



**LUTHER  
COLLEGE**  
UNIVERSITY OF REGINA

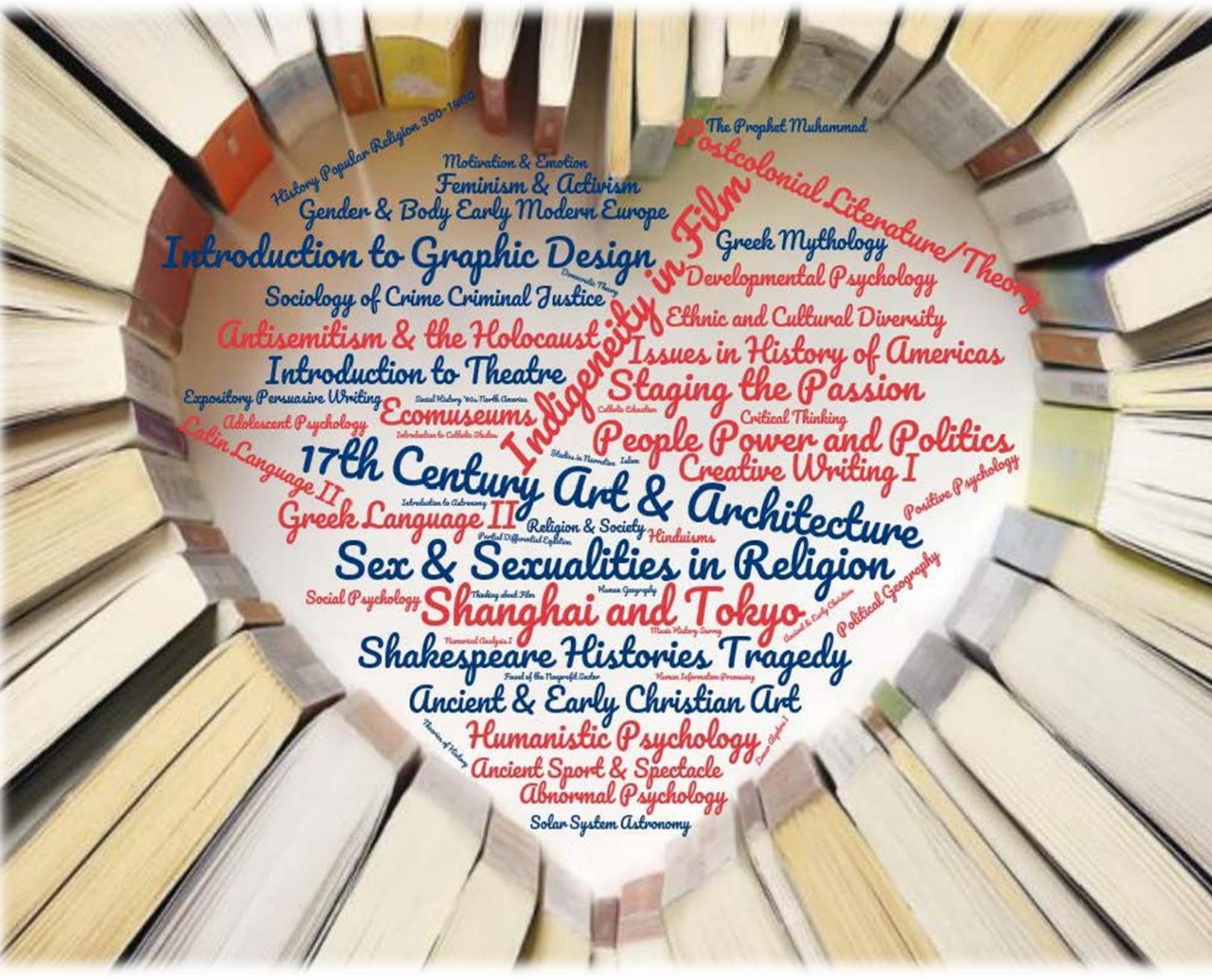
# COURSES

## Winter 2018



**CAMPION COLLEGE**  
AT THE UNIVERSITY OF REGINA

A CENTURY OF FORMING PEOPLE FOR OTHERS



History Popular Religion 300-1600  
 Motivation & Emotion  
 Feminism & Activism  
 Gender & Body Early Modern Europe  
 The Prophet Muhammad  
 Postcolonial Literature/Theory  
 Greek Mythology  
 Developmental Psychology  
 Introduction to Graphic Design  
 Sociology of Crime Criminal Justice  
 Antisemitism & the Holocaust  
 Introduction to Theatre  
 Staging the Passion  
 Ethnic and Cultural Diversity  
 Issues in History of Americas  
 Expository Persuasive Writing  
 Adolescent Psychology  
 Ecomuseums  
 People Power and Politics  
 Creative Writing I  
 Critical Thinking  
 17th Century Art & Architecture  
 Greek Language II  
 Sex & Sexualities in Religion  
 Shanghai and Tokyo  
 Shakespeare Histories Tragedy  
 Ancient & Early Christian Art  
 Humanistic Psychology  
 Ancient Sport & Spectacle  
 Abnormal Psychology  
 Solar System Astronomy  
 Positive Psychology  
 Political Geography  
 Hinduism  
 Human Geography  
 Human Information Processing  
 Roman Religion I  
 Roman Religion II  
 Roman Religion III  
 Roman Religion IV  
 Roman Religion V  
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 Roman Religion LXXXXX

Luther and Campion courses are open to all U of R students. In UR Self-Service, look for section codes starting with C or L.

- ◀ Art & Art History .....2
- ◀ Astronomy .....2
- ◀ Biology .....3
- ◀ Catholic Studies.....3
- ◀ Classical Studies .....3
- ◀ English.....4
- ◀ Film Studies.....6
- ◀ Geography.....6
- ◀ History .....6
- ◀ Interdisciplinary Studies.....7
- ◀ Mathematics .....8
- ◀ Music & Music History .....8
- ◀ Nonprofit Sector Leadership & Innovation ....8
- ◀ Pastoral Studies.....9
- ◀ Philosophy.....9
- ◀ Philosophy, Politics & Economics .....10
- ◀ Political Science.....10
- ◀ Psychology .....10
- ◀ Religious Studies.....11
- ◀ Sociology .....12
- ◀ Statistics.....12
- ◀ Theatre & Theatre Studies.....12
- ◀ Women’s & Gender Studies.....13
- Campion & Luther Students: How to Register 13

Note: The course descriptions in this booklet supplement those of the University of Regina Undergraduate Course Catalog. All regulations, prerequisites and program requirements specified in the Undergraduate Calendar apply.

◀ **ART & ART HISTORY**

**ART 290AC-L01 Introduction to Graphic Design**

*Annalisa Raho* CRN 10069 T 1430-1715

Through a combination of studio projects and lectures, you will explore practical and theoretical principles of visual communication and perception applied to graphic design. By articulating these principles and engaging with sketches, models, and outlines, we will give shape to new projects as they were realized in a professional environment.

**ARTH 213-L01 17<sup>th</sup> Century Art and Architecture**

*Francesco Freddolini* CRN 10104 TR 1130-1245

Caravaggio, Bernini, Rubens, Rembrandt, Velazquez, the palaces and churches of Rome, Versailles, Madrid...and more! Baroque art was all about abundance, even excess, and in this course we examine the principles informing artist’s practice and theory, as well as how and why the patrons promoted an unprecedented production of art. This course explores the careers of the major artists active in the prominent centres of Italy and Europe from the early 1600s to the early eighteenth century, and examines structures of patronage and artistic exchanges among important centres.

