



## Laurentian Online

Calendar Descriptions  
2016F, 2016 F/W and 2017W

*Updated December 20, 2016*

Please click on the bookmark icon located on the left hand side of this PDF document for quick links to each subject area.

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## ACCOUNTING

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### ACCT 2011EL 13 2017W

#### Management Accounting I

This course develops the students' skills in using financial information for decision making from a managerial perspective. Through case analysis and authentic business management scenarios, the course examines cost classifications, cost behaviours and cost methods used for ongoing operations. In addition this course incorporates specific costs required for budgets, variances and sensitivity analysis. Prerequisite(s): COMM 1107. **Enrolment limited to 65.** (3 cr)

#### Method of evaluation

individual participation in group/class discussions	20%
2 group assignments	20%
1 individual assignment	20%
final exam	40%

#### Required text

Carty, L. and Wick, S., *Canadian Managerial Accounting Cases* 2014

Horngren, C.T., Sundem, G.L., Stratton, W.O. and Beaulieu, P., *Management Accounting (Plus MyAccountingLab)* (6<sup>th</sup> Canadian ed.) 2012

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### ACCT 5001EL 13 2016F

#### Accounting (MBA)

This course focuses on the fundamentals of accounting with an emphasis on financial statement analysis and interpretation. Students will use financial ratios to make informed organizational decisions. Using and interpreting various costing principles will empower students to make informed product or service pricing decisions. Budgeting processes will enable students to ensure organizational alignment with management strategic goals and planning. Students may not retain credit for both ACCT 5001 and COMM 5001. **Enrolment limited to 40.** (3 cr)

#### Method of evaluation

participation	20%
2 individual assignments	30%
final exam	50%

#### Required text

Burnley, C.D. *Understanding Financial Accounting (with WileyPLUS)* (Canadian ed.) 2015

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**ANCIENT STUDIES**  
(formerly Classical Studies)

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For more information on Ancient Studies courses, contact Thorneloe University at [thorneloedistance@laurentian.ca](mailto:thorneloedistance@laurentian.ca) or 705-673-1730, ext. 103.

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**ANCS 1006EL 12**  
**2016F**

**Greek Civilization**  
*Thorneloe University*

Basic course serving as preparation for future courses both in Classical Studies and other subjects. An introduction to Greek culture and civilization. A general study of Greek literature, religion, philosophy, art and architecture, social and political thought, and Greek influences on the course of Western society. (3 cr)

**Method of evaluation**

6 worksheets	20%
midterm test	20%
essay	20%
final exam	40%

**Required texts**

Aeschylus, *The Complete Aeschylus Volume 1: The Oresteia* (trans. P. Burian and A. Shapiro) 2011

Homer, *The Odyssey* (trans. R. Fagles) 1999

Plato, *Symposium* (trans. R. Waterfield) 2008

Pomeroy, S. et al., *Ancient Greece: A Political, Social and Cultural History* (3<sup>rd</sup> ed.) 2012

*The Homeric Hymns* (trans. M. Crudden) 2008

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**ANCS 1007EL 12**  
**2017W**

**Roman Civilization**  
*Thorneloe University*

Basic course serving as preparation for future courses both in Classical Studies and other subjects. An introduction to Roman culture and civilization. A general survey of Roman literature, religion, philosophy, art and architecture, social and political thought, and Roman influences on the course of Western society. (3 cr)

**Method of evaluation**

2 essays	40%
midterm take-home test	20%
final exam	40%

**Required texts**

Petronius, *Satyricon*

Plautus, *Three Comedies: Miles Gloriosus, Pseudolus, Rudens*

Shelton, J., *As the Romans Did: A Sourcebook in Roman Social History* (2<sup>nd</sup> ed.)

Starr, C., *The Ancient Romans*

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**ANCS 2005EL 12**  
**2016FW**

**Greek Mythology**  
*Thorneloe University*

Introduction to Greek myths and fables in their historical and literary context. The course will be based partly on readings in English of excerpts from ancient writers, partly on archaeological evidence and modern representations of mythological themes. Students may not retain credit for ANCS/CLAS 2005, and ANCS/CLAS 2006, ANCS/CLAS 2007 or ANCS/CLAS 2016. (6 cr)

**Method of evaluation**

2 essays (35% each)	70%
final exam	30%

**Required text**

Harris, S. and Platzner, G., *Classical Mythology* (6<sup>th</sup> ed.) 2012

**Recommended text**

Sansone, D., *Ancient Greek Civilization* (2<sup>nd</sup> ed.) 2009

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**ANCS 2095EL 12  
2016FW**

**Women in the Ancient World**  
*Thorneloe University*

This course focuses upon the development of attitudes towards women and their place in the ancient Near East and the Classical World. A wide variety of literary and archaeological evidence is used to investigate such topics as marriage, divorce, adultery; lesbianism; witchcraft; female infanticide; and the Classical roots of attitudes towards women in Western society. (6 cr)

**Method of evaluation**

2 essays (2500 words, 35% each)	70%
final exam	30%

**Required texts**

Fantham, E. et al., *Women in the Classical World: Image and Text* 1994

Graves-Brown, C., *Dancing for Hathor: Women in Ancient Egypt* 2010

**Recommended text**

Nagle, D., *The Ancient World* (7<sup>th</sup> ed.) 2010

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**ANCS 2136EL 12  
2017W**

**Greek and Latin Roots of English**  
*Thorneloe University*

This course provides students with a basic understanding of the structure and vocabulary of Greek and Latin as they have influenced the development of English. It focuses on the Greek and Latin roots of technical vocabulary in fields such as psychology, social sciences, art, literature, law, biology, medicine, religion, and philosophy. Some attention is also paid to the influence of Greek and Roman society on Western culture. No previous language training is required. (3 cr)

**Method of evaluation**

online discussion	5%
weekly exercises	15%
individual project	15%
group project	15%
2 online tests	25%
final exam	25%

**Required text**

Green, T.M., *The Greek and Latin Roots of English* (5th ed.) 2014

**Recommended text**

*Canadian Oxford Dictionary* 2004

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## ANTHROPOLOGY

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**ANTR 1007EL 10  
2016F**

### **Introduction to Sociocultural Anthropology**

(Internet access is required.)

Anthropology is the holistic study of humankind, including human biological and cultural variation/adaptations in space and time. This course provides the student with a general introduction to: a) Social/Cultural Anthropology, consisting of a general survey of the field, with a concentration on the comparative analysis of culture (using examples from different societies around the world); b) Anthropological Linguistics, focusing on the origin, structure, distribution, and social/cultural aspects of human languages; and c) Applied Anthropology, concerning the identification and resolution of practical problems via anthropological methods. Prerequisite: ANTR 1006 or special permission. Students cannot retain credit for both ANTR 1005 and ANTR 1007. (3 cr)

#### **Method of evaluation**

assignments	30%
online quizzes	30%
final exam	40%

#### **Required texts**

Haviland, W., Kilmurray, L., Fedorak, S. and Lee, R., *Cultural Anthropology* (4<sup>th</sup> Canadian ed.) 2013

Lee, R., *The Dobe Ju' hoansi* (4<sup>th</sup> ed.) 2013

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**ANTR 2005EL 10  
2016FW**

**Child Rearing Across Cultures**

(Internet access is required.)

This course is an examination and comparison of child rearing practices in band, tribal, chiefdom, peasant, and state societies around the world. The effects of formal schooling and culture change are also considered. Current case studies include the Aka Pygmies of the Central African Republic, the !Kung San of Namibia/Botswana, the Sambia of Papua New Guinea, the Samoans, the Amish, the Chillihuans of Peru, and China's one-child policy. (6 cr)

**Method of evaluation**

assignments	60%
final exam	40%

**Required texts**

Bolin, I., *Growing Up in a Culture of Respect: Child Rearing in Highland Peru* 2006

Fong, V.L., *Only Hope: Coming of Age Under China's One-Child Policy* 2004

Herd, G., *The Sambia: Ritual, Sexuality, and Change in Papua New Guinea* (2<sup>nd</sup> ed.) 2006

Hewlett, B., *Intimate Fathers: The Nature and Context of Aka Pygmy Paternal Infant Care* 1991

Montgomery, H., *An Introduction to Childhood: Anthropological Perspectives on Children's Lives* 2009

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**ANTR 3047EL 12  
2016F  
2017W**

**Public Health and Epidemiology**

Essentials of public health and epidemiology are covered in this course. The approach is multidisciplinary and from a systems perspective; considering biotic, abiotic and socio-cultural determinants of health and sickness. The focus is applied, with emphasis on evidence-based critical analysis, prevention and clinical practice. **Enrolment limited to 50.** (3 cr)

**Method of evaluation**

online postings	10%
assignments	50%
online quizzes	40%

**Required text**

White, F., Stallones, L. and Last, J., *Global Public Health: Ecological Foundations* 2013

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## BIOLOGY

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### **BIOL 1700EL 10 2016FW**

#### **Structure and Function of the Human Body**

(Internet access is required.)

This course describes basic human anatomy and physiology at the cellular, tissue, organ and system levels of organization. Third- and fourth-year level B.Sc. students may take this course only as an elective. Credit cannot be retained for both BIOL 1700 and 2105. (6 cr)

#### **Method of evaluation**

assignments	45%
online midterm exam	20%
final exam	35%

#### **Required text**

Tortora, G. and Derrickson, B., *Principles of Anatomy and Physiology* (14<sup>th</sup> ed.) 2014

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### **BIOL 2011EL 10 2016F**

#### **Fundamentals of Genetics**

This course deals with the replication, modification, transmission and function of the genetic information in living organisms. Prerequisites: BIOL 1506; OAC Chemistry, CHMI 1031/32 or 1041. Credit cannot be retained for both BIOL 2011 and BIOL 3017. Not available for credit in the Bachelor of Science programs in Biology. (3 cr)

#### **Method of evaluation**

5 assignments	50%
final exam	50%

#### **Required text**

Klug, W., Cummings, M., Spencer, C. and Palladino, M., *Essentials of Genetics* (9<sup>th</sup> ed.) 2016

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**BIOL 2110EL 12  
2016FW**

**Medical Microbiology**

The course consists of an introduction to microorganisms, the principles of medical microbiology, basic immunology, and a survey of infectious diseases that emphasizes causative agent, symptoms, chemotherapy, and prevention. Exceptionally, students in the three-year or four-year program in Biology may take this course for Biology credit., but only if they have prior permission of the department. (6 cr)

**Method of evaluation**

2 online tests	20%
midterm exam	40%
final exam	40%

**Optional text**

Bauman, R.W., *Microbiology with Diseases by Body System* (4<sup>th</sup> ed.) 2015

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**BIOL 2701EL 12  
2016F**

**Human Physiology**

A study of the principles and mechanisms underlying the functional activity of cells, tissues and organs in man. Not available for credit to students in the 3- or 4-year Biology program. (3 cr)

**Method of evaluation**

assignments	20%
online test	30%
final exam	50%

**Required text**

Fox, S., *Human Physiology* (14<sup>th</sup> ed.) 2016

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**BIOL 2757EL 12  
2017W**

**Biological Aspects of Human Sexuality**

This course deals with the interaction of brain and gonadal hormones in reproductive physiology and behaviour. The biology of sexual response and problems will be discussed. Prerequisite: BIOL 1700 or 1506/1507 or instructor's permission. Special consideration may be granted to students in the Certificate Program in Family Life Studies and Human Sexuality. (3 cr)

**Method of evaluation**

assignments	20%
online postings	5%
online midterm exam	20%
final exam	55%

**Required text**

Rathus, S.A., Nevid, J.S., Fichner-Rathus, L., and McKay, A., *Human Sexuality in a World of Diversity* (5<sup>th</sup> Canadian ed.) 2016

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## CHEMISTRY

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### CHMI 1031EL 12 2016F

#### Elementary Chemistry

Introduction to the underlying concepts of chemistry assuming that the student has no background in chemistry. The various topics discussed include the states and properties of matter, the development of atomic theory and the periodic table, chemical equations, and ionic and covalent bonding (Lewis structures and the concept of VSEPR). These discussions are followed by a brief introduction to the properties and manufacturing of materials of the heavy chemicals industry including acids, bases, salts, metals, and polymers. No credit for students majoring in Chemistry or Biochemistry. Students may not retain credit for more than one of CHMI 1030, CHMI 1031 and CHMI 1041 or equivalent. (3 cr)

#### Method of evaluation

5 assignments	50%
final exam	50%

#### Required text

Malone, L. and Dolter, T., *Basic Concepts of Chemistry* (9<sup>th</sup> ed.) 2013

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### CHMI 1032EL 12 2017W

#### Essential Concepts of Organic Chemistry

An introduction to the main classes of organic compounds. Nomenclature and chemical bonding as applied to carbon compounds are explained. Reaction types and concepts such as functional group and stereochemistry are discussed. The properties of organic molecules are related to their structural features. No credit for students majoring in Chemistry or Biochemistry programs. Students may not retain credit for more than one of CHMI 1030, CHMI 1032 and CHMI 1202. Prerequisite: CHMI 1031, CHMI 1041 or equivalent. (3 cr)

#### Method of evaluation

5 assignments	50%
final exam	50%

**Required text** - none

#### Suggested text

Any text on an introduction to organic chemistry.

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**CHMI 2031EL 10  
2016F**

**Natural Products: Organic and Biochemical Features**

(Internet access is required.)

In this course, the structure, properties, and importance of the following classes of natural products will be discussed: amino acids, peptides and proteins, carbohydrates, lipids, terpenes, steroids, alkaloids and flavonoids. The structure and importance of some enzymes, vitamins and hormones will also be presented. This course will also include an introduction to metabolism and biological energy production. This course is not a credit course for students majoring in Chemistry or Biochemistry. Prerequisite: CHMI 1032 or equivalent. (3 cr)

**Method of evaluation**

3 assignments	30%
online quizzes	20%
final exam	50%

**Required text** - none

**Optional text**

Bettelheim, F.A., Brown, W.H., Campbell, M.K., Farrell, S.O. and Torres, O., *Introduction to Organic and Biochemistry* (8<sup>th</sup> ed.) 2013

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**CHMI 2041EL 10  
2017W**

**Introductory Environmental Chemistry**

(Internet access is required.)

In this course, the basic concepts of environmental chemistry and natural ecosystems will be introduced. The structure of the atmosphere and the important photochemical reactions occurring in the troposphere and the stratosphere, as well as the consequences of the ozone layer depletion, the continuous increase of carbon dioxide emissions and acid rain, will be discussed. The basic concepts of limnology and aquatic chemistry will be introduced. Eutrophication and water pollution by trace metals will also be studied. Pollution by organic compounds will be discussed by using soils as examples. Some techniques of waste water treatment and pollution remediation will be discussed. This course is not a credit course for students majoring in Chemistry or Biochemistry. Prerequisite: CHMI 1202, 1032 or 1007. (3 cr)

**Method of evaluation**

assignments	25%
online quizzes	25%
final exam	50%

**Required text** - none

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## COMMERCE

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**COMM 2035EL 13/14/15  
2016F**

**COMM 2035 EL 13/14  
2017W**

### **Marketing Management**

This application of concepts and techniques in marketing, Marketing Policies, Consumer Behaviour, Product Planning and Elements of Marketing Research will integrate the Marketing elements in an overall Business approach. A significant objective of this course is the development of skills in decision-making in Marketing. Prerequisites: COMM 1007 or CGA Foundations Studies. **Enrolment limited to 65 in each section.** (6 cr)

#### **Method of evaluation**

individual participation in group discussions	20%
individual case study	10%
group case study	20%
group current event	10%
final exam	40%

#### **Required text**

Crane, F.G., Kerin, R.A., Hartley, S.W. and Rudelius, W., *Marketing* (with CONNECT access card) (9<sup>th</sup> Canadian ed.) 2014

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**COMM 2045EL 13/14/15/16  
2016F**

**COMM 2045 EL 13/14  
2017W**

### **Organizational Behaviour**

This course introduces concepts and theories that explain individual, group, and organizational behaviour in organizations. Topics include personality, perceptions, motivation, communication, emotional labour, stress, power, conflict, leadership, team dynamics, team development, organizational culture, organizational structure and organizational change management.

Prerequisites: COMM 1007 or CGA Foundations Studies. **Enrolment limited to 65 in each section.** (6 cr)

#### **Method of evaluation**

individual participation	20%
mid-term project (MTP)	30%
final examination	50%

#### **Required text**

McShane, S.L. Steen, S.L. and Tasa, K., *Canadian Organizational Behaviour* (with CONNECT access card) (9<sup>th</sup> Canadian ed.) 2015

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**COMM 2055EL 13/14/15  
2017W**

### **Operations Management**

This course is an analysis of the nature and problems of production management. This course provides students with an introduction to the organization and administration of manufacturing activities and formal organization structure of factories. The fundamentals of the production process: the continuity of manufacturing process, the production cycle, time and capacity utilization, plant layout organizational and economic aspects of the technical preparation of production: product design; manufacturing methods; time standards; production planning and control. Topics included are: administration of service activities, inventory control, quality control, preventive maintenance, production budget, cost and investment analysis.

