTA campus. Advisors are available throughout the year, by appointment, and during drop-in hours. Information about booking appointments and drop-in hours can be found on the advising website. Students can also consult with departments concerning discipline-specific questions.

## Academic Skills

[trentu.ca/academicskills](http://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](http://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 Life After Trent: Mentoring Program, for an opportunity to be matched with prominent alumni or Peterborough community leaders for mentoring sessions during the Winter term.

News, events, blogs, exciting new podcasts, and *TRENT Magazine* are all available online at [www.trentmagazine.ca](http://www.trentmagazine.ca).

## Athletics & Recreation Programs

**Peterborough:** [trentu.ca/athletics](http://trentu.ca/athletics)

Sport, recreation, and wellness 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 an outdoor 1,400-acre playground with over 20 kilometres of nature trails and access to the Otonabee River right at our doorstep, as well as the Justin Chiu Stadium, complete with an artificial grass playing field, track, and stadium seating for 1,000 spectators. Moving indoors, the state-of-the-art Athletics Centre offers outstanding facilities, equipment and programs to meet the needs of our students.

Trent University has a rich and storied athletics history, with our student-athletes having competed in varsity sport for more than 40 years. Our teams have excelled at all levels of sport, while achieving outstanding academic success. As a student-athlete at Trent, you can become part of something bigger than yourself – you belong to a family that values hard work and a team mentality, while proudly wear the green and white of the Trent Excalibur. Whether you are a student athlete or a fan, you're part of the Trent Excalibur family.

Trent students who are looking to join a team and compete outside of varsity, can participate in our award-winning Campus Recreation programs. Several campus recreation leagues and one-day tournaments are offered each term, ranging from traditional sports like soccer, volleyball, basketball and hockey to fun and unique activities like inner-tube water polo, ultimate frisbee and futsal. Whatever your interest or ability, there is something for everyone. The ultimate goal of these leagues is fun through healthy, active participation. Student-athletes who are new to sport are always welcome.

As a Trent student at the Peterborough campus, you automatically become a member of our state-of-the-art Athletics Centre. If you're looking for general fitness opportunities, Trent Athletics has a range of facilities and programs available to get you started. 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/paddling tank, 25-metre pool, double gymnasium, squash courts, sports medicine centre, warm therapy pool, and change rooms with saunas. For those times you need a break from the treadmill or an extra dose



of motivation, the Athletics Centre offers a wide variety of dynamic group fitness classes and personal training. After your workout, meet up with your friends and get a healthy snack at the Planet Café, located inside the Athletics Centre.

**Durham:** [trentu.ca/durham/athletics](https://trentu.ca/durham/athletics)

All Trent University Durham – GTA students pay a compulsory fee for a fitness membership, providing access to a variety of recreational athletics programs and a range of other activities. 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, in which all students are invited to participate. 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.

## Bus Service

**Peterborough:** [trentcentral.ca/transit](https://trentcentral.ca/transit)

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. The Trent Express is operated specifically for students and other members of the Trent community throughout the year and is scheduled to coordinate with the University's academic timetable. A reduced Trent Express service is maintained throughout the summer months as well. The bus pass is an optional fee for graduate students. All students can purchase GO Transit bus and train tickets at the city bus terminal in downtown Peterborough.

**Durham:** [trentu.ca/durham/transit](https://trentu.ca/durham/transit)

All full-time Trent University Durham – GTA students pay a compulsory fee which allows them 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). Full-time Trent University Durham – GTA students are issued a student identity card with a transit sticker that identifies them as DRT bus pass holders.

## Child Care Centre

[trentchildcare.com](https://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](https://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.

## Exam Centres

**Centre for Academic Testing:** [trentu.ca/cat](https://trentu.ca/cat)

**Durham Campus Exam Centre:** [trentu.ca/durham/exam-centre](https://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 ([p. 131](#)). At the request of Trent course instructors, where feasible, the centres coordinate fee-for-service deferred exams for students who may have missed a test or exam due to extenuating circumstances, such as illness, family emergency, or travel during inclement weather. Additionally, the centres invigilate external exams, including exams for online courses from other colleges or universities, and professional exams.

## [trentu.ca/fphl](http://trentu.ca/fphl)

First Peoples House of Learning provides specialized academic, social and cultural supports, mentoring, and a home away from home for Indigenous students from all over the world.

Located in the Enweying 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.

### **Access for Indigenous Students**

Trent University provides access and transition services for individuals of Indigenous heritage through the Foundations of Indigenous Learning Diploma (see [p. 442](#)). This program is offered through the First Peoples House of Learning. Contact our Indigenous enrolment advisor for more information.