**ARTH 230-L01 The Global Renaissance**

*Francesco Freddolini* CRN 10105 MW 1130-1245

How did cross-cultural exchanges, explorations, art markets, and travels influence artistic production, taste, and collecting? By focusing on the early modern period (roughly 15th-18th centuries), this course expands traditional notions of the Renaissance and explores material and artistic exchanges across cultures and investigates case studies casting light on how global encounters among diverse societies have impacted art and visual culture.

◀ **ASTRONOMY**

**ASTR 101-C01 Introduction to Astronomy**

*Martin Beech* CRN 10111 MWF 1130-1220

*Plus one lab section (sections meet on alternating weeks):*

ASTR 101-C94 Lab (10112)	R 1900-2145
ASTR 101-C95 Lab (10113)	W 1900-2145
ASTR 101-C96 Lab (10114)	M 1900-2145
ASTR 101-C97 Lab (10115)	R 1900-2145
ASTR 101-C98 Lab (10116)	W 1900-2145
ASTR 101-C99 Lab (10117)	M 1900-2145

This course will explore the history and heritage of modern astronomy. Our task is to understand how astronomers gain information about the solar system, the planets, individual stars, the galaxies and, indeed, the universe. We shall see how basic physical principles can be used to determine intrinsic stellar properties, and we shall discuss some of the present-day ideas relating to the formation and evolution of the stars.

**ASTR 201-C01 Solar System Astronomy**

*Martin Beech* CRN 10118 MWF 0930-1020

*Plus: ASTR 201-C99 Lab (10119) T 1800-2045*

This course is concerned with the description of the fundamental properties of our solar system. Topics include planetary interiors, surface structures and atmospheres: asteroids, comets and meteorites; the formations of planetary systems.

## ◀ BIOLOGY

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### **BIOL 140-L01 Human Biology for Non-majors**

Laura Ambrose      CRN 10158      TR 1130-1245

Plus a lab: BIOL 140-L02 Lab (10159)      W 0830-1115  
              BIOL 140-L03 Lab (10160)      W 1430-1715  
              BIOL 140-L04 Lab (10161)      R 0830-1115  
              BIOL 140-L05 Lab (10162)      R 1430-1715

An introductory-level course covering the principles of biology with examples taken from humans.

### **BIOL 140-L98 Human Biology for Non-majors**

Laura Ambrose      CRN 10163      Online

Plus: BIOL 140-L99 Lab (10164)

(See description above.)

## ◀ CATHOLIC STUDIES

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### **CATH 200-C01 Introduction to Catholic Studies**

Sami Helewa      CRN 10311      TR 1000-1115

The goal of Catholic Studies 200 is to introduce students to the range of methodologies and topics that the study of Catholicism includes. It will equip students with the tools they will need to understand Catholic history, culture, and religious disciplines. The main areas of study will be scripture, history of Christianity, religious thought, art and literature, and contemporary topics and issues. The methodologies will be biblical, historical, philosophical, and comparative.

### **CATH 290AB-C01 Ancient and Early Christian Art**

David Meban      CRN 10312      TR 1300-1415

This course begins with a review of Greek and Roman art, with a focus on key words and their principles and ideals. It then examines early Christian artistic production, with an emphasis on how craftsmen adopted and transformed the practices of their Classical predecessors.

### **CATH 290AH-C01 Catholic Education**

Jeffrey Burwell      CRN 10313      MWF 1330-1420

Developed in consultation with the Faculty of Education and Regina Catholic Schools, this course is designed to equip both Education students and teachers to serve in Catholic Schools. The course will explore Catholic pedagogy of education from both theoretical and practical points of view.

## ◀ CLASSICAL STUDIES

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### **CLAS 151-C01 Latin Language II**

Dwayne Meisner      CRN 10383      MWF 1230-1320

In September it begins as a hushed murmur in room 322 of Champion College. By October it has evolved into a growing din. By November and December it has matured into an earsplitting chant thundering across campus: "More Latin! More Latin!" These words burst forth from the mouths of students ravenous for the Roman language, voracious consumers of ancient goodness. To satiate this hunger the College bows down and offers CLAS 151 Latin Language II. This course serves up an indulgent smorgasbord of Latinity. I-stem nouns of the third

declension? You bet! Interrogative pronouns and adjectives? Yup! The passive periphrastic? Is the Pope Jesuit? It is, in sum, every undergraduate's dream come true.

### **CLAS 161-C01 Greek Language II**

Gillian Ramsey      CRN 10384      MWF 1130-1220

In this second half of our introduction to the glamorous Greek language of ancient Athens and its neighbours, we'll add to our treasure house of useful vocabulary and immerse ourselves in entertaining grammar so that students can learn to read with more ease and confidence. We'll also focus on exploring classical Greek culture and society.

### **CLAS 200-C01 Greek Mythology**

Gillian Ramsey      CRN 10385      MWF 1030-1120

When not inventing democracy, philosophy, and tragedy, the ancient Greeks enjoyed sharing stories amongst themselves. Have you heard the one about the husband who devours his pregnant wife, then gives birth to a girl through his head after having it split open with an axe? Or how about the son who castrates his father, throws what he's left holding into the sea, and watches as it turns into the goddess of sexual desire and love? Yeah, pretty weird. But how do we reconcile these strange tales with a culture that bequeathed to western civilization so much of what it holds dear? This course, through a close reading of a variety of myths, aims to demonstrate how these stories, although at first glance odd, in fact show a deep engagement with a number of social and political issues relevant to both ancient and modern culture.

### **CLAS 290AB-C01 Ancient and Early Christian Art**

David Meban      CRN 10386      TR 1300-1415

This course begins with a review of Greek and Roman art, with a focus on key words and their principles and ideals. It then examines early Christian artistic production, with an emphasis on how craftsmen adopted and transformed the practices of their Classical predecessors.

### **CLAS 290AC-C01 Ancient Sport and Spectacle**

Gillian Ramsey      CRN 10387      TR 1130-1245

Have you ever wondered what Roman gladiator fights really looked like? Or why athletes at the ancient Olympics competed in the nude? Did you know that people of all ages played team ball-sports? You can find the answers to these questions and many more in this course. We will uncover the real story on some of the most (in)famous cultural institutions of the Classical world, and talk about the social, economic, and political rationales behind sporting behaviour and spectacular performances. Ancient sporting culture, constructions of masculinity and femininity (women were athletes too), the origins of sports medicine, the celebration of victorious competitors, the role of animals and condemned prisoners, ancient music (every show needs a soundtrack!), and the logistics of putting on games and spectacular shows are all on the roster of topics to be examined.

**ENGLISH 100**

This course develops students' proficiency in critical reading and writing through the study of a wide range of non-literary and literary texts, and the study of composition, with emphasis on connections between modes of reading and writing.

**ENGL 100-C01 Critical Reading & Writing I**

**ENGL 100-C02 (for Champion students)**

*Susan Bauman* CRN 11170 (C01); 11171 (C02) MWF 1230-1320

**ENGL 100-C03 Critical Reading & Writing I**

**ENGL 100-C04 (for Champion students)**

*Deborah Hoffman* CRN 11172 (C03); 11173 (C04) TR 1130-1245

**ENGL 100-L01 Critical Reading & Writing I**

*Jed LaCoste* CRN 11174 MWF 1430-1520

**ENGL 100-L02 Critical Reading & Writing I**

*Benjamin Salloum* CRN 11175 TR 1300-1415

**ENGL 110-C01 Critical Reading & Writing II: Western Canadian Fiction**

**ENGL 110-C02 (for Champion students)**

*Christian Riegel* CRN 11196 (C01); 11197 (C02) T 1730-2015

This course examines the representation of the Western Canadian experience in several novels and short stories written in the last forty years. Some of the concerns addressed include male and female experience, Aboriginal issues, the north, rural-urban dynamics, multicultural issues, the effects of the landscape on individual and communal life, and the relationship between region and nation.