Prerequisites: COMM 1057 or CGA Foundations Studies. **Enrolment limited to 65 in each section.** (6 cr)

#### **Method of evaluation**

participation	15%
2 assignments	25%
final exam	60%

#### **Required text**

Stevenson, W.J., Hojati, M. and Cao, J., *Operations Management* (with CONNECT access card) (5<sup>th</sup> Canadian ed.) 2015

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**COMM 4005EL 13/14/15/16  
2016F**

**COMM 4005EL 13/14/15  
2017W**

### **Business Policy**

The objective of this course is to introduce students who have completed their core B.B.A. courses to the area of Business Policy and Strategic Planning. Through the use of cases, readings, and lectures, the course aims to provide an awareness of overall organizational goals, company capabilities and strategic environmental opportunities. Prerequisites: On-campus H.B.Com. and all BBA students: COMM 2017 or equivalent, COMM 2027 or equivalent, COMM 2037 or SPAD 2037 or equivalent and COMM 2047 or equivalent; Online H.B.Com. students: CGA Foundations Studies, COMM 2035 and COMM 2045. **Enrolment limited to 65 in each section.** (6 cr)

#### **Method of evaluation**

individual participation in group discussions	8%
individual participation in current topics discussion	5%
individual case studies	17%
online quizzes	10%
group case reports and critiques	15%
GLO-BUS business simulation game	15%
final exam	30%

#### **Required text**

Thompson, A., Peteraf, M., Gamble, J. and Strickland III, A.J., *Crafting & Executing Strategy: The Quest for Competitive Advantage, Concepts and Cases* (20th ed.) 2015

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## COMMUNICATION STUDIES

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For further information on Communication Studies courses, contact Huntington University at [dnoeldetilly@huntingtonu.ca](mailto:dnoeldetilly@huntingtonu.ca) or 705-673-4126, ext. 201.

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### **COST 2526EL 12 2017W**

#### **News Culture** *Huntington University*

Explores the structures and history of broadcasting, trends in technological development and current practice in reporting and writing for television. With the assistances of professional journalists and broadcasters, this course helps students identify their interests/strengths in broadcasting and hone their skills in both its technical and journalistic aspects. The chief goal is to familiarize all participants with the dynamics of visual and audio communication - how it works and how they can work with it. (3 cr)

#### **Method of evaluation**

essay	20%
term paper proposal	10%
research paper	35%
final exam	35%

#### **Required text**

McQuail, D., *Journalism and Society* 2013

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## EARTH SCIENCES (formerly Geology)

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### GEOL 1021EL 10 2016F

#### Understanding the Earth I

(Internet access is required.)

This course covers the physical geology of the Earth, including the origin of the solar system, Earth structure and Earth physics (seismology, geomagnetism), plate tectonics as the unifying theory in Earth sciences, earthquakes, magma generation, volcanic activity, continental growth, mountain building, geological structures (folds and faults), the rock cycle, sedimentary/metamorphic/igneous rocks and rock-forming minerals. This course has the same lecture content as GEOL 1006 E, but does not have a laboratory component. It is not a credit for geology majors and cannot be taken for credit concurrently with, or subsequent to, GEOL 1006. **Enrolment limited to 25.** (3 cr)

#### Method of evaluation

3 assignments	50%
online test	10%
final exam	40%

#### Required text

Grotzinger, J. and Jordan, T.H., *Understanding Earth* (7<sup>th</sup> ed.) 2014

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### GEOL 1022EL 12 2017W

#### Understanding the Earth II

This course builds on concepts introduced in GEOL 1021 and serves as an introduction to the methods used in reconstructing the geologic history of the Earth and its regions. Topics include: the geologic time scale; dating methods; life, fossils and evolution; sedimentary environments; introduction to stratigraphy and correlation; an overview of major events in Earth history. Geology majors cannot retain credit for this course; students cannot take GEOL 1022 at the same time as, or after GEOL 1007. Prerequisite: GEOL 1021. (3 cr)

#### Method of evaluation

5 assignments	50%
final exam	50%

#### Required text

Stanley, S.M. and Luczaj, J.A., *Earth System History* (4<sup>th</sup> ed.) 2014

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**GEOL 2022EL 10  
2017W**

**The Dynamic Earth**

This course is a study of the global plate tectonic processes that led to the deformation of the Earth's lithosphere. Topics include the origin of mountain belts and other major regional geologic structures; and the formation and growth of the North American continent. This course is directed towards non-science students and is not available for credit in the BSc in Geology or BSc in Environmental Earth Science programs. Prerequisites: GEOL 1021/22 or equivalent, or permission of the instructor. (3 cr)

**Method of evaluation**

7 assignments	50%
final exam	50%

**Required text**

Wicander, R. and Monroe, J.S., *Historical Geology: Evolution of Earth and Life Through Time* (7<sup>th</sup> ed.) 2013

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**GEOL 2046EL 12  
2017W**

**Natural Hazards and Disasters**

This courses focuses on several major topics: the geoscience of natural hazards, hazard prediction and human vulnerability, preparedness, mitigation and recovery from natural hazards. This course aims to build a foundation for critically evaluating how humans live with hazard risk, from a technical and societal point of view. Case studies of recent and past natural hazards will be discussed, focusing on both the geological context of the hazard and its impact on the natural and built environment, as well as soceity and the economy. This course is intended for those who wish to better understand natural hazards and to assess how the consequences of natural hazards are minimized. (3 cr)

**Method of evaluation - tba**

**Required text**

Keller, E.A. and DeVecchio, D.E., *Natural Hazards: Earth's Processes as Hazards, Disasters, and Catastropes* (4<sup>th</sup> ed.) 2014

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**GEOL 3811EL 10  
2016F**

**Chemistry of Earth Materials**

(Internet access is required.)

This course provides a quantitative treatment of selective chemical and mineralogical processes important in understanding the chemistry of the Earth. Topics include the chemical variation from the mantle of the Earth to its crust; classification of rocks based on chemistry and mineral assemblages; metamorphic and metasomatic processes; weathering of silicate rocks and the formation of mineral deposits, clays, and soils; and the chemistry of oceans. This course is directed towards non-science students and is not available for credit in the BSc in Geology or BSc in Environmental Earth Science programs, and does not fulfill the requirements for professional accreditation of geologists (PGeo). Prerequisites: GEOL 1006/07 or GEOL 1021/22. (3 cr)

**Method of evaluation**

online quizzes	15%
assignments	40%
final exam	45%

**Required text**

Faure, G., *Principles and Applications of Geochemistry* (2<sup>nd</sup> ed.) 1998

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## ECONOMICS

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### **ECON 1006EL 10 2016F**

#### **Introduction to Microeconomics**

(Internet access is required.)

An introduction to the functions of individual decision-makers, both consumers and producers, within the larger economic system. The primary emphasis is on the nature and functions of product markets, the theory of the firm under varying conditions of competition and monopoly, and the role of government in promoting efficiency in the economy. Students may not retain credit for both ECON 1006 and either ECON 1005 or ECON 4000. (3 cr)

#### **Method of evaluation**

assignments	50%
final exam	50%

#### **Required text**

Frank, R.H., Bernanke, S.B., Osberg, L., Cross, M.L. and MacLean, B.K., *Principles of Microeconomics* (4<sup>th</sup> Canadian ed.) 2012

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### **ECON 1007EL 10 2017W**

#### **Introduction to Macroeconomics**

(Internet access is required.)

An introduction to the theory of the determination of total or aggregate income, employment, output, price levels, and the role of money in the economy. The primary emphasis is on monetary and fiscal policy, inflation, unemployment, economic growth, and international economics. Students may not retain credit for both ECON 1007 and either ECON 1005 or ECON 4000. (3 cr)

#### **Method of evaluation**

assignments	50%
final exam	50%

#### **Required text**

Frank, R.H., Bernanke, B.S., Osberg, L., Cross, M.L. and MacLean, B.K., *Principles of Macroeconomics* (4<sup>th</sup> Canadian ed.) 2012

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**ECON 2016EL 10  
2016F**

**Intermediate Macroeconomics I**

(Internet access is required.)

This course examines the history, causes, and consequences of aggregate economic fluctuations, such as the Great Depression of the 1930s, the Great Inflation of the 1970s, and the Great Recession of 2007. Major topics may include the measurement of macroeconomic variables; sources of fluctuations in closed and open economies; the determination of the level of production, unemployment, interest rates, exchange rates, and the trade balance in the short run; the role of uncertainty and expectations; the role of fiscal and monetary policies, and current policy debates. Prerequisite: ECON 1007 or ECON 1005. Students cannot retain credit for both ECON 2015 and ECON 2016. (3 cr)

**Method of evaluation**

assignments	50%
final exam	50%

**Required text**

Mankiw, N. and Scarth, W., *Macroeconomics* (5<sup>th</sup> Canadian ed.) 2014

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**ECON 2017EL 10  
2017W**

**Intermediate Macroeconomics II**

(Internet access is required.)

This course examines long-run economic growth, income distribution, and living standards of societies. Topics may include historical facts about growth within and across nations using elementary theories of growth; the role of institutions, technological progress, population growth, and natural resources; long-run theories of inflation, unemployment and exchange rates, government debt, and the political economy of income inequality. Prerequisite: ECON 1007 or ECON 1005. Students cannot retain credit for both ECON 2015 and ECON 2017. (3 cr)

**Method of evaluation**

assignments	50%
final exam	50%

**Required text**

Mankiw, N. and Scarth, W., *Macroeconomics* (5<sup>th</sup> Canadian ed.) 2014

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## ENGLISH

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### ENGL 1540EL 12 2016FW

#### Academic Reading and Writing for Native English Speakers

Explores the relationship between reading and writing at a basic academic level. The course helps students to develop skills essential to essay writing and critical reading. Some emphasis is also placed on practical exercises in diction, grammar, and idioms. This course is designed to meet the needs of English-speaking students who require further preparation for university-level reading and writing. This course does not count for ENGL credit. Students cannot retain credit for ENGL 1511/12 and ENGL 1540 and ENGL 1550. **Enrolment limited to 20.** This course is open only to part-time students unable to attend on-campus courses. (6 cr)

#### Method of evaluation

essays	45%
online postings	15%
online midterm test	15%
final exam	25%

#### Required text

Heller, R., *Respond in Writing* (First Canadian Edition) 2002

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### ENGL 1705EL 12 2016FW

#### Introduction to Writing and English Studies

In a writing workshop setting incorporating active reading, numerous staged writing assignments, peer-editing, and the principles of argumentation and exposition, the course introduces students to the range of work in English studies: fiction, poetry, drama, non-fictional prose, film, and public discourse. The second half of the course explores one of these areas in more depth, and involves students in supervised library research. **Enrolment limited to 25.** This course is open only to part-time students unable to attend on-campus courses. (6 cr)

#### Method of evaluation

2 essays (10% and 15%)	25%
online postings	15%
online midterm test	15%
research essay	20%
final exam	25%

#### Required text

Barnet, S., Burto, W. and Cain, W., *Literature for Composition: An Introduction to Literature* (11<sup>th</sup> ed.) 2016

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## FINANCE

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**FNCE 4007EL 13/14  
2016F**

### **Investment Management**

Aimed primarily at individuals wishing to improve their own financial situation, the course is intended to give a broad understanding of the factors affecting investment decisions and the importance of measuring these against the risks involved. The course also relates investment objectives (security of capital, stability of income, capital growth, marketability) to different investment vehicles. Topics include calculation of yields; taxation of investments; objective setting; RRSPs, and other sheltered investments; bond valuation; stock valuation; options warrants; preferred shares; and other investments. Prerequisites: COMM 2027 or CGA Foundations Studies. **Enrolment limited to 65 in each section.** (3 cr)

#### **Method of evaluation**

participation in professor-led discussions	8%
initial portfolio construction report	4%
portfolio blog activities	5%
final portfolio construction report	15%
quizzes (9 x 2%)	18%
final exam	50%

#### **Required texts**

Bodie, Z., Kane, A. and Marcus, A., *Investments* (with CONNECT access card) (10th ed.) 2014

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**FNCE 4036EL 13/14  
2017W**

**Risk Management**

This course introduces the concept of risk management that all types of organizations need to consider, with particular emphasis on risk management by financial institutions. Among the topics covered are enterprise risk management, market risk, credit risk, liquidity risk, operational risk, value at risk (VaR), and insurance risk. This course is structured to introduce the concepts and practices of risk management in a broad way to non-specialists. While ethical considerations are equally important when you develop a sustainable risk-management solution, these will not be covered in this course. PREREQ: Either COMM 2027, COMM 2025 or CGA Foundations. **Enrolment limited to 65 in each section.** (3 cr). Students cannot retain credit for both COMM 4736 and FNCE 4036.

**Method of evaluation**

participation	10%
quizzes	10%
individual assignment	10%
group project	30%
final exam	40%

**Required texts**

Hull, J.C., *Risk Management and Financial Institutions* (4th ed.) 2015

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**FNCE 5101EL 13  
2017W**

All instructions and course materials (except required texts) are provided on D2L. This course explores how to analyze the financial performance and position of a company and how to make investment and financing decisions to reach financial goals. Students can expect to improve their financial problem-solving and decision-making skills including for their own personal finances. Prerequisite: COMM 5002 or FNCE 5001. Students cannot retain credit for both COMM 5102 and FNCE 5101. **Enrolment limited to 40.** (3 cr)

**Method of evaluation**

To be determined. Please refer back to this page at a later date

**Required texts**

Stephen Ross, Randolph Westerfield, Bradford Jordan, and Gordon Roberts, *Fundamentals of Corporate Finance with CONNECT access card*, 9th Canadian Edition (McGraw-Hill Ryerson).

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## FORENSIC IDENTIFICATION

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**FOID 2006EL 40**

**2016F**

### **Forensic Biology: Biological Concepts and Body Fluids**

This course addresses the biochemistry, location, identification, documentation, collection and preservation of body fluids and tissues at crime scenes and in the forensic laboratory. Emphasis is placed on the determination of the appropriate biological evidence suitable for forensic DNA typing. Other forensic laboratory analyses, especially the techniques currently used to characterize body fluids are considered. Crime scene approach, the chain of custody of evidence and testimony are also discussed in the context of biological evidence. ***Enrolment limited to students in the Forensic Identification Program.*** (3 cr)

#### **Method of evaluation**

online postings	15%
assignments	40%
online midterm quiz	15%
online final exam	30%

#### **Required text**

Li, R., *Forensic Biology: Identification and DNA Analysis of Biological Evidence* (2<sup>nd</sup> ed.) 2015

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**FOID 2206EL 40/41  
2017W**

**Section 40:** *Enrolment limited to students in the Forensic Identification Program*

**Section 41:** *Enrolment limited to students in the Forensic Science Program*

### **Detection, Development and Photography of Fingerprint Evidence**

This course provides the mission statement, rationale and operational procedure for maximum recovery of physical evidence from crime scenes and exhibits, and the interdependent steps required to deliver it from crime scene to court. The course offers diagnostic and triage knowledge, and the science behind current techniques essential to correct sequencing and documentation of crime scene exhibits for fingerprints, while preserving the integrity of the exhibits and the process, and the acquisition and protection of DNA evidence. It also includes atypical photographic and digital techniques for optimum recording of threshold evidence in a range of situations. (3 cr)

#### **Method of evaluation**

online postings	15%
assignments	30%
online midterm exam	25%
online final exam	30%

#### **Required texts**

Nafte, M. and Dalrymple, B., *Crime and Measurement: Methods in Forensic Investigation* (2<sup>nd</sup> ed.) 2016

Dalrymple, B., *The Skin of Murder Victims: Fingerprints and Other Evidence* 2014

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**FOID 2216EL 40/41**  
**2017W**

**Section 40:** *Enrolment limited to students in the Forensic Identification Program*

**Section 41:** *Enrolment limited to students in the Forensic Science Program*

### **Forensic Aspects of Firearm and Tool Mark Evidence**

This course covers the terminal effects of different classes of firearms used in major crimes. It outlines the various aspects of internal, external and terminal ballistics, with emphasis on wound ballistics. The course introduces various methodologies for detecting and preserving ballistic evidence typically encountered at crime scenes. The identification process for fired ammunition components as well as other items bearing tool marks is examined. (3 cr)