### **Foundations of Indigenous Learning Courses**

Students interested in entering the Foundations of Indigenous Learning courses or Diploma program should contact the Student Success Coordinator. Indigenous students from all disciplines are welcome to take the Foundations of Indigenous Learning courses, which consist of INDG 1011H: Foundations of Indigenous Learning: Writing, and INDG 1012: Foundations of Indigenous Learning: Research (see Indigenous Studies, [p. 263](#)). These courses provide students with the basic skills for academic success. Throughout the courses, the coordinator facilitates students' learning development and provides the resources necessary for Indigenous students' success in the discipline of their choice. These courses are delivered within a holistic

model—they provide students with opportunities to learn in a variety of ways that includes their emotional, mental, physical, and spiritual selves.

### **Naadimaagewin Program**

#### [trentu.ca/fphl](http://trentu.ca/fphl)

The Naadimaagewin program is a peer-learning and peer support program that offers a variety of group and individual academic supports for all students. Peer tutoring and skills workshops are provided on a schedule throughout the year on topics such as time management, essay writing, and exam preparation. Individual academic help is available through the student success coordinator, who can arrange for tutors from any of the departments on campus for students in need of specific course support. The program also offers cultural knowledge sharing and skill-building workshops during the year.

### **Trent University Native Association (TUNA)**

#### [trentu.ca/indigenoustudies/TUNA.php](http://trentu.ca/indigenoustudies/TUNA.php)

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](http://trentu.ca/it)

A wide variety of computing and media resources is available to members of the Trent community in support of their research, learning, teaching, and scholarship. These include wireless Internet access for registered and visiting students, RezNet (for students in residence), public labs providing Internet access, email, the myTrent student portal, the online LearningSystem, web print services, and audio-visual equipment rental.

All computing services are available from computer labs on campus, with many also accessible from other locations over the Internet. Instructional technology support services are provided to on-campus academic programs and to Trent Online programs. Reservations for multi-media equipment can be made online via the myTrent portal. For a complete list of services, see the Services tab on the IT web page. Usage of computing resources must be in accordance with published policies.

## Library & Archives

**Thomas J. Bata Library, Peterborough**

[trentu.ca/library](http://trentu.ca/library)

**Trent University Durham – GTA Campus Library and Learning Centre**

[trentu.ca/library/durham](http://trentu.ca/library/durham)

**Trent University Archives**

[trentu.ca/library/archives](http://trentu.ca/library/archives)

**University Librarian**

**R. F. Clarke**, BA, MLS (McGill)

**Librarians and Archivists**

**J. Aoki**, BA, MA (Trent)

**D. Collins**, BA (Trent), MI (Toronto)

**J. Luyben**, BA, MLS (Western)

**E. Olsen-Lynch**, BSc (Brock), MLIS (Western)

**M. Scigliano**, BA (Toronto), MLS (Dalhousie), MA (Concordia)

**J. Watson**, BA (Carleton), BEd (Lakehead), MA (Laurentian), MLIS (Western)

**B. Znamirowski**, BA (Queen's), MLS (Dalhousie)

The Trent University Library & Archives maintains print and digital collections and provides access to scholarly information and services that support research, teaching, and learning. Bata Library's student-centred environment offers modern spaces for individual or collaborative study, a data visualization lab, a critical making studio, computer workstations, and WiFi access. The Trent University Durham – GTA Campus Library and Learning Centre is a full service library where students have access to the entire collection of electronic resources as well as print materials, including those located in Bata Library. The Library and Archives website offers online library skills tutorials, subject guides, and other tools to guide students through the research process. General and specialized library instruction programs for groups and individuals are facilitated by librarians at both campuses.

The online library catalogue provides access to the library collection, which includes electronic scholarly resources (including e-books and electronic journals), print volumes, an extensive microform collection, government publications, maps, and air photos. The Library's collections are supplemented by a free interlibrary loan service (RACER) to enable borrowing from other university libraries.

Trent University Archives serves as a regional archive for Peterborough County and the surrounding area and holds the non-current records of the University. 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 a number of special collections focusing on rare Canadiana.

The Maps, Data & Government Information Centre (MaDGIC; [trentu.ca/library/madgic](http://trentu.ca/library/madgic)) serves as the campus centre for geospatial and statistical data, offering technical support to students and researchers using Geographic Information Systems (GIS) technologies. MaDGIC provides

support and training on ESRI software and coordinates data partnerships with the public and private sectors. MaDGIC participates in university research partnerships and coordinates the Regional Environmental History Atlas (REHA) project. It also serves as a regional depository for government publications, maps, aerial photography, and imagery published by the government of Canada and the government of Ontario. The Centre's historic collections date back to Confederation and include parliamentary papers, debates, bills, statutes, budget information, and censuses of population and agriculture.