**ENGL 110-C03 Critical Reading & Writing II: Cannibal Motif in Literature**

**ENGL 110-C04 (for Champion students)**

*Jan Purnis* CRN 11198 (C03); 11199 (C04) TR 1300-1415

In this course, we will study literal and figurative depictions of human beings eating other human beings in a wide range of texts and from a number of perspectives. Applying critical reading skills to literary representations of cannibalism, we will seek to question continuously the ideological purposes served by such representations, considering, for example, gender, race, and class implications. The course starts with a critical examination of the word "cannibal", particularly its introduction and incorporation into the English language. Some of the texts studied may include encyclopaedia entries under "cannibal"/"cannibalism"; myths and fairy tales; Montaigne's "Of Cannibals"; travel accounts; Swift's "A Modest Proposal"; Twain's "Cannibalism in the Cars"; Lovecraft's "The Picture in the House"; Shakespeare's *Titus Andronicus*; and Cormac McCarthy's *The Road*. We will devote roughly two-thirds of class time to the study of literature and one-third to the study of composition techniques.

**ENGL 110-C05 Critical Reading & Writing II**

**ENGL 110-C06 (for Champion students)**

*Deborah Hoffman* CRN 11200 (C05); 11201 (C06) MWF 1330-1420

A study of a special topic in literature, which may include non-literary texts, in conjunction with a continuation of the writing program begun in ENGL 100.

**ENGL 110-C07 Critical Reading & Writing II: Children's Fantasy Literature**

**ENGL 110-C08 (for Champion students)**

*Kathryn MacLennan* CRN 11202 (C07); 11203 (C08) MWF 1230-1320

Did you love the Harry Potter series and want to read more books like it? If so, this class is for you! We will study *Harry Potter and the Philosopher's Stone*, *The Golden Compass* by Philip Pullman, and *The Book of Three* by Lloyd Alexander. We will look at the mythological elements used in the novels, particularly the idea of an archetypal hero, as well as how these novels fit into a tradition of children's literature.

**ENGL 110-L01 Critical Reading & Writing II: Transgressive Fiction**

*Scott Wilson* CRN 11204 MWF 1230-1320

Transgressive fiction authors use shocking characters and themes to question societal and artistic norms. Their protagonists are lonely, nihilistic, anti-social characters who struggle from an often ill-defined social malaise. Through the works of Chuck Palahniuk (*Choke*), Patrick Süskind (*Perfume: The Story of a Murderer*), Amy Hempel (*At The Gates of The Animal Kingdom*) and others, this course shows that the genre, while controversial and subversive at times, often involves not-so-shocking motivations like the quest for community, recognition, and love. We will examine the evolution of this genre and establish why these works, which often escape scholarly consideration, remain so popular.

**ENGL 110-L02 Critical Reading & Writing II: Heroes, Tyrants, Celebrities- Leaders in Literature**

*Dorothy Lane* CRN 11205 TR 1000-1115

Leaders face social and ethical questions when they are put in the challenging role of manager, thinker, artist, figurehead, or overall authority figure. This course focuses on works--poems, plays, fiction, nonfiction--exploring the diverse character traits we associate with leadership. Critical writing will develop skills in persuasion, reflection, and research. NB: Ideal for students who have taken ENGL100 for Business, and those interested in Law, Education, Politics, and Community Leadership.

**ENGL 110-L03 Critical Reading & Writing II: Children's Fantasy Literature**

*Kathryn MacLennan* CRN 11206 MWF 0930-1020

Did you love the Harry Potter series and want to read more books like it? If so, this class is for you! We will study *Harry Potter and the Philosopher's Stone*, *The Golden Compass* by Philip Pullman, and *The Book of Three* by Lloyd Alexander. We will look at the mythological elements used in the novels, particularly the idea of an archetypal hero, as well as how these novels fit into a tradition of children's literature.

**ENGL 110-L04 Critical Reading & Writing II: Engineering Souls: Biology, Technology, and Humanity**

Noel Chevalier

CRN 11207

MW 1000-1115

Although this course is a self-contained unit, in many ways, it continues directly from the English/Science ENGL100 course. Composition is now focused on research and writing of longer papers; the literature component builds on themes introduced in the Fall semester. This semester we will begin by considering some of the ideas surrounding the evolution of humanity in the 21st century from these key thinkers: Ray Kurzweil, Steve Fuller, and Jaron Lanier. We will then consider these ideas in the light of some 20th-century literary texts that focus on the effects of technology on humanity: Karel Čapek's play about artificial humans, *RUR* (which coined the term "robot"); and Aldous Huxley's *Brave New World* and William Gibson's *Neuromancer*, both of which reconsider what it means to be human in the face of both consciousness-changing technology and free-market capitalism. Writing assignments will focus on developing coherent arguments, using a broad range of research tools, and conducting careful analysis of evidence.

**ENGL 110-L05 Critical Reading & Writing II: Nature and Our Future**

Anne James

CRN 11208

MW 1000-1115

In this continuation of English 100-L01, we will explore the ways humans relate to the natural world and each other. Our primary reading is Margaret Atwood's *MaddAddam* trilogy, three works of speculative fiction that take us from creation stories to the imagined end of the world as we know it. These novels provide opportunities to think critically about such issues as climate change, environmental destruction, social breakdown, genetic manipulation, animal rights, and the possibility of being replaced by a whole new species. Writing assignments will culminate in a research essay.

**ENGL 110-L06 Critical Reading & Writing II: Journey to Middle Earth**

Jed LaCoste

CRN 11209

M 1900-2145

J.R.R. Tolkien is one of the great writers of the 20th century, and his works are among the great achievements in fantasy fiction. This course will discuss *The Lord of the Rings* and a number of shorter writings by Tolkien. By exploring the many ways that Tolkien's writings encourage readers to recover or renew their ideas about the real world, this course seeks to deepen students' understanding of the complex and dynamic relationship between fantasy and reality and of the functions and values of fiction more generally.

**ENGL 251-C01 Expository Persuasive Writing**

Susan Bauman

CRN 11222

MWF 1430-1520

This course is intended to help students read and write more effectively by improving their skills in analysis and composition. All good writing shares qualities such as unity, coherence, precision, clarity, interest, logic and originality. Students in this class try their hands at different kinds of writing, and study and discuss others' essays as well as their own to improve their writing skills. Practicing these skills by reading the writing of accomplished essayists and by writing a variety of assignments and essays enables students to articulate their views on any kind of issue, subject or text with greater confidence. Throughout the course, students will examine – and gain experience with – three types of communication: personal, persuasive and expository. In addition, they will also focus on writing as a process including prewriting, drafting and revision, so that they can learn how to both inform and persuade their readers successfully. Along with examples of expository essays,

the material studied will include both rhetorical strategies and practical composition advice.

**ENGL 252-L01 Creative Writing I**

Gerry Hill

CRN 11223

TR 1430-1545

This course will introduce students to the literary genres of poetry, fiction, and creative nonfiction (but not fantasy or science fiction). Students will exchange constructive criticism with peers and study established contemporary writers. In addition to numerous informal assignments, course requirements will include a project in each of the three genres and participation in a public reading of students' own original work. Expect to read, write, laugh, and expand our literary boundaries.