#### **Method of evaluation**

online postings	15%
assignments	30%
online midterm exam	25%
online final exam	30%

#### **Required text**

DiMaio, V.J.M., *Gunshot Wounds: Practical Aspects of Firearms, Ballistics, and Forensic Techniques* (3<sup>rd</sup> ed.) 2016

(Available as an E-book through Laurentian University's J.N. Desmarais Library)

Haag, M.G. and Haag, L.C., *Shooting Incident Reconstruction* (2<sup>nd</sup> ed.) 2011

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**FOID 3006EL 40/41**  
**2016F**

**Section 40:** *Enrolment limited to students in the Forensic Identification Program*

**Section 41:** *Enrolment limited to students in the Forensic Science Program*

### **Concepts in Human Decomposition**

This course covers the processes governing the decomposition of human remains in a variety of forensic contexts. To understand how human remains interact with the natural environment aspects of forensic botany, ecology, entomology, and taphonomy are discussed in detail. Estimation of the postmortem interval is a central theme. ***Enrolment limited to students in the Forensic Identification Program.*** (3 cr)

#### **Method of evaluation**

online postings	20%
online midterm exam	25%
assignment	30%
online final exam	25%

#### **Required texts**

Haglund, W.D. and Sorg, M.H., *Advances in Forensic Taphonomy: Method, Theory, and Archaeology Perspectives* 2001

(Available as an E-book through Laurentian University's J.N. Desmarais Library)

**FOID 3036EL 40/41  
2016F**

**Section 40:** *Enrolment limited to students in the Forensic Identification Program*

**Section 41:** *Enrolment limited to students in the Forensic Science Program*

**Fire Scene Investigation**

This course introduces the concepts of determining the origin and cause of fires under investigation. The mechanics of fire, fire chemistry, fire pattern analysis, fire movement and the interrelationship between fuel and ventilation controlled fires are examined in detail. Excavation techniques, evidence recognition, documentation and collection are considered in a variety of fire scenes. ***Enrolment limited to students in the Forensic Identification Program.*** (3 cr)

**Method of evaluation**

online quizzes	30%
online postings	10%
assignments	60%

**Required texts**

DeHaan, J.D. and Icove, D.J., *Kirk's Fire Investigation* (7<sup>th</sup> ed.) 2012

*NFPA 921: Guide for Fire and Explosion Investigations* 2014

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**FOID 3046EL 40  
2017W**

**Essentials of Footwear Impression Evidence**

This course covers the examination and comparison of footwear evidence. The theoretical framework for the methods of collection and evaluation are discussed. The documentation of results as the basis for written reports and courtroom testimony are examined. ***Enrolment limited to students in the Forensic Identification Program.*** (3 cr)

**Method of evaluation** – tba

**Required text**

Bodziak, W.J., *Forensic Footwear Evidence* 2016

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## GERONTOLOGY

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For further information on Gerontology courses, contact Huntington University at dnoeldetilly@huntingtonu.ca or 705-673-4126, ext. 201.

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### **GERO 1016EL 12 2016F**

#### **Introduction to Gerontology I: Understanding Aging Today**

*Huntington University*

This course introduces the subject of aging as it is found in the Canadian context. Starting with a demographic analysis of Canada's aging population as well as a discussion of ageism and the marginalization of the elderly, the course will examine why we age, what impact aging has on the person and how we attempt to adapt to aging in our relationships and life styles. Most importantly, the course will attempt to develop a positive understanding of being old. Students may not retain credit for both GERO 1015 and GERO 1016. (3 cr)

#### **Method of evaluation**

film response assignment	30%
demographics assignment	30%
final exam	40%

#### **Required text**

McPherson, B. and Wister, A., *Aging as a Social Process: Canadian Perspectives* (5<sup>th</sup> ed.) 2008 (or 3<sup>rd</sup> or 4<sup>th</sup> edition if previously purchased)

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### **GERO 1017EL 12 2017W**

#### **Introduction to Gerontology II: Caring for the Elderly in Canada**

*Huntington University*

This course will examine the various ways the elderly are supported and cared for in Canada. Health care, long term care, kinship, social policy, housing and transportation, leisure and spirituality are topics that will be covered as they relate to the elderly. As well, the course will familiarize students with possible careers in the field of applied Gerontology. Students may not retain credit for both GERO 1015 and GERO 1017. (3 cr)

#### **Method of evaluation**

film response	30%
research paper	30%
final exam	40%

#### **Required text**

McPherson, B. and Wister, A., *Aging as a Social Process: Canadian Perspectives* (5<sup>th</sup> ed.) 2008 (or 3<sup>rd</sup> or 4<sup>th</sup> edition if previously purchased)

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**GERO 2016EL 12  
2016F**

**Optimal Aging I**  
*Huntington University*

This course outlines optimal aging in terms of historical, cultural, psychological, physical, and personality theories or perspectives of aging. Emphasis will be made on recognizing older adults as a heterogeneous population that is entitled to supportive environments. Students cannot retain credit for GERO 3005, GERO 2015 and GERO 2016. (3 cr)

**Method of evaluation**

2 written assignments	60%
final exam	40%

**Required text**

Hooyman, N.R. and Kiyak, H.A., *Social Gerontology: A Multidisciplinary Perspective* (9<sup>th</sup> ed.) 2011

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**GERO 2017EL 12  
2017W**

**Optimal Aging II**  
*Huntington University*

This course builds on the foundation established in Optimal Aging I, by continuing the study of optimal aging in terms of productivity, spirituality, social theories, social supports, sexuality and end-of-life issues. Emphasis will be made on recognizing caregiving and supportive environments in association with aging. Students cannot retain credit for GERO 3005, GERO 2015 and GERO 2017. Prerequisite: GERO 2016. (3 cr)

**Method of evaluation**

research essay	30%
case study	30%
final exam	40%

**Required text**

Hooyman, N.R. and Kiyak, H.A., *Social Gerontology: A Multidisciplinary Perspective* (9<sup>th</sup> ed.) 2011

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**GERO 2226EL 12  
2016F**

**End-Of-Life: Care With Older Adults**  
*Huntington University*

A review of the history and current practices for end-of-life care (palliative care, hospice care) establishes the context of this course. Students learn about the physical, mental and spiritual concerns of older adults as these older adults face their own death or the death of a loved one. Strategies for meeting these concerns are discussed in terms of non-medical, physical, mental and spiritual comfort. Additional discussion topics include: family dynamics at the end of life, advanced directives, funeral rites, body disposal, bereavement care and working in a multidisciplinary care environment. The method of instruction involves lectures, films and guest speakers. (3 cr)

**Method of evaluation**

assignment	30%
research paper	30%
final exam	40%

**Required text**

Kastenbaum, R.J., *Death, Society, and Human Experience* (11<sup>th</sup> ed.) 2012

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**GERO 3016EL 12  
2016F**

**Critical Skills for the Gerontologist I**  
*Huntington University*

Students will be provided with a set of skills to enable them to understand seniors and the policies that impact on seniors' lives. Topics/skills include techniques for managing continuity and change with seniors, policy analysis and development, demographics/epidemiologic analysis, professionalism and codes of ethics, as well as legal and ethical issues at end-of-life. Prerequisite: GERO 2017. Students may not retain credit for both GERO 3015 and GERO 3016. (3 cr)

**Method of evaluation**

response paper	20%
research paper	40%
final exam	40%

**Required text**

Freire, P., *Pedagogy of the Oppressed* 2000

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**GERO 3017EL 12  
2017W**

**Critical Skills for the Gerontologist II**  
*Huntington University*

This course is a continuation of GERO 3016 and introduces students to skills necessary for working with seniors. Such skills include interpersonal communication, dealing with behavioral concerns, case assessment, program evaluation, proposal/report writing and how to promote gerontology. Prerequisite: GERO 3016 or department's permission. Students may not retain credit for both GERO 3015 and GERO 3017. (3 cr)

**Method of evaluation**

2 response papers	60%
final exam	40%

**Required text**

Freire, P., *Pedagogy of the Oppressed* 2000

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**GERO 3107EL 12  
2017W**

**Internship in Gerontology**  
*Huntington University*

The course will explore current theories in Gerontology with accompanying practical experience. It will give students the opportunity to 1) become aware of their own comfort level in working with older adults; 2) become aware of their strength and weakness in working with older adults; 3) become aware of the professional practices of confidentiality, codes of conduct, accountability, and respect of the individual, colleagues, agency and university; 4) become aware of their own aging and its integration with gerontological practice; 5) become aware of gerontological theories, concepts, and issues via their internship experience; 6) begin to apply critical thinking to relevant theories, concepts, issues, and to specific experiences in their internship. Prerequisite: GERO 2017. (3 cr)

**Method of evaluation**

agency/facility supervisor's written evaluation	20%
8 journal submissions	40%
D2L discussions	10%
final research essay	30%

**Required text - none**

**Suggested texts**

Hooyman, N.R. and Kiyak, H.A., *Social Gerontology: A Multidisciplinary Perspective* (7<sup>th</sup> or 8<sup>th</sup> or 9<sup>th</sup> ed.)

McPherson, B. and Wister, A., *Aging as a Social Process: Canadian Perspectives* (5<sup>th</sup> ed.) 2008 (or 3<sup>rd</sup> or 4<sup>th</sup> edition if previously purchased)

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**GERO 3216EL 12**  
**2017W**

**The Aging Body**  
*Huntington University*

This course presents a broad biological perspective on aging of the human body from a cellular to whole body view. It directly correlates the impact of aging to changes associated with tissues, cells, and sub-cellular components. These changes are correlated to clinical disease and mental illness as presented in older adults. By the end of the course, students have developed a deeper understanding of the biology that defines all that is seen and experienced with aging. (3 cr)

**Method of evaluation**

2 response papers	60%
final exam	40%

**Recommended text**

Masoro, E. and Austad, S. (eds.), *Handbook of the Biology of Aging* (7<sup>th</sup> ed.) 2011

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**GERO 3306EL 12**  
**2017W**

**Dementia Studies**  
*Huntington University*

This course familiarizes students with various forms of dementia, particularly Alzheimer's disease. Methods of caring for people with dementia, both outside and inside institutional settings, are examined. This course is designed for students with some background in the social science and health-care fields. (3 cr)

**Method of evaluation**

2 reviews	60%
final exam	40%

**Required texts**

Mayo Clinic, *Guide to Alzheimer's Disease* (1<sup>st</sup> ed.) 2006

Shenk, D., *The Forgetting: Alzheimer's Portrait of an Epidemic* 2002

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**GERO 3326EL 12**  
**2017W**

**Food & Nutrition in Later Life**  
*Huntington University*

Appropriate nutrition is necessary in all life stages. It is of critical importance in aging adults in order to maintain vitality and function of physical and mental faculties and to allow for optimal aging. This course addresses prevailing concepts of nutrition, nutrients, changing nutrition requirements of the aging adult, the health consequences of malnutrition and finally, nutritional remediation of several physiological pathologies associated with the elderly. No prerequisites. (3 cr)

**Method of evaluation**

2 response papers	50%
final exam	50%

**Required text**

Brown, J.E., Isaacs, J.S., Krinke, B., Lechtenberg, E., Murtaugh, M., Sharbaugh, C., Splett, P.L., Stang, J. and Wooldridge, N.H., *Nutrition Through the Life Cycle* (4<sup>th</sup> or 5<sup>th</sup> ed.)

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## HISTORY

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### HIST 1106EL 12 2016F

#### Introduction to the 20<sup>th</sup> Century

Designed to provide a general understanding of the forces and events that have shaped modern society, this course examines the historical context of selected issues, such as industrialization, urbanization, intellectual currents, militarism, mass communications, the emergence of the non-Western world and ideologies such as nationalism, Nazism, socialism and communism. In the Fall Session, this course is available only to off-campus students. (3 cr)

#### Method of evaluation

online postings	20%
assignments	50%
final exam	30%

#### Required texts

Goff, R., Moss, W., Terry, J., Upshur, J-H. and Schroeder, M., *The Twentieth Century and Beyond: A Global History* (7<sup>th</sup> ed.) 2008

Wiesner, M.E., Ruff, J.R., Wheeler, W.B., Doeringer, F.M. and Curtis, K.R., *Discovering the Twentieth-Century World: A Look at the Evidence* 2005

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### HIST 1107EL 12 2017W

#### Contemporary Issues in Historical Perspective

Designed to provide a general understanding of modern society, this course examines selected contemporary issues in their historical context such as war, revolution and social changes, the civil rights movements, the impact of mass communications, changes in such institutions as religion and the family, Islam in the modern world, the decline of Europe, the changing role of women, student protest, Asian resurgence, Washington-Moscow polarity and the energy crisis. In the Winter Session, this course is available only to off-campus students. (3 cr)

#### Method of evaluation

online postings	20%
assignments	50%
final exam	30%

#### Required texts

Goff, R., Moss, W., Terry, J., Upshur, J-H. and Schroeder, M., *The Twentieth Century and Beyond: A Global History* (7<sup>th</sup> ed.) 2008

Wiesner, M.E., Ruff, J.R., Wheeler, W.B., Doeringer, F.M. and Curtis, K.R., *Discovering the Twentieth-Century World: A Look at the Evidence* 2005

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**HIST 2566EL 12  
2017W**

**20<sup>th</sup> Century Europe to World War II**

Examines the first half of 20<sup>th</sup>-century European history, concentrating on the forces that produced two world wars, several revolutions, social upheaval and economic transformation. Students may not retain credit for HIST 2305 and HIST 2566. In the Fall and/or Winter Sessions, this course is only available to off-campus students. (3 cr)

**Method of evaluation**

online quizzes	16%
online postings	24%
assignments	30%
final exam	30%

**Required texts**

Derfler, L. and Kollander, P. (eds.), *An Age of Conflict: Readings in Twentieth Century European History* (3<sup>rd</sup> ed.) 2002

Gilbert, F. and Large D.C., *The End of the European Era, 1890 to the Present* (6<sup>th</sup> ed.) 2008

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**HIST 3096EL 10  
2016F**

**History and Historians: Ideas and Methods**

(Internet access is required.)

A course for history majors and others with an interest in the historical process. Emphasis is placed on the concepts used by historians in their study of Western society. Beginning with a survey of historical writing and the philosophy of history, the course then examines several of the interpretations and research techniques utilized by historians. Prerequisite: 1<sup>st</sup> year history course or department's permission. Students cannot retain credit for both HIST 3096 and HIST 3926. (3 cr)

**Method of evaluation**

assignments	60%
final exam	40%

**Required texts**

Breisach, E.A., *A Historiography: Ancient, Medieval, and Modern* (3<sup>rd</sup> ed.) 2007

Iggers, G.G., *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge* 1997

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**HIST 3616EL 10  
2016F**

**History of Women and the Family in the Pre-Industrial Era**

(Internet access is required.)

An overview of women's history and family history in their economic, social, cultural, and political contexts. Special attention is given to ideas about women's role inside and outside the family and how this relates to the realities of women's experiences. Students cannot retain credit for HIST 3616, HIST 2216 and HIST 2235. (3 cr)

**Method of evaluation**

essay proposal	10%
2 worksheets (15% each)	30%
research essay	20%
online discussion	15%
final exam	25%

**Required texts**

Bridenthal, R., Stuard, S. and Wiesner, M. (eds.), *Becoming Visible: Women in European History* (3<sup>rd</sup> ed.)

DiCaprio, L. and Wiesner, M., *Lives and Voices: Sources in European Women's History* 2001

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**HIST 3905EL 10  
2016FW**

**History of Science**

(Internet access is required.)

A study of the rise of Science in relation to the development of western society. Students cannot retain credit for both HIST 3905 and HIST 2245. (6 cr)

**Method of evaluation**

assignments	40%
essay	25%
final exam	35%

**Required texts**

Ede, A. and Cormack, L.B., *A History of Science in Society: From Philosophy to Utility* (2<sup>nd</sup> ed.) 2012

Larson, E., *Evolution: The Remarkable History of a Scientific Theory* 2006

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## HUMAN KINETICS

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### PHED 2526EL 10 2017W

#### Introduction to Ergonomics

(Internet access is required.)