## Office of the Associate Vice-President Students

**Peterborough:** [trentu.ca/studentaffairs](http://trentu.ca/studentaffairs)

**Durham:** [trentu.ca/durham/student-life](http://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 and the Centre for Academic Testing), Housing and Food Services, Spiritual Affairs, First Peoples House of Learning, and student crisis 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 also 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 leadership positions, awards, workshops, and other events can be considered for recognition on the Co-Curricular Record. 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.

## Print & Post

[trentu.ca/printshop](http://trentu.ca/printshop)

Print & Post provides print and postal services to the Trent 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. 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, debit, Visa, and Mastercard. The Mail Room provides a centralized system for Trent University mail and complies with the laws, regulations, and rates of Canada Post. Mail is 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).

## Student Associations

### Trent Graduate Students' Association

All registered graduate students, full- or part-time and including those enrolled under the Trent/Queen's agreement, become, by virtue of the fee paid, a member of the Trent Graduate Students' Association (TGSA). This association exists separately from the Trent Central Student Association (TCSA). The board, which organizes social and informal academic events, consists of five elected executive officers, senate and CUPE representatives, two commissioners and representatives from each graduate program. Elections take place yearly in October or April. Graduate students are also represented on the University Senate, Graduate Studies Committee and Aboriginal Education Council, as well as on the committees of Animal Care, Computer Services, Library Services, Interactive Learning Centre, Nature Areas, Technology for Teaching and Learning, Health and Safety, Human Rights, Special Appeals, Educational Development, and Colleges and Student Services. In addition, there are TGSA representatives on several important temporary committees and awards committees, such as Teaching Awards, Research (NSERC and SSHRC) and Distinguished Research. Those interested in serving either on the TGSA executive, board, or on one of the committees should contact the current TGSA executive at [gsa@trentu.ca](mailto:gsa@trentu.ca). Please see [trentgsa.ca](http://trentgsa.ca) for a complete list of positions available.

Conference fee allowances are made available through the TGSA on a per semester basis.

The aim of these programs is to enhance the social and academic life of graduate students at Trent University by providing opportunities to communicate with each other, and with the entire University Community about issues of particular interest to graduate students.

The Current executive welcomes the participation and assistance of all members.

## Student Wellness Centre

[trentu.ca/wellness](http://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](http://trentu.ca/counselling)

**Durham:** [trentu.ca/durham/counselling](http://trentu.ca/durham/counselling)

The Counselling Centre provides individual, 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. 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](http://trentu.ca/sas)

**Durham:** [trentu.ca/durham/accessibility](http://trentu.ca/durham/accessibility)

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.

### STUDENT HEALTH SERVICES

[trentu.ca/healthservices](http://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 Student Benefits Plan

[trentcentral.ca/benefits](http://trentcentral.ca/benefits)

The Trent Student Benefits Plan offers 12-month extended health and dental coverage to all eligible students. 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.

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, 2019 and ends on August 31, 2020.

## Trent University Campus Store

[trentushop.ca](http://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 (Monday to Friday, 8:30 am–4:30 pm), 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.

## Board of Governors

[trentu.ca/governance/board-governors](http://trentu.ca/governance/board-governors)

July 1, 2019 – June 30, 2020

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Robyn Jacobson, BCom, LLB, LLM, PhD

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Debra Cooper Burger, RN, BScN, MCE  
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Peter Dilworth '84, BSc, MA  
Lucie Edwards '73, BA, MPA  
Dr. Leo Groarke, BA, MA, PhD  
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Mary A. Mogford, BA  
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# Officers & Administrative Personnel

[trentu.ca/administration](http://trentu.ca/administration)

## Chancellor

Stephen Stohn, BA, JD, DLitt

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Leo Groarke, BA, MA, PhD

### Executive Director

Brenda Blackburn, BA

### Executive Assistant

Ngina Kibathi Muigai, BSc

### Associate Vice-President, Marketing & Recruitment

Marilyn Burns, BA

### Director, Recruitment & Admissions

Kevin Whitmore, BA

## UNIVERSITY SECRETARIAT

### University Secretary

Karen Spearing, MA, Acc.Dir

### Associate University Secretary (Senate) & Human Rights Advisor

Tara Harrington, BComm

### Governance & Access/Privacy Officer

Richelle Hall, BComm

### Administrative Clerk

Faith Mwesigye, BA

**Provost & Vice-President Academic**

Jacqueline Muldoon, BSc, MA, PhD

**Manager**

Tracy Flaherty, BSc

**Administrative Assistant**

Rachel Bruls

**Administrative Assistant**

Anna Lightfoot, BFA

**Dean and Head, Trent University Durham Greater Toronto Area**

Scott Henderson, BA, MA, PhD

**Dean of Arts & Science—Humanities**Colleen O'Manique, BA, MA, PhD  
(to June 30, 2019)**Dean of Arts & Science—Science**