**ENGL 302-C01 Shakespeare: Histories and Tragedies**

Jan Purnis

CRN 11225

TR 1000-1115

We will study 6-7 of Shakespeare's plays (including *Titus Andronicus*, *Richard III*, *Othello*, and *King Lear*) in light of their social, political, and theatrical contexts. We will explore the importance of the body, both literal and figurative, in Shakespeare's representations of gender, class, ethnicity, sovereignty, and psychological experience. We will consider Renaissance understandings of history, the conventions of tragedy, and the staging of spectacles of violence, madness, and the supernatural. We will view clips of productions of each play and discuss production choices.

**ENGL 377AF-C01 Staging the Passion**

Leanne Groeneveld

CRN 11229

TR 1300-1415

In this course, we will examine theatrical representations of Christ's crucifixion, death, and resurrection, from its early remembrance and re-enactment in the ritual of the Mass and the Easter liturgy to its reinterpretation and re-imagination in plays such as Terrence McNally's *Corpus Christi* and Adrienne Kennedy's *Motherhood 2000*. As we discuss texts ranging from the early and late medieval to the postmodern, we will note and attempt to understand two apparently opposing representational impulses: to historicize the events leading to and including Christ's death, and to transpose those events, making them contemporaneous with the time of theatrical production. Texts to be discussed will include *Jesus Christ Superstar*, *the York Crucifixion and Death of Christ*, *the N-Town Passion Play*, *the Croxton Play of the Sacrament*, Ghelderode's *The Women at the Tomb*, McNally's *Corpus Christi*, Kennedy's *Motherhood 2000*, and the film *Jesus of Montreal*. Some previous experience with late medieval English literature would be beneficial but is not required.

**ENGL 384AC-L01 English Literature and the Bible**

Noel Chevalier

CRN 13110

TR 1000-1115

One of the most significant texts in English literature is not, strictly speaking, a work of "English Literature" at all: it is the English Bible. Since the establishment of Christianity in Europe, writers have repeatedly turned to the subject-matter, phrasing, vocabulary and imagery of the Bible for inspiration, sometimes to defend its doctrines, sometimes to challenge them. This course offers a brief survey of some important texts that draw directly from the Bible for both their subject matter and their

linguistic composition. We will also explore how the Bible as a religious text is critiqued, rewritten, deconstructed, and transformed by writers within the contexts of Christian, non-Christian, and post-Christian cultures. No previous knowledge of or experience with the Bible or with religious communities is required or expected.

### **ENGL 386AL-C01 Health, Trauma, and Loss**

*Christian Riegel* CRN 11232 TR 1430-1545

This course examines literary works that explore trauma and loss and their relation to health and healing. The course focuses on understanding how individuals experience, negotiate, and process illness, trauma, and suffering through the study of poetry and prose beginning in the Renaissance.

### **ENGL 420AQ-L01 The Golden Age of Piracy**

*Noel Chevalier* CRN 13103 R 1430-1715

The literary image of the pirate—including dress, speech, and demeanor—stems from a very specific historical period, namely, the years from 1715 to 1730, generally known as the final phase of the Golden Age of Piracy (roughly 1680 to 1730). During this period, the British government undertook to eradicate pirate activity in the Caribbean, installing Woodes Rogers as governor of The Bahamas, and charging him with waging a “war on piracy” that successfully drove piracy out of North America by 1726. This course will consider the literature about pirates that emerged during this period. Our primary focus will be Charles Johnson’s *General History of the Pyrates (1724-28)*, which we will read partly as an historical source book of actual pirate narratives, and partly as a fictional text that established the popular image of pirates used by later novelists. *General History* will be read in the context of other documents from the period, including newspaper reports, trial documents, criminal biographies, plays, and novels. By setting *General History* within the social, economic, and political context of the 1720s, students will develop a stronger understanding of how and why the phenomenon of “pirate tales” became such a popular literary genre, and what such stories have to tell us about how ideology determines which narratives are granted the authority of official fact, and which are dismissed, regardless of what actually happened.

## ◀ FILM STUDIES

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### **FILM 348-C01 Thinking About Film**

*Philippe Mather* CRN 11493 M 1430-1715

The development of film theory and criticism from the silent period to the present. Major writings in silent film theory, montage theory, realism, auteurism, semiotics, psychoanalytic and spectatorship theories will be investigated.

### **FILM 380AP-C01 Indigeneity in Film**

*Philippe Mather* CRN 11494 T 1430-1715

This course will examine the representations of First Nations people by Indigenous and non-Indigenous filmmakers. Topics will include the construction of non-Indigenous identities, exoticism and otherness, tradition and modernity.

## ◀ GEOGRAPHY

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### **GEOG 120-L01 Human Geography**

*Louis Awanyo* CRN 11557 MWF 1630-1720

This course introduces the diverse subject matter of human geography. It highlights what human geography is, the foundational themes that unify this versatile area of geography, the multiple issues of interest to human geographers, and how the discipline connects with the broad concerns of society. This course will provide students with a solid foundation in geography, which will serve as a basis for further exploration.

### **GEOG 330-L01 Political Geography**

*Louis Awanyo* CRN 11570 MWF 1030-1120

Political geography explores the ways in which geography and politics are intertwined at a variety of spatial scales and time periods. The course will focus on geopolitics and aspects of national level politics. The course will provide students with elaborate theoretical frameworks for interpreting both historical and contemporary political geography. Deep insights will be provided on some of the most significant political geographic events, such as imperialism, the Cold War, the emerging multi-polar world, the increasing globalization of the world, the making of states, and nationalism.

## ◀ HISTORY

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### **HIST 114-C01 Issues in History of Americas:**

*Marc Patenaude* CRN 11661 MWF 1130-1220

An exploration of major themes, periods and events in the history of the Americas, this course introduces students to the methods and sources of historical study, familiarizes them with significant developments in the history of the Americas and encourages them to compare the historical experiences of various American peoples.

### **HIST 115-L01 Issues in European History**

*Yvonne Petry* CRN 11662 MW 1300-1415

This course will focus on European efforts to explore, conquer and colonize the globe between 1400 and 1800. The search for an easy trade route to Asia led Europeans to sail both east and west. In the process, they made first contact with the peoples of Americas, fought wars of conquest, encouraged piracy, established the slave trade and ultimately changed world history in drastic ways. The course will examine the cultural, political, religious, and economic aspects of European contact with the peoples they encountered. We will consider two broad issues: 1) how and why European nations expanded their influence elsewhere in the world during this period and 2) what the consequences of conquest and colonialism were for the cultures and regions they encountered.

### **HIST 272-L01 Gender & Body in Early Modern Europe**

*Yvonne Petry* CRN 11669 TR 1300-1415

How did people live and work in early modern Europe? This course examines life in Western Europe in the sixteenth and seventeenth centuries, an era of drastic social, religious and political instability. The first part of the course is organized

around the life cycle and examines issues related to conception and birth, childhood, adolescence, courtship and sexuality, marriage, and old age. We will then look at the world of work, and consider the lives of women and men of various social classes, who lived in cities, towns and countryside and tried to make a living in precarious circumstances. Underlying themes to be explored in this course include: illness and medicine, gender and religion, and magic and witchcraft.

### **HIST 290AM-L01 History of Canadian Disasters**

*Katrina Ackerman* CRN 13096 MWF 1130-1220

Students will explore major disasters that shook the nation throughout the twentieth and twenty-first centuries. Through an examination of a variety of 'natural' disasters, including fires, floods, and severe storms to human-made disasters, such as explosions, crashes, and spills, this course will highlight the relationship between all levels of government, big business, and charities when responding to disasters. The course will also explore how disasters, such as infectious diseases, shaped Canadian society. By investigating the argument that there is no such thing as a 'natural' disaster, students will gain insight into Canadian federalism, humanitarianism, big business, and technological advances.