This course is designed to give the student a background in the theory and practice of ergonomics. Students will learn about the sciences that contribute to ergonomics and how they are applied in various situations to determine human capabilities and limitations. Students will also gain an understanding of the application of ergonomic principles in several areas including workspace design, musculoskeletal injury prevention, control, display design, and computer ergonomics. **Enrolment limited to 80.** This course is open only to students in the School of Human Kinetics, but not to students registered in the B.Sc. Kinesiology Program. Students may not retain credit for both INTE 2526 and PHED 2526. (3 cr)

#### Method of evaluation

3 assignments	30%
project	30%
final exam	40%

#### Required text

Bridger, R.S., *Introduction to Ergonomics* (3<sup>rd</sup> ed.) 2008

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### PHED 3556EL 12 2017W

#### Alternative Health

This course introduces and critically evaluates complementary and alternative therapies. Topics include systematized health care practices (e.g. Chinese medicine), botanical healing (Naturopathy), manual practices (acupuncture), mind-body-spirit paradigms (Tai chi), and differences between international practices. This course also explores the pathway of becoming a practitioner in a chosen field. This course is restricted to students in the School of Human Kinetics. Students may not retain credit for both INTE 3556 and PHED 3556. **Enrolment limited to 30.** (3 cr)

#### Method of evaluation

online postings	40%
online quizzes	15%
assignment	10%
final exam	35%

#### Required text

Micozzi, M.S. (ed.), *Fundamentals of Complementary and Alternative Medicine* (5<sup>th</sup> ed.) 2015

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## HUMAN RESOURCES

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### HROB 2001EL 13 2016F

#### Organizational Behaviour

This course introduces concepts and theories that explain individual, group, and organizational behaviour in organizations. Topics include personality, perceptions, motivation, communication, emotional labour, stress, power, conflict, leadership, team dynamics, team development, organizational culture, organizational structure and organizational change management. Students may not retain credit for both HROB 2001 and COMM 2046. Prerequisite: COMM 1007. **Enrolment limited to 65.** (3 cr)

#### Method of evaluation

individual participation in group discussions	15%
quizzes	10%
individual critique of academic journal article	5%
learning blog	25%
Final examination	45%

#### Required text

McShane, S.L. and Steen, S.L., *Canadian Organizational Behaviour* (with CONNECT access card) (9<sup>th</sup> Canadian ed.) 2015

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**HROB 4071EL 13  
2017W**

**Human Resource Management**

This course focuses on theories and techniques of personnel management. Topics include employment legislation, human resource planning, job analysis, recruitment and selection, compensation, performance appraisal, training and development, employee benefits, employee relations, workplace health and safety, union management framework, and global human resource management. Students may not retain credit for COMM 2047, COMM 4456 and HROB 2002. Prerequisite: COMM 1007 or equivalent. **Enrolment limited to 65.** (3 cr)

**Method of evaluation**

To be determined.

**Required text**

Schwind, H., Uggerslev, K., Wagar, T., Fassina, N. and Bulmash, J., *Canadian Human Resource Management: A Strategic Approach* (with CONNECT access card) (11th ed.) 2016

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**HROB 5001EL 13  
2016F**

**Organizational Behaviour (MBA)**

*Online delivery*

All instructions and course materials (except required texts) are provided on D2L. This course focuses on the application of organizational behaviour concepts, theories and research to explain and understand human behaviour in organizations and its impact on organizational performance. Influences at the individual, group and organizational level are analyzed covering core concepts such as motivation, team dynamics, conflict management, leadership, organizational culture, and change management, among others. (3 cr)

**Method of evaluation**

individual participation in group/class discussions	20%
student-led discussion	5%
reflection on learning reports	20%
group case reports	25%
Final examination	30%

**Required text**

McShane, S.L. and Steen, S.L., *Canadian Organizational Behaviour* (with CONNECT access card) (9<sup>th</sup> Canadian ed.) 2015

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## INDIGENOUS SOCIAL WORK

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### **ISWK 1006EL 12 2016F**

#### **Introduction to Social Welfare**

This course addresses history and development of social welfare concepts, the methods of social work practice and the relation to social science concepts, and philosophical, human, and religious values. Students will not be given credit for ISWK/NWLF 1006 and either NWLF 1005 or SWLF 1005. (3 cr)

#### **Method of evaluation**

online postings	20%
assignments	55%
final exam	25%

#### **Required text**

Turner, F.J. and Turner, J.C. (eds.), *Canadian Social Welfare* (6<sup>th</sup> ed.) 2009

#### **Optional text**

Chappell, R., *Social Welfare in Canadian Society* (5<sup>th</sup> ed.) 2014

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### **ISWK 1007EL 12 2017W**

#### **Introduction to Indigenous Social Welfare and Social Work Practice**

This course addresses the history and development of Indigenous social welfare and governance in Canadian society. The course examines various colonial policies and their impacts on Indigenous peoples. Strategies are introduced to address changes needed from colonialism to mutual interdependence. Prerequisite: ISWK/NWLF 1006. Students will not be given credit for ISWK/NWLF 1007 and either NWLF 1005 or SWLF 1005. (3 cr)

#### **Method of evaluation**

online postings	40%
essay	30%
final exam	30%

#### **Required text – none**

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**ISWK 2315EL 40/41/42  
2016FW**

### **The Helping Relationship/Indigenous Social Work**

The Helping Relationship is an introductory course to direct intervention with individuals and families. This course explores the relationship between social analysis and social work intervention and the importance of viewing work with people in a social, political and economic context. It also includes sections on social and case analysis, communication and interviewing skills and other issues related to direct social work practice. This experiential class includes the development of audio and videotapes to increase self-awareness and the development of skills through role-playing. **Enrolment limited to 25 in each section.** Prerequisite: admission to professional years of the program. (6 cr)

#### **Method of evaluation**

assignments	75%
final exam	25%

#### **Required texts**

Brammer, L. and MacDonald, G., *The Helping Relationship: Process and Skills* (8<sup>th</sup> ed.) 2003

Corey, M.S. and Corey, G., *Becoming a Helper* (7<sup>th</sup> ed.) 2016

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**ISWK 3305EL 12  
2016FW**

### **Indigenous Theories and Perspectives in Social Work Practice I**

This course examines theories, concepts, principles, and values relevant to social work practice with individuals, groups and communities. The course provides a base for social work practice and integrates knowledge drawn from social sciences and social and clinical intervention methods. This course covers General Systems and Critical Theories. Prerequisites: ISWK/NWLF 2006/07 (formerly NWLF 2105) and ISWK/NSWK 2315. (6 cr)

#### **Method of evaluation**

online postings	10%
assignments	65%
final exam	25%

#### **Required text**

Turner, F.J., *Social Work Treatment: Interlocking Theoretical Approaches* (5th ed.) 2011

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**ISWK 3555EL 40/41  
2016FW**

**Indigenous Social Work Research Methodologies**

This course focuses on a critical examination of carrying out respectful and responsible social research with Aboriginal communities. Critical analyses include a study of research methods, methodologies, and ethical issues. As such the course is framed within a historical context of Aboriginal and Canadian relations. It specifically examines research protocols within Aboriginal and Indigenous communities with respect to exploring decolonising social work research methodologies by exploring traditional knowledges, worldviews and epistemologies. The course also explores western based research methodological approaches with a focus on developing 'best practice' approaches to research that is relevant. **Enrolment limited to 30 in each section.** (6 cr)

**Method of evaluation**

online postings	15%
assignments	40%
midterm exam	20%
final exam	25%

**Required text**

Tuhiwai-Smith, L., *Decolonizing Methodologies: Research and Indigenous Peoples* (2<sup>nd</sup> ed.) 2012

**Recommended text**

Rubin, A. and Babbie, E. R., *Research Methods for Social Work* (8<sup>th</sup> ed.) 2014

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**ISWK 3605EL 19  
2016FW**

**Field Instruction I**

(The material fee does not apply.)  
(Internet access is required.)

This course consists of a planned and supervised field experience in approved settings. One placement (300 hours) is completed at an indigenous agency and one at a Non-Indigenous agency. Prerequisites: completion of all 1st and 2nd year requirements, admission to professional years, plus ISWK/NSWK 2315 and ISWK/NSWK 3305 (may be taken concurrently). Students may not retain credit for both ISWK 3605 and NSWK 3605. (6 cr)

**Method of evaluation**

Students will be evaluated on a satisfactory/unsatisfactory basis.

**Required text - none**

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**ISWK 4216EL 12  
2016F**

**Programs and Issues in Indigenous Social Work Practice**

This course investigates specific issues and concerns relevant to the practice of social work among Indigenous communities in Canada, including community development and social change. Students explore and design various alternative programs to promote healthy holistic lifestyles. The emphasis is on various strategies which are consistent with traditional values and cultural continuity through Indigenous empowerment and content of programs. Prerequisites: ISWK/NSWK 2315, ISWK/NSWK 3305, and ISWK/NSWK 3605. (3 cr)

**Method of evaluation**

online postings	15%
assignments	55%
final exam	30%

**Required text**

Helin, C., *Dances with Dependency: Out of Poverty through Self-Reliance* 2006

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**ISWK 4256EL 12  
2017W**

**Culture-Specific Helping with Indigenous People**

This course introduces the student to culture-specific skills and approaches particular to traditional helping with Indigenous peoples. Particular emphasis is placed on self-care, self-reflection, and self-awareness of the individual. Furthermore, students explore traditional Indigenous helping practices and culturally appropriate service approaches. Prerequisites: INDG/NATI 2105 and INDG/NATI 3105, plus ISWK/NSWK 2315, ISWK/NSWK 3305 and ISWK/NSWK 3605. (3 cr)

**Method of evaluation**

assignments	60%
final exam	40%

**Required texts**

Antone, R.A., Miller, D. and Myers, B.A., *The Power Within People* 1986

Swinomish Tribal Community, *A Gathering of Wisdoms. Tribal Mental Health: A Cultural Perspective* (2<sup>nd</sup> ed.) 2002

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**ISWK 4305EL 12  
2016FW**

**Indigenous Theories and Perspectives for Social Work Practice II**

This course aims to deepen and refine the student's knowledge of Indigenous and non-Indigenous social work practice. Content consists of an in-depth analysis of selected theories and concepts, and their interrelationships in Indigenous and non-Indigenous social work intervention methods are explored. This course is compulsory for all 4<sup>th</sup> year students. Prerequisites: ISWK/NSWK 2315, ISWK/NSWK 3305 and ISWK/NSWK 3605. (6 cr)

**Method of evaluation**

online postings	25%
assignments	50%
final exam	25%

**Required text** - none

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**ISWK 4406EL 12/13  
2017W**

**Colonizing/Decolonizing Issues of Violence in Indigenous Communities**

Set within a colonizing/decolonizing framework, this course provides an overview of the historical, social, economic and political context that have led to increased levels of violence in the lives of Indigenous people. A brief historical review of the colonization process will aid students in understanding the impacts on family and community systems. Additionally, an exploration of the dynamics associated with violence will provide students with an increased awareness of the barriers that affect helping strategies. (3 cr)

**Method of evaluation**

online activities	30%
essay	30%
final exam	40%

**Required texts**

McGillvray, A. and Comaskey, B., *Black Eyes All of the Time: Intimate Violence, Aboriginal Women, and the Justice System* 1999

Perry, B., *Silent Victims: Hate Crimes Against Native Americans* 2008

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**ISWK 4426EL 12  
2016F**

**Mental Health Policy and Services - The Indigenous Context**

This course examines the history of mental health policy and mental health service development in Ontario with specific emphasis on Indigenous peoples. Alternative definitions of mental health will be explored with attention paid to how these vary within various stakeholder groups and, more specifically, within Indigenous communities. (3 cr)

**Method of evaluation**

online postings	30%
case study	35%
final exam	35%

**Required text** - none

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**ISWK 4605EL 19  
2016FW**

**Field Instruction II**

(The material fee does not apply.)  
(Internet access is required.)

This planned and supervised field experience (400 hours) is a continuation of ISWK 3605EL. The approved settings include one placement at an Indigenous agency and one at a Non-Indigenous agency. Prerequisites: ISWK/NSWK 3605 and ISWK/NSWK 4305 (this course may be taken concurrently). Students may not retain credit for both ISWK 4605 and NSWK 4605.(6 cr)

**Method of evaluation**

Students will be evaluated on a satisfactory/unsatisfactory basis.

**Required text - none**

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## INDIGENOUS STUDIES

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For more information on Indigenous Studies courses and to order *Selected Readings*, contact the University of Sudbury at [indgdistance@usudbury.ca](mailto:indgdistance@usudbury.ca) or 705-673-5661, ext. 225.

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### **INDG 1016EL 10 2016F**

#### **Introductory Nishnaabemwin A** *University of Sudbury*

Intended for students with no previous knowledge of Nishnaabemwin (also called Ojibwe), this course introduces skills and concepts essential for beginning to communicate in the language, both orally and in writing. Upon completing the course, students will be able to comment on and describe persons and events, as well as to indicate the relative time of activities and events - present, past, or future. Topics of discussion will vary. Students cannot retain credit for both INDG 1016 and NATI 1015. (3 cr)

#### **Method of evaluation**

assignments	75%
final exam	25%

#### **Required text**

Corbiere, M.A., *Lexicons for Students of Nishnaabemwin* (order from the University of Sudbury)

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### **INDG 1017EL 10 2017W**

#### **Introductory Nishnaabemwin B** *University of Sudbury*

This course builds on the skills acquired in INDG 1016, and introduces students to concepts essential for expressing thoughts that involve objects, not simply subjects. Third person objects will be the focus of the course. Students will be able to communicate about a wide variety of topics. Prerequisite: INDG/NATI 1016. Students cannot retain credit for both INDG 1017 and NATI 2515. (3 cr)

#### **Method of evaluation**

assignments	70%
final exam	30%

#### **Required text**

Corbiere, M.A., *Lexicons for Students of Nishnaabemwin* (order from the University of Sudbury)

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**INDG 1025EL 10**  
**2016FW**

**An Introduction to Cree**  
*University of Sudbury*

(Audio CDs)

This course introduces the basic elements of Cree language structure. Emphasis is placed on learning to speak and comprehend the language in naturally occurring interactions. Extensive oral practice is provided and different writing systems are briefly explored. A student may not retain credit for both INDG 1025 and NATI 2025. (6 cr)

**Method of evaluation**

assignments	75%
final exam	25%

**Required text** - none

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**INDG 1116EL 10**  
**2016F**

**Foundations of Aboriginal Peoplehood**  
*University of Sudbury*

This course introduces the cultural and historical foundations that underpin the sense that Aboriginal peoples have that they are distinct peoples. This entails consideration of such concepts as worldview, culture, and nation, and a study of models of peoplehood that theorists have presented. Students cannot retain credit for both INDG 1116 and NATI 1105. (3 cr)

**Method of evaluation**

2 assignments	65%
final exam	35%

**Required text** - none

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**INDG 1117EL 10  
2017W**

**Implications of Aboriginal Peoplehood**

*University of Sudbury*

This course explains the implications that distinct Aboriginal identities have for relations between Aboriginal people and non-Aboriginal society and governments as well as among the diverse Aboriginal groups such as status Indians, Metis, and various tribes. Prerequisite: INDG/NATI 1116. Students cannot retain credit for both INDG 1117 and NATI 1105. (3 cr)

**Method of evaluation**

2 assignments	65%
final exam	35%

**Required text**

Belanger, Y.D., *Ways of Knowing: An Introduction to Native Studies in Canada* 2010

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**INDG 2216EL 10  
2017W**

**Native Women: Perspectives and Issues**

*University of Sudbury*

This course is concerned with the experiences of Native women in Canada from pre-contact times until the current era. Views of women that have predominated in different eras, as manifested in Native mythology, by the structures of Native societies, and in the historical record and government policies, are related to the challenges that have emerged and continue to confront Aboriginal women. Native women's responses to these issues are also examined. (3 cr)

**Method of evaluation**

unit assignments	50%
book review	25%
final exam	25%

**Required texts**

Anderson, K., *A Recognition of Being: Reconstructing Native Womanhood* 2000

*Selected Readings* for INDG 2216 (order from the University of Sudbury)

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**INDG 2285EL 10**  
**2016FW**

**North American Native People: Tradition and Culture**

*University of Sudbury*

A discussion of basic Native spiritual insights and the traditions and cultural expressions developing therefrom. The contemporary revival of these and their relevance to the present day is emphasized. Also listed as RLST 2285. (6 cr)

**Method of evaluation**

assignments	75%
final exam	25%

**Required texts**

Beck, V. and Walters, A., *The Sacred: Ways of Knowledge, Sources of Life*

Benton-Banai, E., *The Mishomis Book: The Voice of the Ojibway* 1988

Elk, B., *The Sacred Pipe: Black Elk's Account of the Seven Rites of the Oglala Sioux* 1989

Johnston, B., *Ojibway Heritage: The Ceremonies, Rituals, Songs, Dances, Prayers and Legends of the Ojibway* 1976

*Selected Readings* for INDG/RLST 2285 (order from the University of Sudbury)

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**INDG 3056EL 12**  
**2017W**