Holger Hintelmann, BSc, PhD

**Dean of Arts & Science—Social Sciences**

Mark Skinner, BA, MA, PhD

**Dean, Education & Professional Learning**

Cathy Bruce, BA, BEd, MA, PhD

**Associate Dean, Teaching & Learning**

Gillian Balfour, BSc, MA, PhD

**Dean, Trent/Fleming School of Nursing**

Kirsten Woodend, RN, MSc, PhD

**Dean, Graduate Studies**

Craig Brunetti, BSc, PhD

**Associate Vice-President, Human Resources**

Stephanie Williams, BA, CHRP

**Associate Vice-President, International**

Glennice Burns, BA, MA

**University Librarian**

Robert Clarke, BA, MLS

**University Registrar**

Tracy Al-idrissi, BComm, MSc

**Director, Careerspace – Careers & Experiences**

To be named

**COLLEGE PRINCIPALS****Catharine Parr Traill College**

Michael Eamon, BA, MA, MPhil, PhD

**Champlain College**

Tina Fridgen, BSc, MSc

**Lady Eaton College**

Christine Freeman-Roth, BA, MA, PhD

**Otonabee College**

Stephanie Muehlethaler, BA, MA, EdD

**Peter Gzowski College**

Melanie Buddle, BA, MA, PhD



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Sarah Gallen, BA

**Director, Philanthropy**

Sherry Booth, BA, BSc, CFRE

**Director, Affairs & Annual Giving**

Lee Hays, BA

**Manager, Advancement Services**

Chris Armitage, BA, CEM

**Manager, Community Relations & University Events**

Alison Scholl, BA

**OFFICE OF THE VICE-PRESIDENT FINANCE & ADMINISTRATION****Vice-President Finance & Administration**

Kent Stringham, BA, CMA

**Executive Assistant to the Vice-President**

Lindsay Archer, BBA

**Associate Vice-President, Finance**

Cheryl Turk, BBA, CPA, CA

**Associate Vice-President, Information Technology**

Tariq Al-idrissi, HBComm, MSc Mgmt., ITIL, MCSD.NET

**Associate Vice-President, Facilities Management**

To be named

**Associate Vice-President, Students**

Nona Robinson, BA, MA, PhD

**Director, First Peoples House of Learning**

Dawn Lavell-Harvard BA, BEd, MEd, PhD

**Director, Foodservices**

Mark Murdoch

**Director, Conference & Hospitality Services**

Lori Johnston

**Director, Housing**

Jen Coulter, BA, MA

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**Innovations Administrative Coordinator**