### **HIST 290AN-L01 History of Africa**

*Ibio Nzunguba* CRN 13102 TR 1130-1245

This course is designed to give students an introduction to the history and diverse cultures of Africa from the earliest times up to colonization. Particular attention will be given to the roots of African peoples, processes of regional differentiation, and evolving patterns of trade, politics, and conflict prior to the penetration by the West. Common myths and misconceptions about Africa held in Western countries will be investigated and critiqued. Lastly, the course will focus on the relationships between Africans and others through slavery, exploration, colonization, and religious proselytization.

### **HIST 307-L01 Social History of the Sixties**

*Mark Patenaude* CRN 11672 TR 1430-1545

This course is designed to provide students with a historical examination and assessment of the "Sixties" in North America. This course will chart the social development of the "Sixties" with a special emphasis on the anxiety of the era (political, social, racial, and sexual), how society responded to this anxiety, and how the baby-boomer youth transformed society with the advent of a "movement culture."

### **HIST 333-C01 Chicago: America's Second City**

*Dawn Flood* CRN 11674 MWF 0930-1020

Examines urban development in one of America's most racially and ethnically diverse cities. This course analyzes Chicago history: from its early-nineteenth century origins of cultural conflict and environmental achievements, to its turn-of-the-century growth as a site of progressive reform, to its more recent struggles with racial/ethnic divides and political corruption.

### **HIST 352-C01 Shanghai and Tokyo**

*John Meehan* CRN 11675 TR 1000-1115

This course compares the complex social, economic, cultural and political changes in these Asian cities since the first era of contact with the West. Themes include the development of a "new" urban lifestyle built around a rapidly expanding middle class, the growth of a politicized urban proletariat and new roles for women. The lectures are organized thematically, exploring such topics as: the challenge of rapid urban growth, progress and problems of urbanisation, the influence of ideologies such as communism and socialism; the important roles played by mass media and entertainment in creating urban culture; women in the workforce; the imperial presence in Shanghai and imperialist culture in Tokyo; organized crime and prostitution; labour unrest; architecture; café culture; and new movements in literature and the arts.

### **HIST 368-C01 History of Popular Religion 300-1400**

*Allison Fizzard* CRN 11676 TR 1300-1415

This course will examine, from an historical perspective, the religious beliefs and practices of medieval Europeans. The emphasis will be on Christian beliefs, but those of other religions will be considered, too. Topics include: heresy; the fate of the dead; skepticism; saints; signs and miracles; good and evil spirits; holidays.

### **HIST 390AU-C01 Antisemitism & the Holocaust**

*Michelle Wagner* CRN 11679 MWF 1030-1120

The religious and cultural roots of antisemitism and its manifestations in Western civilization: the rise of racist and political antisemitism in Europe; seminal issues in the history of the Holocaust; an analysis of the various political and cultural responses to the events of this period.

### **HIST 400-C01 Theories of History**

*Dawn Flood* CRN 11680 W 1130-1415

This is a seminar course examining the variety of approaches to the study of history from 1900 to the present. Movements studied include Marxism, the Annales School, Feminist Theory, and Post-Modernism.

## **◀ INTERDISCIPLINARY STUDIES**

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### **IDS 101-L01 Interdisciplinary Studies**

*Laura Ambrose* CRN 11710 TR 0830-0945

This course will examine topics of critical interest in the 21st Century: religious diversity, social constructions of identity, consumer choices, sustainable livelihoods, and current environmental issues. We will explore ideas about locating ourselves and developing agency in a changing and challenging world. Developing communication and research skills is a focus. Coordinated by one faculty member, this course draws on the expertise of instructional faculty from different disciplines. Community service learning through volunteer work (approximately 12 hours for the semester) will complement the academic component of this course. All course work is experiential and project based.

## **IDS 290AB-L01 Ecomuseums**

*Glenn Sutter* CRN 11711 W 1900-2145

An ecomuseum is a locally-led organization that can help a community come together to explore, interpret and preserve its heritage in multifaceted and dynamic ways, to promote sustainable development. This course will examine the ecomuseum model in detail by looking at ecomuseums in other countries and by helping to facilitate the development of an ecomuseum in central Saskatchewan.

## ◀ **MATHEMATICS**

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### **MATH 101-C01 Introduction to Finite Math**

*Vijayaravathy Agasthian* CRN 12036 MWF 0830-0920

This is an introductory course intended to familiarize the students with the basic concepts of arithmetic, number theory, set theory, symbolic logic, and finite mathematics. Topics include logic, sets, numeration systems, arithmetic in non-decimal systems, system of integers, elementary number theory and modular arithmetic. There will be a strong emphasis on critical thinking, problem solving, understanding concepts and their applications.

### **MATH 111-C01 Calculus II**

#### **MATH 111-C02 (for Campion students)**

*Vijayaravathy Agasthian* CRN 12061(C01) TRF 1030-1120  
12062(C02)

*Plus lab:* MATH 111-C10 (12063) R 1130-1220

A continuation of Math 110, this course covers differentiation and integration of exponential and logarithmic functions, inverse functions, methods of integration with applications, indeterminate forms and L'Hospital's Rule, improper integrals, parametric equations, polar coordinates, power series, and Taylor series.

### **MATH 111-L01 Calculus II**

*Fotini Labropulu* CRN 12064 TR1300-1415

*Plus lab:* MATH 110-L11 (12065) F 1130-1220

A few new functions are introduced such as logarithmic, exponential and inverse trigonometric functions. Their properties, differentiation and integration formulas are studied. Methods of integration are studied such as integration by parts, trigonometric integration, integration by trigonometric substitution, and integration by partial fraction decomposition. The course will also include indeterminate forms, L'Hospital's Rule, improper integrals, applications of integration to study volumes of revolution, and sequences and series.

### **MATH 122-C01 Linear Algebra**

#### **MATH 122-C02 (for Campion students)**

*Vijayaravathy Agasthian* CRN 12068(C01) MWF 1430-1520  
12069(C02)

*Plus lab:* MATH 122-C10 (13105) T 1130-1220

This course introduces students to elementary linear algebra with a focus on computation and application. Topics include matrices and systems of linear equations, matrix inversion and determinants, vectors, inner products, eigenvectors and

eigenvalues. In addition to its utility in solving a large class of common mathematical problems, linear algebra is foundational for many higher courses in mathematics and science.

### **MATH 217-L01 Differential Equations I**

*Iqbal Husain* CRN 12075 MW 1000-1115

Second and higher order ordinary differential equations, their solutions and applications. Systems of differential equations, Laplace transforms, Infinite Series, convergence tests, Fourier Series, and series solutions to differential equations.

### **MATH 361-L01 Numerical Analysis I**

*Iqbal Husain* CRN 12084 TR 1300-1415

Least squares and other approximations. Difference equations. Solutions of algebraic systems. Symbol manipulators-Mathematica.

### **MATH 481-L01 Partial Differential Equations**

*Fotini Labropulu* CRN 12089 MW 1130-1245

Classification and basic properties of partial differential equations, separation of variables, Fourier series, Sturm-Liouville theory, Fourier and Laplace transforms will be examined.

## ◀ **MUSIC & MUSIC HISTORY**

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### **MUHI 203-L01 Music History Survey:**

#### **Middle Ages to Baroque**

*David Dick* CRN 12154 MWF 1030-1120

Middle Ages to Baroque: This lecture-style class examines Western Classical, i.e. European art music and its changing role in society by focusing on a carefully selected repertory of representative composers and their oeuvres. Specifically, the evolution of musical style, repertoire and aesthetics in the Middle Ages, Renaissance and Baroque periods will be discussed. NOTE: This class is a continuation of MUHI 202, with emphasis on sharpening reading, listening, writing and presentation skills. Attendance of concerts for credit is required.