**The City as Home: International Perspectives on Indigenous People in Urban Centres**

*University of Sudbury*

This course is an international comparative survey of the contemporary experiences of urban Aboriginal people in Canada, the United States, Australia, and New Zealand. With a focus on identity, culture, connection to place, and a sense of the city as home, this course explores a diversity of related topics such as Indigenous rights, rural-urban connections, community development, and Indigenous-Settler reconciliation as they are expressed and understood within each of the four countries. Prerequisites: minimum 18 credits. (3 cr)

**Method of evaluation**

VoiceThread presentation on readings	20%
comments on classmates' presentations	15%
VoiceThread discussion	25%
major paper	20%
final exam	20%

**Required texts**

Howard, H. and Proulx, C. (eds.), *Aboriginal Peoples in Canadian Cities: Transformations and Continuities* 2012

Peters, E. and Anderson, C., *Indigenous in the City: Contemporary Identities and Cultural Innovation* 2013

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**INDG 3066EL 12**  
**2016F**

**Indigenous People in Canadian Urban Centres**  
*University of Sudbury*

This course surveys the contemporary experiences of urban Aboriginal people in Canada using Toronto, Sudbury, and other urban centres to understand the issues. Specific topics to be explored include: culture and identity, demographics, youth, Elders, women, men, the two-spirited community, poverty and social services, urban Aboriginal governance, economic success, racism, law and justice as well as Indigenous-Settler relations in urban centres. Prerequisites: minimum 18 credits. (3 cr)

**Method of evaluation**

statement of learning	10%	
VoiceThread presentation on readings		15%
3 readings questions	30%	
major paper	25%	
final exam	20%	

**Required texts - none**

(all texts are available online)

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**INDG 3116EL 10**  
**2017W**

**Aboriginal People and the Criminal Justice System**  
*University of Sudbury*

This course examines the involvement of the Aboriginal people in the criminal justice system. It identifies the problems encountered in the system; it studies the proposals for reform. Among those developments specifically examined are the following: the Native Courtworker Programs, the Native Justice of the Peace Programs, the Native Inmate Liaison Service Programs, and the "alternatives to incarceration" programs. Note: This version of INDG 3116 may not be used for credit towards the Aboriginal Legal Education (Pre-law) certificate. (3 cr)

**Method of evaluation**

assignments	40%
special assignment	25%
final exam	35%

**Required text**

*Selected Readings* for INDG 3116 (order from the University of Sudbury)

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**INDG 3117EL 10  
2016F**

**Social Policy and Family Law with Native People**

*University of Sudbury*

This course will explore the development, implementation and impact of social policy and related legislation on Aboriginal communities. The course will also examine Aboriginal customary laws relating to marriages, adoptions, divorces and band membership, as well as the need for the consideration of such laws in the development of social policy. The issue of jurisdiction on family law will be pursued in this course. Note: This version of INDG 3117 may not be used for credit towards the Aboriginal Legal Education (Pre-law) certificate. (3 cr)

**Method of evaluation**

assignments	40%
special assignment	25%
final exam	35%

**Required text**

*Selected Readings* for INDG 3117 (order from the University of Sudbury)

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**INDG 3215EL 10  
2016FW**

**Native Community-Based Research Methods**

*University of Sudbury*

This course is designed to lead the student through the various steps of doing research in a Native context and to provide the student with the skills necessary for discovering, describing and analyzing community attitudes, ways of thinking, traditional knowledge and appropriate interaction from a distinctly Native perspective. The course introduces the student to a variety of research methods and is designed to enable the student to develop research skills based on principles which reflect a respect for and an awareness of the existing belief systems in First Nations communities. Finally, the application of these skills to community concerns of language and culture revitalization, politics, education, health, family and community is examined. Students may not retain credit for both INDG 3215 and NATI 2215. (6 cr)

**Method of evaluation**

4 assignments	40%
major research project	35%
final exam	25%

**Required texts**

Berg, B., *Qualitative Research Methods* 1989

Fetterman, D., *Ethnography: Step by Step* 1989

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**INDG 3256EL 10**  
**2017W**

**Aboriginal Health and Wellness**  
*University of Sudbury*

This course examines the Aboriginal holistic notion of health inclusive of the physical, mental, spiritual and emotional aspects of being. A comparative historical framework is incorporated in order to understand Aboriginal health issues in the past and present. Models of Aboriginal healing are explored with an emphasis on culture, spirituality and traditional medicine. (3 cr)

**Method of evaluation**

quizzes (best 5 out of 6)	25%
discussions	25%
Aboriginal role model presentation	15%
final exam	35%

**Required text**

Waldram, J.B., Herring, D.A. and Young, T.K., *Aboriginal Health in Canada* (2<sup>nd</sup> ed.) 2006

**Optional text**

Bopp, J., *The Sacred Tree* (3<sup>rd</sup> ed.) 1989

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## LAW AND JUSTICE

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### JURI 2306EL 12 2016F

#### Commercial Law

This course examines the legal rights and duties of buyers, sellers, employers and employees in Canadian Law. Topics discussed will include contracts, insurance, negotiable instruments, business forms, property and credit. Students who have taken JURI 3200 or JURI 2206 may not take JURI 2306 for credit. Cross-listed with COMM 4716. Prerequisite: JURI 1105 or JURI 2206. (3 cr)

#### Method of evaluation

online postings	8%
online quizzes	22%
assignments	25%
final exam	45%

#### Required texts

Davis, D. and Koroneos, M., *Business Law in Canada Casebook* (4<sup>th</sup> ed.) 2004

Yates, R., Bereznicki-Korol, T. and Clarke, T., *Business Law in Canada* (11<sup>th</sup> ed.) 2017

#### Recommended text

Coughlan, S.G., Yogis, J.A. and Cotter, C., *Canadian Law Dictionary* (7<sup>th</sup> ed.) 2013 or online dictionaries (consult the course supervisor)

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## MANAGEMENT

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**MGMT 1006EL 13**  
**2017W**

### **Management of Organizations I**

This course covers two functional areas of business: managing people in organizations and financial management. The course is taught using the case method with a heavy emphasis on decision-making. Students are encouraged to arrive at a course of action/decision in each case consistent with their analysis of the facts presented in each situation. **Enrolment limited to 65.**  
(3 cr)

#### **Method of evaluation**

participation	20%
2 group case studies	30%
assignment	10%
current event	10%
final exam	30%

#### **Required texts**

Nickels, W.G., McHugh, J.M., McHugh, S.M., Cossa, R. and Sproule, B., *Understanding Canadian Business* (with CONNECT access card with Learnsmart & Smartbook access) (9th ed.) 2016

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**MGMT 1007EL 13  
2016F**

**Management of Organizations II**

This course examines the role of the manager in the contemporary organization and the issues which influence management and administration decision making in both the public and private sectors. Coverage of topics includes environmental analysis, planning, decision making, implementation and performance measurement. Decision processes are studied in detail using the case study method. Prerequisites: COMM 1006. **Enrolment limited to 65.** (3 cr)

**Method of evaluation**

individual participation in group/class discussions	20%
2 case studies	25%
individual assignment	15%
individual current event	10%
final exam	30%

**Required texts**

Nickels, W.G., McHugh, J.M., McHugh, S.M., Cossa, R. and Sproule, B., *Understanding Canadian Business* (with CONNECT access card with Learnsmart & Smartbook access) (9th ed.) 2016

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**MGMT 1036EL 12  
2016F  
2017W**

**Business Communication**

Designed not only to help students in their writing, but also to give them the skills they will need after graduation. Covers such areas as letters, memoranda, proposals, effective presentations, and collaborative writing. While useful for all students, B.Com. students should find the course especially beneficial. Students cannot receive credit for COMM 1206 and MGMT 1036. **Enrolment limited to 75 in Fall and 100 in Winter.** (3 cr)

**Method of evaluation**

online postings	20%
assignments	50%
final exam	30%

**Required text**

Thill, J., Bovée, C. and Cross, A., *Excellence in Business Communication* (5<sup>th</sup> Canadian edition) 2015

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**MGMT 4001EL 12  
2016F**

**Law for Commerce**

The course examines the legal rights and duties of business and individuals in our society. Topics include contracts, insurance, negotiable instruments, property, business forms and credit. Students cannot receive credit for COMM 4716 and MGMT 4001 and JURI 2306. Available only to students who have successfully completed the core year of the Commerce program (consult the full-time calendar for more detail). (3 cr)

**Method of evaluation**

online postings	8%
online quizzes	22%
assignments	25%
final exam	45%

**Required texts**

Davis, D. and Koroneos, M., *Business Law in Canada Casebook* (4th ed.) 2004

Yates, R., Bereznicki-Korol, T. and Clarke, T., *Business Law in Canada* (11th ed.) 2017

**Recommended text**

Coughlan, S.G., Yogis, J. and Cotter, C., *Canadian Law Dictionary* (7<sup>th</sup> ed.) 2013

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**MGMT 4105EL 13/14  
2016F**

**MGMT 4105EL 13/14  
2017W**

### **Humanist Issues in Commercial Practice**

This course encourages students to understand the social, cultural, and philosophical traditions of commercial life and enterprise — then and now. The course provides an account of when and how "transactions for value received" (otherwise known as value exchange) first entered written human history and developed through modern times. It deals with commercial exchange and economic thought from biblical and classical times to the present day. Students will be introduced to the Judaic, Buddhist, Christian, and Islamic Wisdom literature and their impact on medieval philosophic ideas of commercial and distributive justice. Students will also study a wide spectrum of Western writing from the sixteenth century onward, coming to appreciate how many of the ethical questions and humanist principles of commercial interaction had their origins in early religious and philosophical thought. ***Enrolment limited to 65 in each section.*** (6 cr)

#### **Method of evaluation**

individual participation in group and professor-led discussions	20%
2 quizzes	30%
final exam	50%

**Required texts** - none

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**MGMT 5101EL 13  
2016F**

**Ethical Leadership**

All instructions and course materials (except required texts) are provided on D2L. This course explores leadership in organizations that support the development, implementation, and audit of effective ethical programs in a global environment. In addition, societal-organizational interactions and governance issues are examined through the lens of corporate social responsibility (CSR). Personal values and the challenges of ethical leadership will be studied and explored, in CSR programs and practices that allow for good governance.

**Enrolment limited to 40.** (3 cr)

**Method of evaluation**

	Code of ethics on teamwork report	5%
Group assessments	Case management report	15%
	Case stakeholder report	15%
	Participation in teamwork	5%
Individual assessments	Individual report on personal and business values and ethical leadership	20%
	Final examination	40%

**Required text**

Ferrell, O.C., Fraedrich, J. and Ferrell, L., *Business Ethics: Ethical Decision Making & Cases* (11<sup>th</sup> ed.) 2017

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**MGMT 5111EL 13  
2017W**

**Global Management (MBA)**

This course explores the challenges of managing organizations in a global environment and will provide students with a framework for developing innovative strategies to deal with these challenges. Topics include globalization trends, the various dimensions of culture and will explore organizational responses to the changing business environment. Prerequisite(s): COMM 5012 or HROB 5001. **Enrolment limited to 40.** (3 cr)

**Method of evaluation**

individual participation in discussions	20%
individual IES self-reflection report	20%
country project report and peer evaluation	30%
final exam	30%

**Required text**

Luthans, F. and Doh, J., *International Management: Culture, Strategy, and Behaviour* (9<sup>th</sup> ed.) 2015

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**MGMT 5131EL 13**  
**2017W**

**Consulting Project (MBA)**

In this capstone course students will learn to apply their analytical and critical thinking skills in the preparation and presentation of a business consulting report in order to help client organizations make their business decisions. Prerequisite(s): Completion of all 5000-level foundations courses. **Enrolment limited to 40.** (3 cr)

**Method of evaluation**

group project	50%
peer evaluation of group project	5%
individual report	20%
final exam	25%

**Required texts**

Wickham, L. and Wilcock, J., *Management Consulting: Delivering an Effective Project* (5<sup>th</sup> ed.) 2016

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**MGMT 5211EL 13**  
**2017W**

**Learning Organizations (MBA)**

This course examines the pressures on modern organizations to be in a constant adaptive state to support and encourage innovation, and yet have a high performance company. Through an action learning framework, students will discuss and research the topic areas, identify and study a contemporary company that is a high-performance learning organization (HPLO), and will develop a plan to increase a specific company's learning and adaptability. Differences in culture and diversity will be considered in designing a HPLO plan. **Enrolment limited to 40.** (3 cr)

**Method of evaluation**

TBA

**Required texts**

Hess, E.D., *Learn or Die: Using Science to Build a Leading-Edge Learning Organization* 2014

Brynjolfsson, E. and McAfee, A., *The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies* 2014

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**MGMT 5906EL 13**  
**2017W**

**Research Methods (MBA)**

These courses are offered in different subject areas each year. Designed to meet the needs of students and faculty in dealing with subject areas not covered in other courses, this allows the flexibility essential in the exploration of emerging management concepts. Prerequisite:

permission of instructor. Students may not retain credit for both MGMT 5906 and COMM 6016.  
**Enrolment limited to 40.** (3 cr)

For Winter 2017, the course is designed to assist you in developing professional competence and skills to: propose strong research with the aim of receiving funding, design strong research, conduct valid research, analyze research findings in optimal ways, and communicate research clearly. Particular emphasis is placed on the preparation of effective business research proposals, scale construction and survey methods, and the potential uses of advanced statistical techniques. It is assumed that graduate students registered in this course have at some time completed an undergraduate course in Statistics, Business Statistics, or Quantitative Methods.

**Method of evaluation**

4 individual assignments	20%
collaborative project (discussion & report)	25%
individual literature review	30%
final exam	25%

**Required text**

Cooper, D. and Schindler, P., *Business Research Methods* (11<sup>th</sup> ed.) 2014

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## MARKETING

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**MKTG 2011EL 13/14  
2016F**

### **Marketing Management**

This application of concepts and techniques in marketing, Marketing Policies, Consumer Behaviour, Product Planning and Elements of Marketing Research will integrate the Marketing elements in an overall Business approach. A significant objective of this course is the development of skills in decision-making in Marketing. Prerequisites: COMM 2036 or SPAD 2036. **Enrolment limited to 65.** (3 cr)

#### **Method of evaluation**

individual participation in group/class discussions	20%
individual case study	10%
group case study and critiques	20%
group current event	10%
final exam	40%

#### **Required text**

Frederick G. Crane, Roger A. Kerin, Steven W. Hartley, and William Rudelius, *Marketing*, Ninth Canadian Edition (McGraw-Hill Ryerson, 2014) with CONNECT access card.

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**MKTG 4041EL 13/14  
2016F**

**International Marketing**

This course is designed to introduce the student to the nature and practice of international marketing management. The course presupposes prior knowledge of general marketing management and builds on this base to develop an awareness and understanding of the peculiarities encountered in international and multinational marketing. Therefore, the objectives of the course are to provide students familiarity with the problems and perspectives of marketing across national boundaries and within foreign countries; insights into environmental perspectives of doing business outside the home country; analytical tools to make marketing decisions facing all firms (exporters, licensor/licensee, joint venture firms, firms with international subsidiaries) engaged in business outside of Canada; and knowledge of tools and practices for structuring and controlling marketing programs related to international business. Prerequisites: COMM 2037, SPAD 2037 or COMM 2035. **Enrolment limited to 65.** (3 cr)

**Method of evaluation**

participation	20%
quizzes	10%
individual case study	10%
group case study report	10%
group current event	10%
final exam	40%

**Required text**

Keegan, W.J. and Green, M.C., *Global Marketing* (9<sup>th</sup> ed.) 2017

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**MKTG 4071EL 13/14  
2017W**

**Consumer Behavior**

Students gain an understanding of psychological factors and external influences that affect the consumer's decision-making process, and of the implications of these on marketing strategies. Topics include consumers' needs, attitudes, motivations and emotions, learning, perceptions, personality, lifestyles, culture, family, social groups, social classes, and decision-making. Prerequisite: COMM 2037, SPAD 2037 or COMM 2035. **Enrolment limited to 65 in each section.** (3 cr)

**Method of evaluation**

individual participation in group discussions	20%
individual article summary	15%
group project	25%

**Required text**

Solomon, M.G., White, K., Dahl, D.W., *Consumer Behavior: Buying, Having, and Being* (7th Canadian ed.) 2017

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**MKTG 5001EL 13**  
**2016F**  
**2017W**

## **Marketing**

This course introduces students to the basic principles of marketing including the marketing environment, consumer segmentation and positioning, the 4 Ps (product, price, place and promotion), and marketing strategy. The method of instruction includes lectures, case studies and experiential learning using a computer simulation. Students will be able to determine consumer needs, evaluate marketing opportunities, establish target market segments and develop and communicate a marketing strategy. **Enrolment limited to 40.** (3 cr)

### **Method of evaluation**

participation	20%
current event	10%
group business simulation	25%
social networking assignment	15%
final exam	30%

### **Required text**

Crane, F.G., Kerin, R.A., Hartley, S.W., and Rudelius, W., *Marketing* (with CONNECT access card) (9th Canadian ed.) 2014

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**MKTG 5121EL 13**  
**2017W**

**Advanced Marketing Planning (MBA)**

This course is designed to provide students with the tools to fully assess a company's customer, competitive and market landscape and to develop effective marketing plans to achieve the firm's long-term objectives. This course will use theory and experiential learning opportunities to assist in the learning process. By course completion, students will have the tools needed to analyze and develop strategic marketing plans for consumer-driven businesses. Students may not retain credit for both MKTG 5121 and COMM 5111. Prerequisite(s): COMM 5011 or MKTG 5001 or COMM 5305. **Enrolment limited to 40.** (3 cr)

**Method of evaluation**

individual case analysis	15%
individual participation	20%
group case analysis	10%
group report project	20%
group project critique	5%
final exam	30%

**Required text**

Aaker, D.A., *Strategic Market Management* (10<sup>th</sup> ed.) 2014

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## MATHEMATICS

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### MATH 1036EL 10

2016F

2017W

#### Calculus I

(Internet access is required.)