Ashley Horne, BA

**Director, Office of Research & Innovation**

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- Abdella, K.**, BSc (Trent), MSc (Alberta), PhD (Western), *Mathematics*
- Adams, J.**, BA (Concordia), MA (Guelph), PhD (York), *Psychology*
- Agostino, A.**, BA, MA, PhD (York), *Child & Youth Studies*
- Aherne, J.**, BA, Grad. Dipl. (Trinity College Dublin), MAPplSc, PhD (University College Dublin), *Environment*
- Akram-Lodhi, H.**, BA (SOAS, London), MPhil (Cambridge), PhD (Manitoba), *International Development Studies*
- Alam, O.**, BSc (King Abdulaziz), MSc (Queen's), PhD (McGill), *Computing & Information Systems*
- Anastakis, D.**, BA (Western), MA, PhD (York), *History*
- Andriewsky, O.**, BA (Brown), MA, PhD (Harvard), *History*
- Argue, J.**, BA (Guelph), BA (Trent), MFA (Vermont College of Fine Arts), *Indigenous Studies*
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- Atkinson, W. A.**, MSc (Alberta), PhD (McMaster), *Physics & Astronomy*
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- Baetz, J.**, BA, MA (McGill), PhD (York), *English Literature*
- Bailey, S. J.**, BA (Queen's), MA, PhD (Toronto), *English Literature*
- Balfour, G.**, BSc, MA (Ottawa), PhD (Manitoba), *Sociology*
- Ballantyne, P.**, BA, MA (Western), PhD (Toronto), *Sociology*
- Bauer, J. B.**, MA, PhD (Waterloo), *Psychology*
- Bell, N.**, BA (Trent), BEd, MEd (Queen's), PhD (Trent), *Education*
- Bérard, S.**, BA, MA, PhD (Québec à Montréal), *French & Francophone Studies*
- Beresford, D.**, BSc (Trent), BEd (Queen's), PhD (Trent), *Biology, Environment*
- Beyers, C.**, BA (Trent), MA (York), DPhil (Sussex), *International Development Studies*
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- Bilaniuk, S.**, BSc (Toronto), AM, PhD (Dartmouth), *Mathematics*
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- Bordo, J.**, BA (McGill & Alberta), MA, MPhil, PhD (Yale), *Cultural Studies*
- Boulby, M.**, BA (Queen's), MA (London), PhD (Toronto), *History*
- Brenner, I.**, RN, BSc, BPhysEd, BScN (Toronto), MSc (Queen's), PhD (Toronto), *Nursing, Biology*
- Brown, L.**, BSc, MSc (Waterloo), MS, PhD (Penn State), *Psychology*
- Brown, S. W.**, BA, MA (Windsor), BA, PhD (Queen's), FSA (Scotland), *English Literature*
- Bruce, C.**, BA, BEd (York), MA, PhD (Toronto), *Education*
- Brunetti, C.**, BSc, PhD (McMaster), *Biology*
- Buccieri, K.**, BSocSc (Ottawa), MA (Carleton), PhD (York), *Sociology*
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- Burr, W.**, BScEng, MSc, PhD (Queen's), *Mathematics*
- Buttle, J.**, BA (Toronto), PhD (Southampton), *Environment*
- Calderwood, K.**, BA (Waterloo), MSW (Wilfrid Laurier), PhD (Toronto), *Social Work*
- Cater, B.**, BA, MA (Toronto), PhD (York), *Economics*
- Cazorla-Sánchez, A.**, BA, PhD (Granada), *History*
- Celestini, A.**, RN, BA, BScN (Windsor), MHS (Athabasca), *Nursing*
- Changfoot, N.**, BA (York), MA (Carleton), PhD (York), *Political Studies*
- Chan-Reynolds, M.**, BSc (Trent), MA, PhD (Waterloo), *Psychology*
- Chazan, M.**, BA (Waterloo), BEd (OISE, Toronto), MA, PhD (Carleton), *Gender & Women's Studies*
- Chen, K.**, BBA (York), PhD (Wilfred Laurier), *Business*
- Chittick, K.**, BA, MA (Toronto), PhD (Edinburgh), *English Literature*
- Chivers, S.**, BA (Calgary), PhD (McGill), *English Literature, Gender & Women's Studies*
- Choudhry, S.**, MA (Chittagong), MA (McGill), PhD (Manitoba), *Economics*
- Clarke, R.**, BA, MLS (McGill), *Library & Archives*
- Collins, D.**, BA (Trent), MI (Toronto), *Library & Archives*
- Collins, K.**, BA (Western), MA (Queen's), PhD (Ottawa), LLM (Western), *Business*
- Connelly, J.**, BA (Alberta), MA (Saskatchewan), PhD (York), *Philosophy*
- Conolly, J.**, BA (Toronto), MA, PhD (University College London), *Anthropology*
- Cosgrave, J.**, BA, MA, PhD (York), *Sociology*
- Dart, R.**, BSc (Trent), MES (York), PhD (York), *Business*
- Davis, L.**, BA (Queen's), MA (Sussex), MA (Alberta), PhD (Toronto), *Indigenous Studies*
- DeCicco, T.**, BSc (Manitoba), MSc (Trent), PhD (York), *Psychology*
- de Zwaan, V.**, BA (Trent), MA (McGill), PhD (Toronto), *Cultural Studies*
- Dockstator, M.**, (Oneida), BSc (Waterloo), LLB (York), DJur (York), *Indigenous Studies*
- Dorken, M.**, BSc (Guelph), MSc (Queen's), PhD (Toronto), *Biology*
- Dubreuil, L.**, BSc, MSc (Aix-Marseille), PhD (Bordeaux), *Anthropology*
- Dummitt, C.**, BA (Trent), MA (Dalhousie), PhD (Simon Fraser), *Canadian Studies*
- Dunaway, F.**, BA (North Carolina—Chapel Hill), PhD (Rutgers), *History*
- Durand, C.**, BA, MA (Montréal), PhD (McGill), *History, Canadian Studies*
- Egan, K.**, BA (Carleton), MA (York/Ryerson), MFA (Bard), PhD (York/Ryerson), *Cultural Studies*
- Eddy, C.**, BA, MA (Western), PhD (Toronto), *English Literature*
- Eimers, M. C.**, BSc (Toronto), MSc (Trent), PhD (Waterloo), *Environment*