#### **MUHI 416AA-L01 The Symphony**

*September Russell* CRN 13097 MWF 0930-1020

This course explores the history of the symphony from its beginnings to the twentieth century and beyond. Representative works by selected composers will be studied through a variety of different lenses.

## ◀ **NONPROFIT SECTOR LEADERSHIP & INNOVATION**

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### **NSLI 200-L01 Foundations of the Nonprofit Sector**

*Yvonne Harrison* CRN 12957 S 0900-1145

Foundations of the Nonprofit Sector is the first course in the Certificate in Nonprofit Sector Leadership and Innovation (NSLI). This course is an introduction to the nonprofit and voluntary sector in Canada and Saskatchewan. It examines theories about why the sector exists, the role it plays in society and contemporary public governance. It also examines the size,

scope, and impact of the sector globally. The course examines the various forms and functions of nonprofit and voluntary organizations and accountability in the context of governing and managing a private not-for-profit corporation. Innovation and innovators will be discussed, including the role of information and communications technology tools and social entrepreneurs in modernizing nonprofit and volunteer work.

### **NSLI 300-L01 Nonprofit Organizational Management**

*Caroline Graves*      **CRN 12184**      W 1800-2045

An introduction to management and leadership principles and practices for nonprofit organizations, including regulatory requirements, organization types, governance and decision-making models, strategic planning, capacity building, leadership styles, sustainability, partnerships/alliances with other organizations, and roles and responsibilities of boards of directors. Technology and software resources for organizational development are presented.

### **NSLI 310-L01 Nonprofit Human Resources**

*Loretta Gerlach*      **CRN 12185**      T 1800-2045

A focus on human resources fundamentals and management for both paid staff and volunteers in nonprofits, including recruitment, screening, orientation, evaluation, retention, supervision/mentoring, job descriptions, policies and procedures, records management, communication and recognition, confidentiality, relationships, conflict resolution and self care. Labour, human rights and cultural diversity standards are examined.

### **NSLI 320-L01 Nonprofit Advocacy**

*Gloria DeSantis*      **CRN 12186**      M 1800-2045

Explores general approaches and practical skills that can be used in working to achieve social justice-related goals, including policy analysis, political advocacy, organizational and community-based activism, public education, and community development. A variety of real-world advocacy case studies, based in the nonprofit sector, will be explored with a close examination of power, social change processes, multi-layered contextual factors and legal aspects. Students will be introduced to theoretical material as well as explore practical strategies required to achieve desired social change outcomes. Students will be able to design their own advocacy campaign by the end of the course.

## ◀ PASTORAL STUDIES

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### **PAST 330-C01 Foundations of Pastoral Care**

*Stephanie Molloy*      **CRN 12188**      M 1600-1845

The course aims to foster a theological-ethical framework for reflecting on the moral responsibilities of pastoral ministry. Topics include ministry as vocation and as profession, and deals with issues of ethics, power, sexuality, and confidentiality.

## ◀ PHILOSOPHY

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### **PHIL 100-C01 Introduction to Philosophy**

*Paul Omoyefa*      **CRN 12193**      MWF 1030-1120

Philosophy 100 is an introduction to the study of philosophy. It is intended to introduce you to philosophical questions, to give you an idea of what some of history's greatest philosophers have said about them, and to help you learn how to articulate philosophical concerns of your own. The branches of philosophy considered in the course will be selected from ethics, aesthetics, logic, metaphysics, political philosophy and the theory of knowledge.

### **PHIL 100-L01 Introduction to Philosophy**

*Roger Petry*      **CRN 12194**      MWF 0930-1020

Introduction to the theories of morality, knowledge, and metaphysics through a critical examination of such historically significant philosophical problems as the nature and justification of value judgments, the possibility of knowledge, the existence of God, and the possibility of immortality.

### **PHIL 150-C01 Critical Thinking**

*Paul Omoyefa*      **CRN 12196**      MWF 1330-1420

Critical thinking—also called logic—is the study of how to distinguish good reasoning from bad, correct thinking from incorrect. It's a little like grammar: we use it all the time, usually without thinking about it. But like grammar, critical thinking involves universal rules that you may not be familiar with. Studying these rules will help you to use them more effectively, and so to become a better thinker. In the first half of the course, we'll study some of the basic concepts of critical thinking. We'll pay particular attention to the concept of an argument, and to related notions such as classification and definition. We'll also study techniques that you can use to assess the strength of an argument and to spot fallacies (errors in reasoning). The second part of the course will be devoted to somewhat more technical topics. We'll spend several weeks studying classical deductive logic as developed by Aristotle. We'll also take a look at modern propositional logic, at inductive logic, and at the connections between critical thinking and other important topics.

### **PHIL 150-L01 Critical Thinking**

*Roger Petry*      **CRN 12197**      TR 1000-1115

Critical Thinking is an introduction to the systematic study of reasoning. It teaches the theory and practice of good reasoning, allowing students to identify arguments in everyday speech and writing and to understand what makes a good argument. Students will also learn to identify and avoid the most common mistakes in reasoning. The course provides students with reasoning skills that are useful in whatever disciplines and careers they may pursue (such as law, journalism, or business). More generally, Critical Thinking empowers students to formulate and express their own ideas and arguments well, building their capacity to act as citizens and as full participating members of communities to which they belong.

### **PHIL 243-C01 Philosophy of Human Nature**

*Michael Siebert* CRN 12199 TR 1130-1245

A study of classical and contemporary views on human nature. These views will be drawn from a variety of philosophical traditions such as the classical and medieval tradition, the Cartesian view, and the dialectical tradition, as well as recent views to be found in the writings of naturalistic, analytic, phenomenological, and existential philosophers.

## ◀ PHILOSOPHY, POLITICS & ECONOMICS

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### **PPE 200-001 Foundations of PPE**

*Roger Petry, Thomas McIntosh and John Wright*  
CRN 12199 TR 1300-1415

This inter-disciplinary course will focus on a particular issue (e.g. health care) and examine how that topic would be approached by each of the three disciplines of philosophy, politics, and economics. Emphasis will be placed on the differences between these approaches, and on understandings that emerge only through combining them.

## ◀ POLITICAL SCIENCE

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### **PSCI 100-C01 People, Power and Politics**

*Instructor TBD* CRN 12259 MWF 0930-1020

This course provides an overview of the ideas, practices and institutions that inform political life both in theory and practice. We will examine these ideas and practices from a broad perspective with special attention paid to the Canadian and North American context, as well as the political, cultural and ethical challenges to liberal democracy in the 21st century.

### **PSCI 390AS-C01 Democratic Theory**

*Phillip Hansen* CRN 12267 TR 1130-1245

Democracy is the most widely held political value in the world today. But what democracy actually means has always been contentious. This course explores the different ways democracy has historically been defined and why it has been and remains a controversial idea (and ideal). Examining democracy's contested history could allow us to better understand our own democracy -- or lack of it.

## ◀ PSYCHOLOGY

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### **PSYC 101-C01 Introductory Psychology A**

*Instructor TBD* CRN 12281 MWF 0930-1020

This course offers an introduction to the psychology of the human individual and focuses on topics having to do with intelligence, development, personality, psychological disorders and the social environment of the person. This course also provides an overview of the history of the development of psychology and the research methods used in psychology. Through this course, students will gain an understanding of human behaviour and will learn to become critical consumers of information that is available to them through media and other sources.

### **PSYC 101-L01 Introductory Psychology A**

*Ian MacAusland-Berg* CRN 12282 TR 1430-1545

An introduction to the social science aspects of psychology, including the study of adjustment, disorders, development, personality and the social environment of the person.