This is a problem-solving course in which an extensive treatment of differential calculus and an introduction to integral calculus are given. The course includes limits, continuity, differentiation, standard functions, Taylor polynomial approximation, indeterminate forms and L'Hôpital's rules, and practical applications. The course concludes with summation, integration, techniques of integration and the calculation of areas and volumes. Prerequisite: Grade 12 4U calculus and vectors, or MATH 1912 (minimum 60%), or equivalent. (3 cr)

#### Method of evaluation

assignments	40%
final exam	60%

#### Required text

Adams, R.A. and Essex, C., *Calculus: Single Variable* (8<sup>th</sup> ed.) 2014

If you are planning to take MATH 1037 in a future session, purchase only the following alternative text.

Adams, R.A. and Essex, C., *Calculus: A Complete Course* (8<sup>th</sup> ed.) 2014

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### MATH 1037EL 10

2017W

#### Calculus II

(Internet access is required.)

The course begins with further techniques of integration, approximate integration, improper integrals and techniques for solving some simple first-order differential equations. This is followed by parametric and polar curves, and calculations of arc length, surface area and volume. Sequences, series, power series and Taylor series are then introduced. The course concludes with elementary aspects of functions of several variables. Prerequisite: MATH 1036. (3 cr)

#### Method of evaluation

assignments	40%
final exam	60%

#### Required text

Adams, R. and Essex, C., *Calculus: A Complete Course* (8<sup>th</sup> ed.) 2014

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**MATH 1057EL 12**  
**2016F**

**Linear Algebra I**

Topics include simultaneous linear equations; matrices and determinants; vector spaces and linear transformations; eigenvalues and eigenvectors; applications to analytic geometry and complex numbers. Prerequisites: Grade 12 4U advanced functions or MATH 1911, or equivalent. (3 cr)

**Method of evaluation**

assignments	40%
final exam	60%

**Required text**

Williams, G., *Linear Algebra with Applications* (8<sup>th</sup> ed.) 2014

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**MATH 1912EL 12**  
**2016F**

**Elementary Calculus**

This course begins with limits, differential calculus, extrema, related rates and curve sketching. It concludes with an introduction to integration. This course may not be taken by students with 60% or more in Calculus OAC or equivalent. Students registered in degree programs in Mathematics or Computer Science will not receive credit for MATH 1912 except under such special circumstances as may be approved by the department chair. For prerequisite purposes, MATH 1912 is equivalent to its associated 4U course. Prerequisite: grade 12 4U advanced functions or equivalent. (3 cr)

**Method of evaluation**

assignments	40%
final exam	60%

**Required text**

Bittinger, M.L., Ellenbogen, D.J. and Surgent, S.A., *Calculus and Its Applications* (11<sup>th</sup> ed.) 2016

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## MUSIC

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### MUSC 1021EL 12 2016F

#### Music Appreciation I: Middle Ages to the Classical Era

This course is designed to give students the fundamentals of the elements of music including melody, harmony, rhythm, forms, voice types, and instruments. We will examine and compare the music literature of major composers and seek to understand how musical styles and genres developed from a historical perspective. The course will cover music from the Middle Ages to the Classical period. (3 cr)

#### Method of evaluation

online postings	20%
assignments	35%
online quizzes	15%
final exam	30%

#### Required texts

Bloom, K. and Wellman, J., *Attending and Enjoying Concerts* 2010

Yudkin, J., *Understanding Music* (8<sup>th</sup> ed.) 2016

Yudkin, J., *3-CD Set for Understanding Music* (8<sup>th</sup> ed.) 2016

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### MUSC 1022EL 12 2017W

#### Music Appreciation II: Romantic to Contemporary Era

This course is designed to give students a survey of Western Music from the Romantic period through to the present. We will examine and compare the music literature of major composers and seek to understand from a historical perspective how musical styles and genres developed. The course is a continuation of MUSC 1021 and will cover the nineteenth and twentieth centuries through to the present. (3 cr)

#### Method of evaluation

online postings	20%
assignments	35%
online quizzes	15%
final exam	30%

#### Required texts

Bloom, K. and Wellman, J., *Attending and Enjoying Concerts* 2010

Yudkin, J., *Understanding Music* (8<sup>th</sup> ed.) 2016

Yudkin, J., *3-CD Set for Understanding Music* (8<sup>th</sup> ed.) 2016

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**MUSC 1101EL 12  
2016F**

**Introduction to Music I**

An introduction to the basic vocabulary of music and to basic musicianship skills. Topics include notation, meter and rhythm, intervals, scales, chords, etc. This course cannot count towards fulfilling the requirements for a concentration in Music. Students who have successfully completed MUSC 1115 may not enroll in MUSC 1101. (3 cr)

**Method of evaluation**

online postings	5%
online tests	15%
assignments	50%
final exam	30%

**Required text** – none

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**MUSC 1102EL 12  
2017W**

**Introduction to Music II**

This course is a continuation of MUSC 1101, expanding upon musical vocabulary and the basic skills of musicianship through written work, analysis, and ear training. Topics include the C-clefs, scales, triads, seventh chords, simple and compound time, non-harmonic tones, cadences, transposing instruments, instrumental and vocal scores, and musical terms and signs used to indicate tempo, dynamics, articulation, style, etc. This course cannot count toward a concentration in Music. Students who have successfully completed MUSC 1115 may not enroll in MUSC 1102. Prerequisite: MUSC 1101 or permission of the department. (3 cr)

**Method of evaluation** – tba

**Required text** - none

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## **NURSING – CARDIAC CARE**

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### **NURS 2308EL 19 2016F**

#### **The Philosophy of Cardiac Care on the Web**

This course outlines Laurentian University's philosophy of nursing as it pertains to cardiac nursing. (1 credit)

#### **Method of evaluation**

online postings	40%
assignment	25%
online post-test	35%

**Required text** - none

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### **NURS 2318EL 19 2016F**

#### **Nursing Health Assessment of the Cardiac Client**

This course addresses important health assessment and interview techniques for the cardiac client. (1 credit)

#### **Method of evaluation**

online postings	40%
assignment	25%
online post-test	35%

**Required text** - none

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### **NURS 2338EL 19 2016F**

#### **Epidemiology in Cardiac Care**

Epidemiological concepts related to cardiac care are the focus of this course. Emerging trends and current geographic patterns will be examined. (1 credit)

#### **Method of evaluation**

online postings	40%
assignment	25%
online post-test	35%

**Required text** - none

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**NURS 2348EL 19  
2017W**

**Diagnostic Tools**

This course studies the various cardiovascular diagnostic tools available to health practitioners.  
(1 credit)

**Method of evaluation**

online postings	15%
assignment	50%
online post-test	35%

**Required text**

Woods, S.L., Sivarajan-Froelicher, E.S., Underhill-Motzer, S. and Bridges, E.J., *Cardiac Nursing* (6th ed.) 2010

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**NURS 2358EL 19  
2017W**

**Pharmacology in Cardiac Care**

The focus of this course is the role of pharmacology in promoting and maintaining wellness for cardiovascular clients. (1 credit)

**Method of evaluation**

online postings	30%
assignment	35%
online post-test	35%

**Required text**

Woods, S.L. Sivarajan-Froelicher, E.S., Underhill-Motzer, S.and Bridges, E.J., *Cardiac Nursing* (6<sup>th</sup> ed.) 2010

**Recommended texts**

*CPS: Compendium of Pharmaceuticals and Specialities* (latest edition)

Burcham, J. and Rosenthal, L., *Lehne's Pharmacology for Nursing Care* (latest edition)

Vallerand, A.H. and Sanoski, C., *Davis's Drug Guide for Nurses* (latest edition)

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**NURS 2368EL 19  
2017W**

**Haemodynamics**

Understanding haemodynamics and the care of the client requiring haemodynamic monitoring comprise the focus of this course. (1 credit)

**Method of evaluation**

assignments	30%
online postings	35%
online post-test	35%

**Required text - none**

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## NURSING – POST RN

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### **NURS 4005EL 40 2016F**

#### **The Evolution of Nursing Knowledge**

This course is open only to registered nurses currently enrolled in the Bachelor of Science in Nursing Program via Envision.

This course focuses on historical and contemporary dimensions of nursing through a critical examination of elements of nursing philosophy, epistemology, the metaparadigm, and theory. The relationship between nursing knowledge and evidence based practice is explored. Students apply course content in selected clinical settings. Prerequisite: NURS 2276. (6 cr)

#### **Method of evaluation**

2 clinical logs	20%
online postings	40%
clinical component	pass/fail
final exam	40%

#### **Required text**

*Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.) 2009

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### **NURS 4007EL 40 2016F**

#### **Clinical Nursing Practice 1**

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**NURS 4015EL 40  
2017W**

**Nursing Research**

This course is open only to registered nurses currently enrolled in the Bachelor of Science in Nursing Program via Envision.

The student will develop an understanding of the purpose of research for nursing practice. Students will examine the two major research paradigms and the components of the research process. They will develop skills in the critical appraisal of nursing research. These skills will assist them in their role as research consumers and enhance their evidence-based practice. Students will practice in a selected clinical setting, demonstrating research-mindedness while developing nursing skills to function in that area. Prerequisite: NURS 3316. (6 cr)

**Method of evaluation**

clinical logs	30%
literature review	30%
clinical component	pass/fail
final exam	40%

**Required texts**

LoBiondo-Wood, G., Haber, J., Cameron, C. and Singh, M. (eds.), *Nursing Research in Canada: Methods, Critical Appraisal, and Utilization* (3<sup>rd</sup> Canadian ed.) 2013

*Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.) 2009

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**NURS 4017EL 40  
2017W**

**Clinical Nursing Practice 2**

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## OPERATIONS

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### OPER 2006EL 13 2016F

#### Management Science

This course includes basic quantitative techniques supporting decision-making for management. Decisions under uncertainty, linear and non-linear optimization, project scheduling (PERT and CPM) and forecasting are the general topics covered. The linear optimization section introduces linear programming, sensitivity analysis and an overview of its extensions. Students may not retain credit for both OPER 2006 and COMM 1057. Prerequisite: STAT 1056. **Enrolment limited to 65.** (3 cr)

#### Method of evaluation

individual participation in group/class discussions	20%
group assignment1	10%
group assignment 2	10%
final exam	60%

#### Required text

Anderson, D.R., Sweeney, D.J., Williams, T.A., Camm, J.D., Cochran, J.J., Fry, M.J., & Ohlmann, J.W. (2014). *An introduction to management science: Quantitative approaches to decision making* (14th ed.). Boston, MA: Cengage Learning.

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**OPER 3006EL 13**  
**2017W**

### **Operations Management**

This course provides an overview of operations management concepts and techniques for manufacturing and service sectors. The course emphasis is on planning, managing and controlling operations. Main topics include: introduction to operations management and to process management, forecasting, aggregate planning, material requirement planning, capacity requirement planning, inventory management and control, introduction to enterprise requirement planning, just-in-time systems, and quality management and control. A variety of quantitative techniques are also used for valuable insights in analysis and in decision-making. Prerequisite: COMM 1057. Students may not retain credit for ADMN 4046, COMM 2056 COMM 2055 and OPER 3006. **Enrolment limited to 65.** (3 cr)

### **Method of evaluation**

TBA

### **Required text**

Stevenson, W., Hojati, M. and Cao, J., *Operations Management (with CONNECT)* (5<sup>th</sup> Canadian ed.) 2015

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**OPER 4016EL 13/14  
2017W**

**Project Management**

This course covers the life cycle of projects and the activities performed at different phases of the cycle. It covers needs assessment, scope definition, team building, planning, scheduling, necessary computational and documentation skills, risk management, budgeting, resource allocation, communication, stakeholder management, project execution and ongoing project control. Prerequisites: Either COMM 2056 or 2055, or ENGR 2097 and ENGR 2276 (for students in Engineering). **Enrolment limited to 65 in each section.** (3 cr)

**Method of evaluation**

participation	10%
quizzes	10%
group project	30%
final exam	50%

**Required text**

Gido, J. and Clements, J.P., *Successful Project Management* (6th ed.) 2015

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**OPER 5001EL 13  
2017W**

**Business Statistics (MBA)**

This course focuses on the application of the principal statistical concepts used in managerial decision-making such as the basic probability theory and the assessment of probabilities from sample data; display of sample information and description of data; the Binomial, Poisson, Normal and Exponential probability distributions; hypothesis testing; X<sup>2</sup> distribution and tests for goodness of fit; simple and multiple linear regression; correlation of qualitative and quantitative data. Students may not retain credit for both OPER 5001 and COMM 5021. **Enrolment limited to 40.** (3 cr)

**Method of evaluation**

quizzes	30%
group discussions	10%
individual midterm review	10%
final exam	50%

**Required text**

Doane, D.P. and Seward, L.E., *Applied Statistics in Business and Economics* (5<sup>th</sup> ed.) 2016

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**OPER 5011EL 13**  
**2016F**  
**2017W**

### **Operations Management (MBA)**

This course examines the function of operations management in various settings such as industrial, service and public organizations. The topics covered are: forecasting, inventory management, capacity and manpower planning, scheduling, plant location and quality control. Students may not retain credit for both OPER 5011 and COMM 5031. Prerequisite(s): COMM 5022 or OPER 5002. **Enrolment limited to 40.** (3 cr)

#### **Method of evaluation**

individual participation	15%
individual case study	10%
group case study	15%
individual assignment	10%
final exam	50%

#### **Required text**

Stevenson, W., Hojati, M., Cao, J., *Operations Management (with CONNECT)* (5<sup>th</sup> Canadian ed.) 2015

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**OPER 5101EL 13**  
**2016F**

### **Management Information Systems (MBA)**

Students will be introduced to the strategic value of information technology in contemporary business environments. The course adopts a management perspective in examining key concepts and issues related to using information technology to make informed business decisions. Topics include major tools and systems supporting decision-making, sourcing and governance, e-business, organizational impacts of information technology, and ethical considerations. Prerequisite(s): COMM 5031 or OPER 5011 or OPER 5605. **Enrolment limited to 40.** (3 credits)

#### **Method of evaluation**

group case study	20%
group report	30%
participation	15%
final exam	35%

#### **Required texts**

Sousa, K.J., Oz, E., *Management Information Systems*, (7<sup>th</sup> ed.) 2015

Friedman, T.L., *The World is Flat: A Brief History of the 21<sup>st</sup> Century* (3<sup>rd</sup> ed.) 2007

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**OPER 5102EL 13  
2016F**

**Project Management (MBA)**

In today's work environment, managers from many different areas of business are required to manage complex projects that require coordination, planning and milestone reporting. This course introduces students to the art and science of managing these projects and provides them with an opportunity to apply their newly developed knowledge to real world situations.  
(3 cr)

**Method of evaluation**

participation	20%
group project	30%
final exam	50%

**Required text**

Gido, J. and Clements, J.P., *Successful Project Management* (6<sup>th</sup> ed.) 2015

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## PHILSOPHY

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For more information on PHIL 2345EL 10 and PHIL 2747EL 10, contact the University of Sudbury at [usuddistance@usudbury.ca](mailto:usuddistance@usudbury.ca) or 705-673-5661. For more information on PHIL 2536EL 10, contact Huntington University at [dnoeldetilly@huntington.ca](mailto:dnoeldetilly@huntington.ca) or 705-673-4126, ext. 201.