- El-Amir, A.**, BA (American University in Cairo), MSc, PhD (Stirling), *Business*
- Elbl, I.**, MA (Charles), MA, PhD (Toronto), *History*
- Elliott, P.**, BSc, PhD (Wales), *Education*
- Ellis, D.**, BSc (Glasgow), MSc (Aberdeen), MSc, PhD (Toronto), *Chemistry*
- Elton, H.**, BA (Sheffield), DPhil (Oxford), *Cultural Studies*
- Emery, N.**, BSc (Queen's), PhD (Calgary), *Biology*
- Epp, M.**, BA (Saskatchewan), MA (McGill), PhD (Alberta), *English Literature*
- Feng, W.**, BSc (Hebei), MSc (Shaanxi), PhD (Glasgow), *Computing & Information Systems, Mathematics*
- Findon, J.**, BA (British Columbia), MA, PhD (Toronto), *English Literature*
- Firang, D.**, BA (Ghana), MA (Saskatchewan), MSW, PhD (Toronto), *Social Work*
- Fitzsimons, R.**, BA, MA (Toronto), PhD (Cincinnati), *Anthropology*
- Fournier, N.**, BSc (Laurentian), MSc (Dalhousie), PhD (Saskatchewan), *Psychology*
- Franklin, S. E.**, BES, MA, PhD (Waterloo), *Environment*
- Freeland, J.**, BSc (Saskatchewan), MSc, PhD (Queen's), *Biology*
- Frost, P.**, BSc (Rochester), MSc (Ohio State), PhD (Arizona State), *Biology*
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- Gilmer, C.**, RN, BScN (Western), MHScN, DHIthSc (Charles Sturt), *Nursing*
- Greene, J.**, BA (Manitoba), MA (Wilfrid Laurier), PhD (Queen's), *Political Studies, Canadian Studies*
- Groarke, L.**, BA, MA (Calgary), PhD (Western), *Philosophy*
- Haines, H.**, BA (Toronto), PhD (University College London), *Anthropology*
- Harris-Stoertz, F.**, BA (Calgary), MA, PhD (UC Santa Barbara), *History*
- Henderson, S.**, BA (Trent), MA, PhD (East Anglia), *Communications & Critical Thinking*
- Hepburn, S.**, BA (Calgary; Cambridge), MA (McGill), MA, PhD (Cornell), *Anthropology*
- Hickie, B.**, BScAgr (Guelph), MSc, PhD (Waterloo), *Environment*
- Hickson, M.**, BA (Western), MA (Catholic University of America), PhD (Western), *Philosophy*
- Hill, S.**, BSc, BA (Queen's), PhD (Calgary), *Environment*
- Hillock, S.**, BA (Mount Allison), BSW (Saint Thomas), MEd (New Brunswick), PhD (Memorial), *Social Work*
- Hintelmann, H.**, BSc, PhD (Hamburg), *Chemistry, Environment*
- Hodges, H. M.**, BA (Queen's), MA, PhD (Toronto), *English Literature*
- Howes, M.**, BSc, MA (Guelph), PhD (Western), *Philosophy*
- Huber, R.**, BSc, PhD (Toronto), *Biology*
- Humphreys, T.**, MA (Wilfrid Laurier), PhD (Guelph), *Psychology*
- Hurl-Eamon, J.**, BA (Western), MA (Queen's), PhD (York), *History*
- Hurley, R.**, BSc (New Brunswick), PhD (Waterloo), *Computing & Information Systems*
- Iannacci, L.**, BA, BEd (York), MEd, PhD (Western), *Education*
- Iannone, G.**, BA (Simon Fraser), MA (Trent), PhD (University College London), *Anthropology*
- Im-Bolter, N.**, MA, PhD (York), *Psychology*
- Junyk, I.**, BA (Western), MA (Queen's), PhD (Chicago), *Cultural Studies*
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- Kay, C.**, BA (Toronto), MPhil (Oxford), MA, PhD (Yale), *History*
- Kayani, Z.**, BA (Karachi), MSc (Islamabad), PhD (Washington State), *Economics*
- Keefer, K.**, BSc, MSc (Trent), PhD (Queen's), *Psychology*
- Keenleyside, A.**, BA (McMaster), BEd (OISE, Toronto), MA (Alberta), PhD (McMaster), *Anthropology*
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- Kovacs, G.**, BA (Trent), MA (Memorial), PhD (Toronto), *English Literature*
- Kyle, C.**, BSc (Bishop's), MSc (Guelph), PhD (Alberta), *Forensic Science*
- Lackenbauer, W.**, BA (Waterloo), MA, PhD (Calgary), *Canadian Studies*
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- Longboat, D.**, Roronhiakewen (Haudenosaunee), BA, (Trent), MES (Toronto), PhD (York), *Indigenous Studies*
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- Mackie, J.**, MSc, PhD (Queen's), *Nursing*
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- Manning, P.**, BA (Reed), MA, PhD (Chicago), *Anthropology*
- Marshall, B. L.**, MA (Guelph), PhD (Alberta), *Sociology*
- Martic, S.**, BSc (Bishop's), MSc (McMaster), PhD (Queen's), *Forensic Science*
- McCaskill, D. N.**, BA (Winnipeg), MA (Carleton), PhD (York), *Indigenous Studies*
- McConnell, S.**, BSc, MSc, PhD (Queen's), *Computing & Information Systems*
- McDermid, D.**, BA (Western), MA, PhD (Brown), *Philosophy*