### **PSYC 102-C01 Introductory Psychology B**

*Katherine Arbuthnott* CRN 12310 TR 0830-0945

This course offers an introduction to the psychology of the human individual, focusing on topics having to do with biological processes; sensation and perception; consciousness; learning; memory; thought and language; intelligence; and motivation and emotion. This course will also provide an overview of how psychology developed and the research methods used in psychology. Through this course, students will gain an understanding of human behaviour and will become critical consumers of information that is available through the media and other sources.

### **PSYC 204-C01 Research Methods in Psychology**

*Bianca Hatin* CRN 12314 MWF 1430-1520

This course will give students the basis for understanding research design, specifically methods commonly used in psychology. Topics will include reliability and validity, surveys, experiments, and interviews. Students will be exposed to processes involved in writing a research proposal, such as the design of an experiment, literature review, and APA format. Both qualitative and quantitative designs will be addressed.

### **PSYC 210-C01 Developmental Psychology**

*Katherine Robinson* CRN 12316 TR 1000-1115

A study of developmental processes across the lifespan; the interaction between environmental and biological processes; maturational and learning factors; how these interact with social influences in the developing person.

### **PSYC 210-L01 Developmental Psychology**

*Instructor TBD* CRN 12317 MWF 1430-1520  
(See above description)

### **PSYC 210-L02 Developmental Psychology**

*Charles Hackney* CRN 12318 W 1900-2145  
(See above description)

### **PSYC 220-C01 Social Psychology**

*Instructor TBD* CRN 12320 MWF 1030-1120

Social psychology is the study of human behaviour in its social context dealing with the way we think socially, the impressions we form of others and emphasizing the influence of group membership and interactions upon important psychological processes. Topics include: social cognition, social perception, the self, persuasion, including propaganda, attitudes, prejudice and discrimination, prosocial behaviour, aggression, love/relationships, charismatic leaders and cults. It will give you a glimpse into the social world in which we live and how the various concepts relate to everyday interactions, advertising, and the media.

**PSYC 220-L01 Social Psychology***Carole Eaton* CRN 12321 MWF 1330-1420

Social Psychology can be defined as the study of the way in which an individual's thoughts, feelings and actions are affected by the real or imagined presence of other people. It is the study of how we are shaped by our environment through the phenomenon of social influence with particular emphasis on the impact that we have on other people and how they in turn affect our lives. Some topic areas include: self-concept/self-knowledge/self-esteem; social perception; attitudes and attitude change; prejudice and discrimination; interpersonal attraction; aggression and prosocial behaviour; persuasion and propaganda; verbal and non-verbal communication and conformity/obedience/compliance.

**PSYC 230-L01 Perspectives on Personality***Carole Eaton* CRN 12323 TR 1130-1245

Society is intrigued with how people's personality is manifest in their behaviour. Why do we act the way we do? How do we explain behaviour? What motivates us? How do we understand ourselves? Are we a product of nature or nurture? Can you really change who you are? Why do we have "personality conflicts"? This class is intended to broaden your view of personality through the study of the many differing personality paradigms and their respective theories and application. We will look at concepts, issues, controversies, and research in the context of history, culture and our ever changing personal experiences.

**PSYC 230-L02 Perspectives on Personality***Charles Hackney* CRN 12324 R 1900-2145

An integrative course examining various perspectives on the study of the person. Personality psychology is the scientific field that seeks to understand the nature and functioning of differences between individuals. Why would two people react differently in the same situation? What makes up the cluster of characteristics that make you "you" as opposed to someone else? How do these differences come about? In this course, we will be studying a wide variety of approaches that psychologists have taken to examining these kinds of questions.

**PSYC 270-C01 Human Information Processing***Tom Phenix* CRN 12327 MWF 0930-1020

The objectives of this course are to introduce the student to important concepts, phenomena, experimental techniques, and theoretical issues in the field of cognitive psychology. As cognitive psychology is the scientific study of how people think, this course will cover how people attend, encode, represent and understand, as well as solve problems, make decisions, and communicate their thoughts. The course will involve an assessment of current theoretical issues and experimental methodology. Whenever possible, links to real-life situations will be considered. An additional objective is to enhance your ability to critically evaluate and critique published research.

**PSYC 311-C01 Adolescent Psychology***Katherine Robinson* CRN 12330 M 1130-1415

An in-depth study of adolescent development with special reference to adolescent identity from a female and male perspective, and with attention to the relationship of physiological, cognitive, and sociological dimensions.

**PSYC 333-L01 Abnormal Psychology***Ian MacAusland-Berg* CRN 12334 T 1900-2145

This course will discuss in detail issues related to psychological and psychiatric disorders including diagnosis, definition, history, and controversies surrounding classification. This course will use the scientist/practitioner approach to abnormal psychology that emphasizes the application of clinical methods from an empirical perspective. Issues related to service delivery in terms of therapy and treatment will also be discussed.

**PSYC 336-L01 Humanistic Psychology***Mary Hampton* CRN 12335 TR 1000-1115

The course in humanistic psychology will cover origins, history, and contemporary movements in this specialty area of psychology. Teaching methods will be congruent with the course material (learning circles, small groups, and essay format exams). Reading assignments include a basic textbook in humanistic psychology, original readings from a least one major contributor to the field, and an additional reading chosen from contemporary theorists in fields such as transpersonal psychology, cross-cultural healing, health psychology, etc.

**PSYC 338-C01 Motivation and Emotion***Katherine Arbuthnott* CRN 12336 TR 1300-1415

A survey of theory and research findings in the areas of motivation and emotion.

## ◀ RELIGIOUS STUDIES

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**RLST 100-C01 Introduction to Religious Studies***Michelle Folk* CRN 12382 MWF 1230-1320

This course is a survey of the beliefs and practices of the major world religions. It is also an introduction to the academic study of religion. In addition, this particular course will pay some attention to the "etiquette" of social interaction with people from different religions.

**RLST 100-L01 Introduction to Religious Studies***Michelle Folk* CRN 12383 MWF 1130-1220

(See description above.)

**RLST 100-L02 Introduction to Religious Studies***Michelle Folk* CRN 12384 TR 1130-1245

(See description above.)

**RLST 203-L01 Hinduisms***Michelle Folk* CRN 12386 TR 1430-1545

This course situates 'Hinduism' in the context of the culture of South Asia and examines texts, beliefs and ritual practices of various traditions which fall under the 'Hindu' rubric. The

perspective is historical and social. This course also explores the impact of colonialism upon contemporary religious practice in India.

### **RLST 290AP-L01 Sex and Sexualities in Religion**

*A. Brenda Anderson* CRN 12389 M 1130-1415

Religious teachings on sexual practices, desires and orientations, typically constructed within a dialectic of good sex versus transgressive sex, have regulated and reflected social norms and notions of morality. Examining a number of religious traditions, scriptures, oral teachings, and personal narratives selected from Judaism, Christianity, Islam, Hinduism, Buddhism, and Indigenous practices alongside contemporary religious, feminist, and queer movements, this course invites students to discern tropes and potentiality within the larger discourse of personal agency and social power. A study of the politics of the body, the spectrum of sexual identities, and the frequently passionate adherence to religious identity (whether conceptualized as reinforcing conservative cultural norms or resisting and subverting cultural norms) assists students in understanding why religions have so much to say about sex!

### **RLST 322-C01 Antisemitism & the Holocaust**

*Michelle Wagner* CRN 12391 MWF 1030-1120

The religious and cultural roots of antisemitism and its manifestations in Western civilization: the rise of racist and political antisemitism in Europe; seminal issues in the history of the Holocaust; an analysis of the various political and cultural responses to the events of this period.