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### **PHIL 2345EL 10 2016FW**

#### **Bioethics: Human Life Issues** *University of Sudbury*

This course will examine current controversies about the benefits and dangers to human life arising from recent developments in the biomedical sciences. Special attention will be given to issues in the reproductive technologies, genetics, the care of the terminally ill, AIDS, research with human subjects, and to questions of abortion and euthanasia. Comprehensive understanding of the issues at stake and ability to evaluate the positions taken in these controversies define the aims of the course. Students may not retain credit for both RLST 2345 and PHIL 2345. (6 cr)

#### **Method of evaluation**

4 assignments	70%
final exam	30%

#### **Required text**

*Selected Readings* for PHIL/RLST 2345 (order from the University of Sudbury)

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**PHIL 2536EL 12**  
**2016F**

**Ethical Issues in Contemporary Sport**  
*Huntington University*

This course is an introduction to critical ethical thinking in relation to current moral issues in sport such as violence, cheating, drug abuse, discrimination, and commercialization. This course will also assess what ends in sport are intrinsic as opposed to extrinsic. Some attention will be given, as well, to the moral codes adopted by various sport professionals. (3 cr)

**Method of evaluation**

film review	20%
book review	20%
essay	30%
final exam	30%

**Required texts**

Foer, F., *How Soccer Explains the World*

Holowchak, M.A., *Philosophy of Sport: Critical Readings, Crucial Issues* 2002

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**PHIL 2747EL 10**  
**2016F**

**Technology, Freedom & Values**  
*University of Sudbury*

A philosophical exploration of the social and ethical implications of technological change, and their relation to the sciences. Topics may include: theories of a technological imperative and determinism; implications for our understanding of freedom, rationality and ourselves; the social control of innovation; technology and the mastery of nature, e.g., in biotechnology and artificial life; the diverse forms and types of technologies; and technological visions of the future. (3 cr)

**Method of evaluation**

3 assignments	50%
essay	25%
final exam	25%

**Required text**

Postman, N., *Technopoly: The Surrender of Culture to Technology* 1992

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## PHYSICS

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### PHYS 1905EL 12 2016FW

#### General Astronomy

This course introduces the science of Astronomy at a general level. The following topics are covered: motion and configuration of the sun, moon, and planets with respect to the stars; the nature of light and the design of astronomical telescopes and instruments; properties of the sun and other members of the solar system; the stars, their distances, dimensions, masses, temperatures, and compositions; stellar spectra, binary stars, variable stars, star clusters, and an outline of stellar evolution; interstellar matter and the structure of the Milky Way. This is a survey course suitable as a science elective. Credit will not be given for both ASTR 1005 and PHYS 1905. (6 cr)

#### Method of evaluation

assignments	30%
online postings	5%
online quizzes	10%
online midterm exam	20%
final exam	35%

#### Required text

Ghose, S., Milosevic-Zdjelar, V. and Read, L.A., *Astro* (2<sup>nd</sup> Canadian ed.) 2016

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### PHYS 2616EL 10 2017W

#### Physics of Hearing and Vision

(Internet access is required.)

This course examines the nature of sound and the factors affecting its propagation with the ultimate goal of studying the production of sound (speech) and its detection (hearing) in humans. This course also studies the eye as an optical instrument, first as a sensor (with all its imperfections) gathering the light, then as a converter of light into electrical signals leading to the interpretation of images by the brain. Various defects of the eye, as well as their treatment, will be discussed. Prerequisites: PHYS 1006/1007, or PHYS 1206/1207, or PHYS 1211/1212, or equivalent. (3 cr)

#### Method of evaluation

5 assignments (10% each)	50%
final exam	50%

#### Required text

Cameron, J., Skofronick, J. and Grant, R., *Physics of the Body* (2<sup>nd</sup> ed.) 1999

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**PHYS 3616EL 10  
2016F**

**Use of Lasers and Fibre Optics in Health Sciences**

(Internet access is required.)

The physics of lasers, of light interaction with biological tissues, and of applications of lasers to diagnostic and therapeutic techniques will be studied. The course will include a study of laser characteristics, fibre optics fabrication, physical properties, and various applications in the health sciences. Credit cannot be retained for PHYS 3616 and PHYS 3036 and PHYS 3049. Prerequisites: PHYS 1006/1007, or PHYS 1206/1207, or PHYS 1211/1212, or equivalent. (3 cr)

**Method of evaluation**

5 assignments	50%
final exam	50%

**Required text** – none

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## PSYCHOLOGY

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### PSYC 1105EL 12 2016FW

#### Introduction to Psychology

(Prerequisite to all other PSYC courses.)

A survey of contemporary psychology, with reference to its historical development and emphasis on its present status and scientific methodology. The biosocial bases of behaviour, development and personality, motivation, emotion, perception and learning. Scaling of behavioural variables, some descriptive statistics, and some elementary experiments and other practical work are included. A minimum grade of 60% or special permission is required to proceed in the PSYC program. (6 cr)

#### Method of evaluation

assignments	50%
midterm exam	25%
final exam	25%

#### Required text

Myers, D. and Dewall, C.N., *Psychology* (11<sup>th</sup> ed.) 2015

#### Optional text

Straub, R., *Study Guide to accompany Psychology* (11<sup>th</sup> ed.) 2015

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### PSYC 2005EL 12 2016FW

#### Developmental Psychology

Examines human development from conception onwards, with some reference to evolutionary psychology. Involves the study of the norms and processes of physical, intellectual, emotional and social changes through the times of childhood, adolescence and adulthood and senescence. Students who have credit for PSYC 2006/07F may not get credit for PSYC 2005. Prerequisite: PSYC 1105. (6 cr)

#### Method of evaluation

assignments	60%
final exam	40%

#### Required text

Shaffer, D., Kipp, K., Wood, E. and Willoughby, T., *Developmental Psychology: Childhood and Adolescence* (4<sup>th</sup> Canadian ed.) 2013

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**STAT 2126EL 12  
2016F**

**Introduction to Statistics**

Provides an introduction to basic statistical concepts and techniques that are common to all disciplines in the Social Sciences. The principal topics include data collection and description, the characteristics and features of the normal probability distribution, the formulation and testing of hypotheses, linear correlation and regression analyses. (3 cr)

**Method of evaluation**

assignments	50%
final exam	50%

**Required text**

Gravetter, F.J. and Wallnau, L.B., *Essentials of Statistics for the Behavioral Sciences* (8<sup>th</sup> ed.) 2014

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**PSYC 2127EL 12  
2017W**

**Scientific Method and Analysis II**

Examines research methods and design of experiments. Students study a variety of inferential statistical procedures. Prerequisite: STAT/PSYC 2126 or equivalent statistics course with a minimum grade of 60%. (3 cr)

**Method of evaluation**

2 assignments	50%
final exam	50%

**Required text**

Gravetter, F.J. and Wallnau, L.B., *Essentials of Statistics for the Behavioral Sciences* (8<sup>th</sup> ed.) 2014

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**PSYC 2707EL 12  
2016F**

**Motivation**

A study of motivation in human beings and animals. Includes the many theories and experiments concerning behavioural, instinctual, physiological and cognitive aspects of motivation. Prerequisite: PSYC 1105. (3 cr)

**Method of evaluation**

assignments	50%
final exam	50%

**Required text**

Petri, H. and Govern, J., *Motivation: Theory, Research, and Application* (6<sup>th</sup> ed.) 2013

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**PSYC 3206EL 12  
2016F**

**Fundamentals of Psychometrics**

Examines the theoretical background of tests; the nature of psychological measurement; consistency and validity. Topics include the interpretation of test scores; measurement of achievements, abilities, personality and interest; using psychological tests in education, industry and clinic; description of some of the widely used psychological tests; and ethical issues in psychological testing. Prerequisite: PSYC 1105, STAT/PSYC 2126 and PSYC 2127, or consent of the department. (3 cr)

**Method of evaluation**

online postings	10%
online quizzes	20%
assignments	40%
final exam	30%

**Required text**

Neukrug, E.S. and Fawcett, R.C., *The Essentials of Testing and Assessment: A Practical Guide to Counselors, Social Workers, and Psychologists* (3<sup>rd</sup> ed.) 2015

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**PSYC 3306EL 12  
2017W**

**Learning**

Topics include types and mechanisms of learning, the variables and conditions which contribute to learning processes; a review of experimental findings and theoretical issues related to learning. Prerequisites: PSYC 1105 plus 6 credits in Psychology. (3 cr)

**Method of evaluation**

assignments	50%
final exam	50%

**Required text**

Mazur, J.E., *Learning and Behavior* (7<sup>th</sup> ed.) 2013

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**PSYC 3406EL 12  
2016F**

**Psychology of Education**

Topics include: principles of teaching and learning; relevance of physical, intellectual, emotional, and social development of the individual; an introduction into the research in education psychology and assessment of attitudes, abilities and achievement; creativity and originality; interpersonal relations and group dynamics of educational situations considering the assets and limitations of current educational practices; and the exceptional child in educational contexts. Prerequisites: PSYC 1105 and PSYC 2005 or EDUC 2505F or three years relevant professional experience or permission of the department. Students may not retain credit for both PSYC 3406 and either PSYC 3405 or EDUC 3006. (3 cr)

**Method of evaluation**

online postings	20%
online quizzes	5%
study questions	15%
essay	25%
final exam	35%

**Required text**

Woolfolk, A., Winne, P., and Perry, N. , *Educational Psychology* (6th Canadian ed.) 2016

**Recommended text**

*Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.) 2009

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**PSYC 3706EL 12  
2017W**

**Topics in Cognitive Psychology**

This course will review the principal concepts and research concerning human thought and language. Topics discussed include memory, problem solving, reasoning, concept formation, the comprehension and production of language, cognitive development and language development. Prerequisites: PSYC 1105 and 6 additional credits in Psychology. (3 cr)

**Method of evaluation**

online postings	10%
assignments	40%
final exam	50%

**Required text**

Ashcraft, M.H. and Klein, R., *Cognition* (1<sup>st</sup> Canadian ed.) 2010

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**PSYC 3806EL 12  
2017W**

**Social Psychology I**

This course examines theoretical topics in social psychology including social cognition, attitude formation and change, social justice, conflict and conflict resolution, conformity, obedience, and liking and loving. Prerequisite: PSYC 1105 or PSYC 1106 and PSYC 1107. Students cannot retain credit for both PSYC 3806 and PSYC 3805. (3 cr)

**Method of evaluation**

online postings	15%
online quizzes	25%
assignment	20%
final exam	40%

**Required text**

Kassin, S., Fein, S., Markus, H.R., and Burke, T.M., *Social Psychology* (2<sup>nd</sup> Can. ed.) 2013

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**PSYC 4006EL 12  
2017W**

**History of Psychology**

This course consists of a survey of the historical development of psychology, with an introduction to major theories influential during that development. Prerequisite: 42 credits in Psychology or permission of the Department. (3 cr)

**Method of evaluation**

online postings	20%
assignments	55%
final exam	25%

**Required text**

Hergenhahn, B.R. and Henley, T.B., *An Introduction to the History of Psychology* (7<sup>th</sup> ed.) 2014

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## RELIGIOUS STUDIES

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For more information on Religious Studies courses, contact the appropriate federated university (Huntington, Thorneloe, or University of Sudbury).

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### **RLST 1116EL 12 2017W**

#### **Ideas of Love I**

*Thorneloe University*

This course will explore the theme of love, with the aim of introducing students to the concerns and methods of religious inquiry. A variety of ideas of love, human and divine, from selected religious and literary works, will be examined in relation to questions of spirituality, marriage and the family, justice and morality. The course will focus on writings from the ancient and medieval to the early modern periods. (3 cr)

#### **Method of evaluation**

2 essays	60%
final exam	40%

#### **Required texts**

Plato, *The Dialogues of Plato* 1986

Sophocles, *The Three Theban Plays* 1982

Coursepack: Srigley, R. (ed.) *RLST 1116 EL 10 Ideas of Love I: Selected Readings*

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**RLST 1117EL 12  
2016F**

**Ideas of Love II**  
*Thorneloe University*

This course will explore the theme of love, with the aim of introducing students to the concerns and methods of religious inquiry. A variety of ideas of love, human and divine, from selected religious and literary works, will be examined in relation to questions of spirituality, marriage and the family, justice and morality. The course will focus on writings from the early modern period to the present. (3 cr)

**Method of evaluation**

2 essays	60%
final exam	40%

**Required texts**

Berry, W., *Sex, Economy, Freedom and Community*

Duncan, D., *The River Why*

Shakespeare, W., *Romeo and Juliet*

Coursepack: Srigley, R. (ed.) *RLST 1117 EL 10 Ideas of Love II: Selected Readings*

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**RLST 2105EL 10  
2016FW**

**Event and Meaning in the Bible: Foundations of the Judaeo-Christian Tradition**  
*University of Sudbury*

An introduction to the biblical traditions of the Jewish and Christian faiths. Their setting in the near Eastern world is considered. Archaeological, historical and literary studies will be used to establish the nature of the event and the manner in which its meaning is disclosed. (6 cr)

**Method of evaluation**

20 short assignments	50%
2 essays	15%
final exam	35%

**Required texts**

*The Jerusalem Bible* (unabridged edition)

Anderson, B., *Understanding the Old Testament*

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**RLST 2136EL 12  
2016F**

**Christian Thought and Culture I**  
*Thorneloe University*

A study of the principal ideas, persons and historical movements which determined the development of the Christian tradition from the early Church Fathers, through the Middle Ages, to the Reformation of the 16<sup>th</sup> Century. Particular attention will be focussed on the intellectual origins of the main branches of Christianity - Roman Catholicism, Orthodoxy, and Protestantism. Students who have taken RLST 2135 may not take this course for credit. (3 cr)

**Method of evaluation**

5 worksheets	30%
essay	40%
final exam	30%

**Required text**

Kerr, H. (ed.), *Readings in Christian Thought* (2<sup>nd</sup> ed.) 1990

**Recommended text**

any edition of *The Bible*

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**RLST 2137EL 12  
2017W**

**Christian Thought and Culture II**  
*Thorneloe University*

A study of the principal ideas, persons and historical movements which determined the development of the Christian tradition from the Reformation to the 20<sup>th</sup> Century. Attention will be given to the main features of Roman Catholic, Orthodox, and Protestant thought during this period, and particularly the attempt to come to terms with the development of modern culture. Note: RLST 2136 is not a prerequisite for this course. Students who have taken RLST 2135 may not take this course for credit. (3 cr)

**Method of evaluation**

5 worksheets	30%
essay	40%
final exam	30%

**Required text**

Kerr, H. (ed.), *Readings in Christian Thought* (2<sup>nd</sup> ed.) 1990

**Recommended text**

any edition of *The Bible*

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**RLST 2186EL 10**  
**2017W**

**Jesus in Historical Context**  
*University of Sudbury*

Scholars continue to debate about who Jesus was, what he said and what he did. This course examines the context of first century Palestine and the traditions associated with Jesus in order to make informed assessments about how one might characterize this first century figure. Students cannot retain credit for both RLST 2185 and RLST 2186. (3 cr)

**Method of evaluation**

assignments	60%
final exam	40%

**Required texts**

Theissen, G. and Merz, A., *The Historical Jesus. A Comprehensive Guide* (translated from the German by John Bowden) 1998

Throckmorton Jr., B.H., *Gospel Parallels. A Comparison of the Synoptic Gospels* 1992

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**RLST 2205EL 12**  
**2016FW**

**The World's Living Religions**  
*Huntington University*

This course examines the history and meaning of the major living religions of the world, and at the same time attempts to explore the unique contribution of each to our understanding of religion as a whole. (6 cr)

**Method of evaluation**

2 essays	50%
4 précis	25%
final exam	25%

**Required text**

Ellwood, R.S. and McCraw, B.A., *Many Peoples, Many Faiths, Women and Men in the World Religions* (10th ed.) 2014

**Optional text**

Noss, D.S. and Grangaard, B.R., *A History of the World's Religions* (13<sup>th</sup> ed.) 2012

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**RLST 2245EL 12  
2016FW**

**Women, Religion and Spirituality**

*Thorneloe University*

This course is an exploration of the role and perception of women primarily in the western religious tradition from ancient times to the present. The course examines the influence of religious tradition upon the status of women in various historical periods. The modern meeting of Christianity and feminism is then examined through an indepth discussion of such current issues as birth control, abortion, violence against women and the ordination of women. The course also studies personal narratives which reflect the influence of religion on the current experience of women in society. RLST 2245 may be counted as 6 credits towards a concentration in Women's Studies. Students cannot retain credit for both RLST 2395 and RLST 2245. (6 cr)