- McGuire, K.**, BA (Queen's), MA, PhD (Western), *English Literature, Gender & Women's Studies*
- McIntosh, J. M.**, RN, BScN, MScN (Toronto), PhD (Alberta), *Nursing*
- McKenna Neuman, C. L.**, BSc (Queen's), MSc (Guelph), PhD (Queen's), *Environment*
- Meneley, A.**, BA (McGill), MA, PhD (New York), *Anthropology*
- Metcalfe, C.**, BSc (Manitoba), MSc (New Brunswick), PhD (McMaster), *Environment*
- Miron, J.**, BA (McGill), MA, PhD (York), *History*
- Mitchell, L.**, BA (Thompson Rivers), MA (York), PhD (Victoria), *Cultural Studies*
- Mooney, C.**, BEd (Southampton), MA (Open), *Education*
- Moore, J. P.**, BA (Wilfrid Laurier), MA, PhD (McMaster), *Anthropology*
- Morales, J.**, MBA (Yucatán), MIBA (Nancy, La Salle), PhD (Sterling), *Business*
- Morgenshtern, M.**, BSW, MSW (Tel-Aviv), PhD (Wilfrid Laurier), *Social Work*
- Morin, E.**, BSc, MSc (Montréal), DEA (Paris Ouest Nanterre), PhD (Michigan), *Anthropology*
- Muldoon, J.**, BSc (Brock), MA (Guelph), PhD (McMaster), *Education*
- Mumford, M.**, (Métis), BA (Alberta), MFA (Brandeis), *Indigenous Studies*
- Munson, M.**, BA (Miami, Ohio), MA, PhD (New Mexico), *Anthropology*
- Murray, D.**, BSc (McGill), MSc (Alberta), PhD (Wisconsin), *Biology*
- Narine, S.**, BSc, MSc (Trent), PhD (Guelph), *Physics & Astronomy, Chemistry*
- Navara, G.**, BA (Waterloo), MA (Wilfrid Laurier), PhD (Guelph), *Psychology*
- Neufeld, M.**, BA (Waterloo), MA, PhD (Carleton), *Political Studies*
- Newhouse, D.**, (Onondaga), BSc, MBA (Western), *Indigenous Studies, Business*
- Nguyen-Marshall, V.**, BA (Dalhousie), MA, PhD (British Columbia), *History*
- Niblett, B.**, BA, BOR, BEd, MEd, PhD (Lakehead), *Education*
- Nicol, H. N.**, BA (Toronto), MES (York), PhD (Queen's), *Environment*
- Nisbet, E.**, BA, MA, PhD (Carleton), *Psychology*
- Nol, E.**, BSc (Michigan), MSc (Guelph), PhD (Toronto), *Biology*