### **RLST 390BT-C01 History of Popular Religion: 300-1400**

*Allison Fizzard* CRN 12393 TR 1300-1415

This course will examine, from an historical perspective, the religious beliefs and practices of medieval Europeans. The emphasis will be on Christian beliefs, but those of other religions will be considered too. Topics include: heresy; the fate of the dead; skepticism; saints; signs and miracles; good and evil spirits; holidays.

### **RLST 390BY-C01 The Prophet Muhammad**

*Sami Helewa* CRN 12394 TR 1430-1545

Advanced studies: The course deals with the life events of the Prophet in his context of Seventh Century Arabia as seen in Muslim writings: *The Sira* (biographical genre) and the *Tradition*. Some themes and films/documentaries about the Prophet will also be part of the discussion.

## ◀ SOCIOLOGY

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### **SOC 211-L01 Ethnic and Cultural Diversity in Canada**

*Lori Walker* CRN 12417 MWF 1330-1420

This course introduces students to sociological analyses and theories of ethnic and cultural diversity, with an emphasis on contemporary Canada. Specific topics might include Aboriginal cultures in Canadian society, issues arising from conflicts between concepts of human rights and specific cultural practices, overt and systemic racism, and controversies about immigration.

### **SOC 212-L01 Gender**

*Lori Walker* CRN 12419 TR 1130-1245

This course introduces students to sociological perspectives on gender in contemporary society. The course covers aspects of recent research and of current debates on femininity and masculinity, and provides a brief introduction to some classic and contemporary theoretical perspectives on gender.

### **SOC 213-L01 Families**

*Jeffrey Walters* CRN 12422 TR 1000-1115

This course introduces students to sociological perspectives on the family, with emphasis on issues of particular importance in contemporary Canadian society. Specific topics might include the impact of social change on family relationships, changing definitions of the family, children's rights, concepts of fatherhood and motherhood, and same-sex marriage.

### **SOC 215-L01 Sociology of Crime and Criminal Justice**

*Lori Walker* CRN 12426 TR 1000-1115

This course introduces students to sociological perspectives on the study of crime and justice. The course examines sociological concepts of deviance, punishment, and social control.

## ◀ STATISTICS

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### **STAT 200-L01 Intermediate Statistics for Applications**

*Iqbal Husain* CRN 12519 TR 1000-1115

A continuation of STAT 100; inference for two categorical variables; basic multiple linear regression; two-way analysis of variance; introduction to nonparametric methods; statistical process control; introduction to survey design.

## ◀ THEATRE & THEATRE STUDIES

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### **THEA 100-C01 Introduction to Theatre**

*Leanne Groeneveld* CRN 12702 MWF 1130-1220

An introduction to the various aspects of theatre including performance and production, the play script, history, theory and criticism.

### **THST 462-C01 Staging the Passion**

*Leanne Groeneveld* CRN 12711 TR 1300-1415

In this course, we will examine theatrical representations of Christ's crucifixion, death, and resurrection, from its early remembrance and re-enactment in the ritual of the Mass and the Easter liturgy to its reinterpretation and re-imagination in plays such as Terrence McNally's *Corpus Christi* and Adrienne Kennedy's *Motherhood 2000*. As we discuss texts ranging from the early and late medieval to the postmodern, we will note and attempt to understand two apparently opposing representational impulses: to historicize the events leading to and including Christ's death, and to transpose those events, making them contemporaneous with the time of theatrical production. Texts to be discussed will include *Jesus Christ Superstar*, *the York Crucifixion and Death of Christ*, *the N-Town Passion Play*, *the Croxton Play of the Sacrament*, Ghelderode's *The Women at the Tomb*, McNally's *Corpus*

*Christi, Kennedy's Motherhood 2000*, and the film *Jesus of Montreal*. Some previous experience with late medieval English literature would be beneficial but is not required.

## ◀ WOMEN'S & GENDER STUDIES

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### **WGST 100-L01 Introduction to Women's & Gender Studies**

*Jeffrey Walters*      **CRN 12715**      MWF 1130-1220

This course will examine the historical development of feminism and women's studies. Women's representation in academic practice will be analyzed using examples from humanities, the arts, and social sciences. Strategies for change and for the empowerment of women will be considered.

### **WGST 206-L01 Feminism & Activism**

*A. Brenda Anderson*      **CRN 12720**      W 1130-1415

How do feminist principles translate into political action, public policy, organizational structures, artistic or religious movements, or into responding to the 94 Calls to Action from the Truth and Reconciliation Commission? Through historic, global and local stories, ranging from the literary, the experiential and community leaders in the classroom, this course engages students in practical, hands-on application of theory in action.

### **WGST 280AK-L01 Sex & Sexualities in Religion**

*A. Brenda Anderson*      **CRN 12721**      M 1130-1415

Religious teachings on sexual practices, desires and orientations, typically constructed within a dialectic of good sex versus transgressive sex, have regulated and reflected social norms and notions of morality. Examining a number of religious traditions, scriptures, oral teachings, and personal narratives selected from Judaism, Christianity, Islam, Hinduism, Buddhism, and Indigenous practices alongside contemporary religious, feminist, and queer movements, this course invites students to discern tropes and potentiality within the larger discourse of personal agency and social power. A study of the politics of the body, the spectrum of sexual identities, and the frequently passionate adherence to religious identity (whether conceptualized as reinforcing conservative cultural norms or resisting and subverting cultural norms) assists students in understanding why religions have so much to say about sex!

## Campion & Luther Students: How to Register

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To register, first locate your time ticket (your day and time to register) in UR Self Service. Book an academic advising appointment with your college a couple of days before your time ticket and plan your course schedule.

You may register online using your UR Self Service account, or leave your registration plan with the office.

### **Campion Students**

Campion College Registrar's Office  
Rooms 301, 302 & 304, Campion College  
(306) 359-1225, (306) 359-1226  
[Campion.Registrar@uregina.ca](mailto:Campion.Registrar@uregina.ca)  
Heather Antonini, Ian Kutarna  
Shauna Koester

### **Luther Students**

Luther College Academic Office  
Room 200, Luther College  
(306) 585-5444  
[lutherreg@uregina.ca](mailto:lutherreg@uregina.ca)  
Tatum Cruise or Karen Prior

Please note that the courses listed here are only those offered by Campion College and Luther College. U of R and First Nations University courses are also available to Campion and Luther students. For a complete listing of all courses, please refer to UR Self Service. The course listing information provided in this printed booklet is subject to change. Please refer to the respective College website or UR Self Service for any updates to course offerings.

# Rome Pompeii Florence



while studying Classical, Renaissance and Baroque art, architecture, and culture.

## Tour Dates: May 6 -18, 2018

Course Schedule: TBA

### ARTH290: ART AND ARCHITECTURE IN FLORENCE AND ROME

Art looks different when we can travel to see the actual monuments. More importantly, art uncovers different and more intriguing stories when we are able to see the works in their original context. By visiting and studying some of the most important churches, museums, and palaces in Florence and Rome, this course will examine the prominent protagonists of Italian art and architecture from the Renaissance to the Baroque.

### CLAS 290: CITIES OF ROME AND POMPEII

This course examines the cities of Rome and Pompeii as they existed and flourished in the late republic and early principate. Through lectures, assigned readings, and visits to various sites in both cities CLAS 290 aims to provide students with both a thorough knowledge of the topography and architecture of these two important urban centres, and also an understanding of their infrastructure and relationships with their environs.

Information Sessions:

Wednesday, November 15 | Thursday, November 23  
12:00pm | 12:00pm

Campion College Student Commons



For more information contact:  
Dr. David Meban, (306) 359-1252, David.Meban@uregina.ca  
Dr. Francesco Freddolini, (306) 206-2100, Francesco.Freddolini@uregina.ca