- Norlock, K.**, BA (Northern Illinois), MA, PhD (Wisconsin-Madison), *Philosophy*
- O'Connor, A.**, BA (Trinity College Dublin), MA, PhD (York), *Cultural Studies*
- O'Hagan, F.**, BSc, (Saskatchewan), MSc, PhD (McMaster), *Psychology*
- Olsen-Lynch, E.**, BSc (Brock), MLIS (Western), *Library & Archives*
- O'Manique, C.**, BA (Carleton), MA, PhD (York), *International Development Studies, Gender & Women's Studies, Political Studies*
- Parker, J.**, BA (Simon Fraser), MA, PhD (York), *Psychology*
- Parnis, J. M.**, BSc, PhD (Toronto), *Chemistry*
- Patrick, B.**, BCS (Concordia), MSc (Queen's), PhD, MBA (McGill), *Computing & Information Systems*
- Patton, D.**, BMATH (Waterloo), PhD (Victoria), *Physics & Astronomy*
- Pendleton Jiménez, K.**, BA (UC Berkeley), MFA (San Diego State), PhD (York), *Education, Gender & Women's Studies*
- Penney, J.**, BA, MA (Alberta), PhD (Duke), *Cultural Studies*
- Pestill, M.**, BScN (Laurentian), MN (Toronto), DNP (Walden), *Nursing*
- Peters, K.**, MA, PhD (British Columbia), *Psychology*
- Pickel, A.**, MA (Guelph), Dipl. Pol. (Free University of Berlin), PhD (York), *Political Studies*
- Picton, R.**, MA (Carleton), PhD (Toronto), *Environment*
- Pollanen, M.**, BSc (Carleton), MSc, PhD (Toronto), *Mathematics*
- Ponce-Hernandez, R.**, BEng, MSc (Chapingo), DPhil (Oxford), *Environment*
- Power, I.**, BSc, PhD (Western), *Environment*
- Rafferty, S.**, BSc (Waterloo), PhD (British Columbia), *Chemistry*
- Rahman, M.**, BA, PhD (Strathclyde), *Sociology*
- Russell, E.**, BA, MSc, PhD (Memorial), *Psychology*
- Rutherford, S.**, BA (Toronto), MSc (Guelph), PhD (York), *Environment*
- Sagarra, C.**, MA (Carleton), PhD (Ottawa), *French & Francophone Studies*
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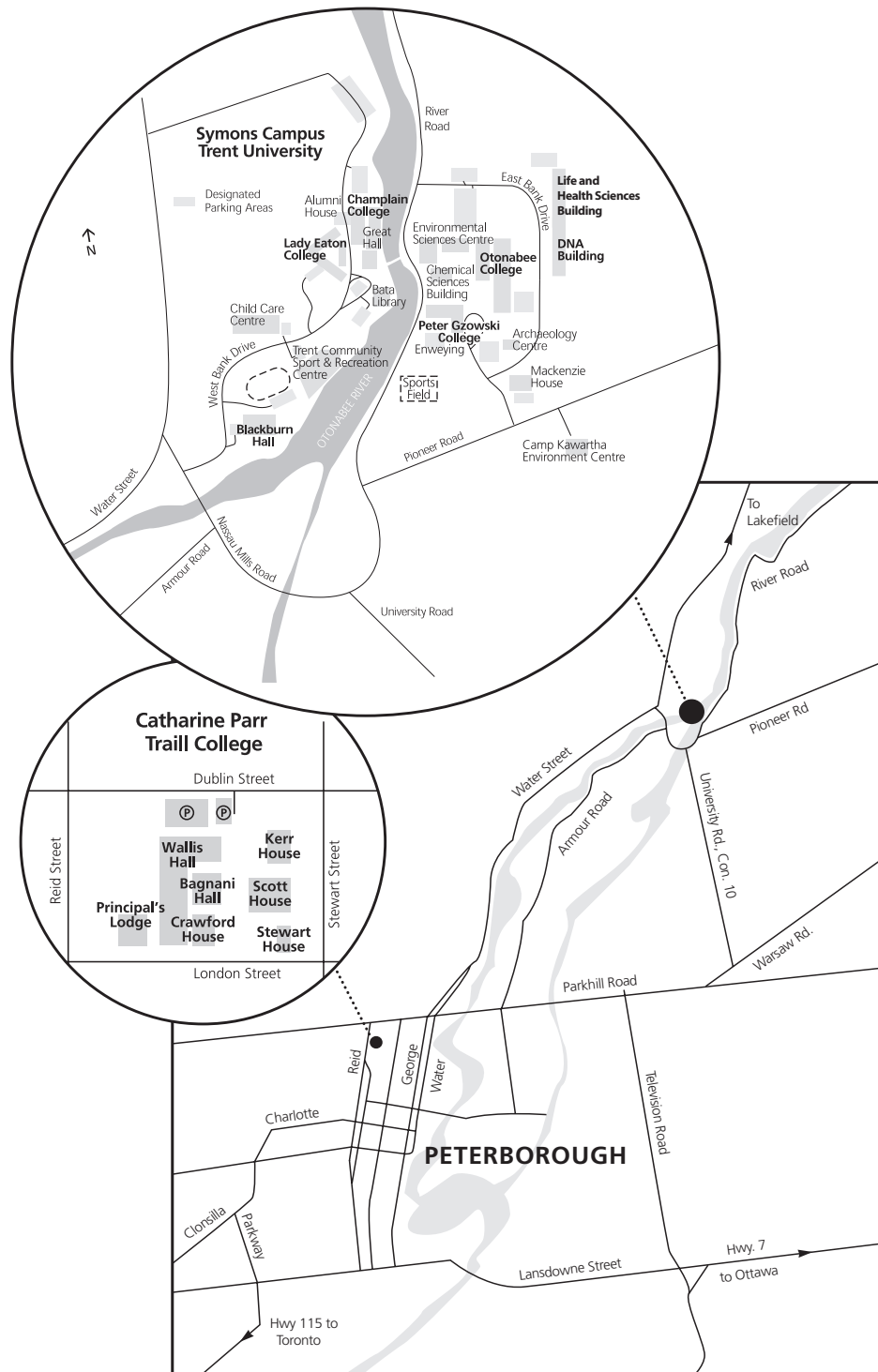
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