**Method of evaluation**

4 worksheets	20%
essays	40%
final exam	40%

**Required text**

Fisher, M., *Women in Religion* 2007

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**RLST 2285EL 10  
2016FW**

**North American Native People: Tradition and Culture**

*University of Sudbury*

This course will bring about an appreciation of the Native people's tradition and culture. Origin myths, rites and ceremonies, values, customs and life cycle will be examined, as well as certain major themes such as Shamanism, Power, Renewal, Soul concepts and Animal Beings. Native tradition and culture will be presented as a "sacred way of life," and students will be introduced to the special way of thinking, world view and the special relationship to the earth and to other beings of the Original People of North America. Time will be also given to the effects of European contact on Native culture and to contemporary expressions of the "old ways." Also offered as INDG 2285. (6 cr)

**Method of evaluation**

assignments	75%
final exam	25%

**Required texts**

Beck, V. and Walters, A., *The Sacred: Ways of Knowledge, Sources of Life*

Benton-Banai, E., *The Mishomis Book: The Voice of the Ojibway* 1988

Elk, B., *The Sacred Pipe: Black Elk's Account of the Seven Rites of the Oglala Sioux* 1989

Johnston, B., *Ojibway Heritage: The Ceremonies, Rituals, Songs, Dances, Prayers and Legends of the Ojibway* 1976

*Selected Readings* for INDG/RLST 2285 (order from the University of Sudbury)

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**RLST 2326EL 12**  
**2016F**  
**2017W**

**Dimensions of the Paranormal**

*Thorneloe University*

This course critically examines the religious and cultural significance of paranormal phenomena (such as near-death experience, telepathy, clairvoyance, UFO contact and abduction). By studying first-hand accounts, films, academic studies, and selected new paranormal religious movements, students will critically assess both the nature of the evidence and the different ways of accounting for it: mythic-religious, scientific, philosophic, and psychoanalytic. (3 cr)

**Method of evaluation**

essay 1 (1500 words)	30%
essay 2 (2000 words)	40%
final exam	30%

**Required texts**

Sheldrake, R., *Seven Experiments That Could Change the World*

Talbot, M., *The Holographic Universe*

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**RLST 2345EL 10**  
**2016FW**

**Bioethics: Human Life Issues**

*University of Sudbury*

This course will examine current controversies about the benefits and dangers to human life arising from recent developments in the biomedical sciences. Special attention will be given to issues in the reproductive technologies, genetics, the care of the terminally ill, AIDS, research with human subjects, and to questions of abortion and euthanasia. Comprehensive understanding of the issues at stake and ability to evaluate the positions taken in these controversies define the aims of the course. Students may not retain credit for both RLST 2345 and PHIL 2345. (6 cr)

**Method of evaluation**

4 assignments	70%
final exam	30%

**Required text**

*Selected Readings* for PHIL/RLST 2345 (order from the University of Sudbury)

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**RLST 3107EL 10  
2017W**

**The Church and the Modern World**  
*University of Sudbury*

Students explore the historical progress of the Christian Church in its institutional aspects and self-understanding, the meaning of Church in the modern world, different models of Church, the relationship of Church and Churches, the role of the Church(es) in political and social contexts. Students may not retain credit for both RLST 3105 and RLST 3107. (3 cr)

**Method of evaluation**

reading responses (500 words each)	20%
short essay (1000-1200 words)	20%
term paper (2000-2500 words)	35%
final exam	25%

**Required texts**

de Las Casas, B., *A Short Account of the Destruction of the Indies* 2002

Luther, M. (Dillenberger, J. (ed.)), *Martin Luther: Selections from His Writings* 1962

Shelley, B.L., *Church History in Plain Language* (4<sup>th</sup> ed.) 2013

Course Reader: Tanner, N. (ed.), *Vatican II: The Essential Documents* 2016 (order from the University of Sudbury)

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**RLST 3126EL 12  
2016F**

**The Prophets of Israel**  
*Thorneloe University*

A study of the nature of prophecy in the Ancient Near East, its development in Israel, and its possible relevance for today. Particular attention will be paid to the techniques for the scholarly exegesis of the text. (3 cr)

**Method of evaluation**

essay 1 (1500 words)	25%
essay 2 (2500 words)	45%
final exam	30%

**Required texts**

*The Bible* (any modern version)

Von Rad, G., *The Message of the Prophets* (published as a Coursepack)

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**RLST 3166EL 12**  
**2017W**

**Mark's Gospel**  
*Thorneloe University*

A study of the earliest New Testament account of the life of Jesus. Emphasis is placed on the controversies surrounding the historicity of Jesus, his understanding of his mission, his trial and execution and the post-resurrection appearances. (3 cr)

**Method of evaluation**

2 essays	60%
final exam	40%

**Required texts**

Edwards, J., *The Gospel According to Mark* 2002

Attridge, H., *The HarperCollins Study Bible: NRSV with the Apocryphal/Deuterocanonical Books* 2006

Coursepack: Ward, B. (ed.) *RLST 3166 EL 10 Mark's Gospel: Selected Readings*

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**RLST 3235EL 10  
2016FW**

**Judaism**

*University of Sudbury*

This course studies Judaism from ancient Palestine to modern Israel. It looks at the beliefs and practices of Judaism in its historical context, particularly in the Western World. Included are such topics as rabbinic Judaism, Jewish spirituality and diversity of modern Judaism. Students who have taken SREL 3236 or RLST 3230 are not permitted to take this course for credit. (6 cr)

**Method of evaluation**

assignments	40%
2 essays	30%
final exam	30%

**Required texts**

Holtz, B. (ed.), *Back to the Sources. Reading the Classic Jewish Texts* 1984

Trepp, L., *Judaism: Development and Life* (4<sup>th</sup> ed.) 2000

*The New American Bible* (Compact Ed.)

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**RLST 3306EL 12  
2017W**

**Issues in Religion and Science**

*Thorneloe University*

This course will explore the relationship between religion and modern science in Western culture. While some attention will be given to the historical impact of scientific discoveries upon religious belief, the primary focus will be on contemporary issues involving religion and science. (3 cr)

**Method of evaluation**

essay (1500 words)	30%
essay (2000 words)	40%
final exam	30%

**Required texts**

Barbour, I., *Religion and Science* 1997

any version of the book of Genesis in the *Bible*

Coursepack: Humbert, D. (ed.) *RLST 3306 EL 10 Issues in Religion and Science: Selected Readings*

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**RLST 3326EL 12  
2016F**

**Religion and the Elderly**  
*Huntington University*

This course is a study of the images of the elderly found in the religious traditions of the world, including North American Native people. Special attention will be given to examination of the spiritual needs of the elderly and how these needs might be addressed by religious and health-care organizations. (3 cr)

**Method of evaluation**

research paper	25%
case study	40%
final exam	35%

**Required texts**

Fischer, K., *Winter Grace: Spirituality and Aging* 1998

Nouwen, H. and Gaffney, W., *Aging: The Fulfillment of Life* 1990

**Optional texts**

Kimble, M. et al., *Aging, Spirituality, and Religion. A Handbook* 1995

Koenig, H., *Aging and God: Spiritual Pathways to Mental Health in Midlife and Later Years* 1994

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## SOCIAL WORK

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### **SWLF 1006EL 12 2016F**

#### **Introduction to Social Welfare**

A survey of the history and development of social welfare in Canadian society. This course examines various social policies and their relevance for social welfare. Students may not retain credit for both SWLF 1006 and SWLF 1005 or NWLF/ISWK 1006. (3 cr)

#### **Method of evaluation**

online postings	15%
assignments	55%
final exam	30%

#### **Required text**

Turner, F. and Turner, J. (eds.), *Canadian Social Welfare* (6<sup>th</sup> ed.) 2009

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### **SWLF 1007EL 12 2017W**

#### **Introduction to Social Work**

A survey of the profession of social work, including early influences, the relationship between social analysis and social work practice, values and ethics and the factors that shape contemporary social work practice. The course also examines issues related to the delivery of social services. Students may not retain credit for both SWLF 1007 and SWLF 1005 or NWLF/ISWK 1007. (3 cr)

#### **Method of evaluation**

online postings	20%
assignments	45%
final exam	35%

#### **Required texts**

Hick, S. and Stokes, J., *Social Work in Canada: An Introduction* (4<sup>th</sup> ed.) 2017

Mullaly, S., *The New Structural Social Work* (3<sup>rd</sup> ed.) 2007

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**SWLF 3736EL 12  
2017W**

**Critical Perspectives On Disability**

This course examines the social implications of disability in Canadian society. In particular, it examines issues that impact on the well-being of persons with disabilities, including poverty, education, unemployment, violence and gender. Topics include the evolution of public policies, social programs, and the perspectives used by human service professionals to frame disability issues. Open to all University students. Prerequisites: SWLF 1006/07 or NWLF/ISWK 1006/07. (3 cr)

**Method of evaluation**

assignments	75%
final exam	25%

**Required text**

Titchkosky, T. and Michalko, R., *Rethinking Normalcy: A Disability Studies Reader* 2009

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## SOCIOLOGY

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**SOCI 1015EL 12**  
**2016F**  
**2017W**

### **Understanding Society**

A systematic introduction to understanding society, social structure, basic social institutions and their interrelations, the nature of social interactions, and the relationship between the individual and society. Particular attention is given to major issues within society such as power, social class, inequality, and the processes by which human nature and instincts become socially transformed and socially structured. These social issues are examined comparatively and with particular reference to Canadian society. The student is also introduced to major theoretical issues in sociology, the methods of sociology, and the rules of evidence in social science. This course is a prerequisite to all upper-year SOCI courses unless specifically waived by the department. (6 cr)

#### **Method of evaluation**

##### *Fall*

online postings	10%
assignments	45%
online midterm exam	20%
final exam	25%

##### *Winter*

online postings	25%
assignments	30%
online midterm exam	20%
final exam	25%

#### **Required texts**

Lothian Murray, J., Linden, R. and Kendall, D., *Sociology in Our Times* (7<sup>th</sup> Canadian ed.) 2017

Buckley, J. *Fit to Print: The Canadian Student's Guide to Essay Writing* (8<sup>th</sup> ed.) 2013

#### **Optional text**

Brym, R., *Society in Question* (7<sup>th</sup> ed.) 2014

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**SOCI 2007EL 12**  
**2017W**

### **The Adolescent and Society**

A course in the sociology of adolescence with a focus on the social factors which affect the behaviour and development of adolescents. Prerequisite: SOCI 1015 or permission of instructor. (3 cr)

#### **Method of evaluation**

online postings	20%
assignments	50%
final exam	30%

### Required texts

Schissel, B., *Still Blaming Children: Youth Conduct and the Politics of Child Hating* 2006

Tilleczek, K. *Approaching Youth Studies: Being, Becoming, Belonging* 2011

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## SOCI 2016EL 12 2017W

### Thinking Sociologically

This course examines the different types of sociological reasoning used to answer questions about social behaviour, social programs and social policies. Students gain an appreciation of the value of the sociological perspective through the application of critical thinking. Prerequisite: SOCI 1015 or instructor's permission. (3 cr)

#### Method of evaluation

online postings	15%
assignments	50%
final exam	35%

### Required texts

Bailey, G. and Gayle, N., *Social Theory: Essential Readings* (2<sup>nd</sup> ed.) 2003

Ritzer, G. and Stepnisky, J., *Contemporary Sociological Theory and Its Classical Roots: The Basics* (4<sup>th</sup> ed.) 2013

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## SOCI 2066EL 12 2017W

### Explanations of Crime

A study of the causes of crime with a main emphasis on crime in Canada. The Criminal Code is studied and crime is defined. Types of crimes are described and their quantity estimated. After considering causal explanations generally, several theories of crime are analyzed and evaluated. Students may not retain credit for both SOCI 2086/87 and SOCI 2085. Students may not receive credit for both SOCI 2066 and SOCI 2086. Prerequisite: SOCI 1015 or permission of instructor. (3 cr)

#### Method of evaluation

assignments	60%
online postings	10%
final exam	30%

Required text - none

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**SOCI 2067EL 12  
2016F**

**Institutions of the Criminal Justice System**

The institutions and policies of the Criminal Justice System of Canada, that is, the police, courts, prisons, and various rehabilitation programs, are the subject matter of this course. Evaluation of programs to reduce crime and rehabilitate offenders receives special attention. Students may not retain credit for both SOCI 2086/87 and SOCI 2085. Students may not receive credit for SOCI 2067 and SOCI 2087. Prerequisite: SOCI 1015 or permission of instructor. (3 cr)

**Method of evaluation**

assignments	60%
online postings	10%
final exam	30%

**Required text** – none

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**STAT 2126EL 12  
2016F**

**Introduction to Statistics**

Provides an introduction to basic statistical concepts and techniques that are common to all disciplines in the Social Sciences. The principal topics include data collection and description, the characteristics and features of the normal probability distribution, the formulation and testing of hypotheses, linear correlation and regression analyses. (3 cr)

**Method of evaluation**

assignments	50%
final exam	50%

**Required text**

Gravetter, F.J. and Wallnau, L.B., *Essentials of Statistics for the Behavioral Sciences* (8<sup>th</sup> ed.)  
2014

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**SOCI 2127EL 12  
2016F**

**Research Methods and Data Analysis**

Examines research methods including observational techniques, survey research and advanced sampling methodology. Students will study a variety of inferential statistical procedures.

Prerequisite: SOCI 1015. A minimum grade of 60% is required. (3 cr)

**Method of evaluation**

assignments	70%
final exam	30%

**Required texts**

Bryman, A. & Bell, E., *Social Research Methods* (4<sup>th</sup> Canadian ed.) 2016

Schwandt, T., *Dictionary of Qualitative Inquiry* (4<sup>th</sup> ed.) 2015

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**SOCI 2656EL 12  
2017W**

**Social Inequality: Gender, Race, Class and Power**

This course will examine the theoretical perspectives on the intersection of social class and gender, race, ethnicity. With reference to both Canadian and international studies, the course will analyze how class and identity are constructed through the intersections of gender, race and ethnicity. Students may not retain credit for SOCI 2626, SOCI 3066 and SOCI 2656.

Prerequisite: SOCI 1015 or instructor's permission. (3 cr)

**Method of evaluation**

online postings	20%
assignments	50%
final exam	30%

**Required texts**

Grabb, E. and Guppy, N. *Social Inequality in Canada: Patterns, Problems and Policies* (5<sup>th</sup> ed.) 2009

McMullin, J. and Curtis, J., *Understanding Social Inequality - Intersections of Class, Age, Gender, Ethnicity, and Race in Canada* (3rd ed.) 2017

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**SOCI 3016EL 12  
2017W**

**Modern Sociological Theories: Manifestations and Issues**

A comparative study of modern sociological theories based on original texts. This course presents the current issues in the sociological theories. Students may not retain credit for both SOCI 3016 and SOCI 3015. Prerequisites: SOCI 2016 and SOCI 2017. (3 cr)

**Method of evaluation**

online postings	10%
assignments	65%
final exam	25%

**Required text** - none

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**SOCI 3636EL 12  
2016F**

**Desire, Love and Work: Part Two – The Social Making of Sexuality**

The primary objective of this course is to develop an understanding of the social construction of sexuality in contemporary society. As a basis for this, anthropological and historical perspectives will also be covered. The focus of this course will be on denaturalizing gender, sexuality, desire, masculine and feminine sexualities, heterosexualities and homosexualities to understand how these create and sustain, and are created and sustained, by the gendered division of labour and patriarchal social organization. The social making of normality and deviance in relation to desire and sexuality will be explored. This course may be counted towards a concentration in Women Studies and is part of the Certificate in Family Life Studies and Human Sexuality. Students may not retain credit for SOCI 3626, 3627, 3625 and 3636. Prerequisites: SOCI 1015 and 2636 or instructor's permission. (3 cr)

**Method of evaluation**

online postings	15%
online midterm exam	20%
assignments	35%
final exam	30%

**Required text**

*Selected Readings* for SOCI 3636EL

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## THEATRE ARTS

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For more information on Theatre Arts courses, contact Thorneloe University at [thorneloedistance@laurentian.ca](mailto:thorneloedistance@laurentian.ca) or 705-673-1730, ext. 103.

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### **THEA 2356EL 12 2017W**

#### **Theatre in Education I** *Thorneloe University*

This course covers various aspects of children's theatre and theatrical techniques useful in an educational setting. (3 cr)

#### **Method of evaluation**

4 assignments	70%
final exam	30%

#### **Required text**

Watts, I., *Paper Bag Princess and Other Stories*

#### **Recommended text**

Wood, D. and Grant, J., *Theatre for Children* 1997

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**THEA 3246EL 12  
2016F**

**Theatre History III**  
*Thorneloe University*

This course is an in-depth study of the performance and production dramaturgy of modern theatre from the Romantic period to realism. Emphasis will be placed on the multiplicity and mixtures of staging conventions within the contexts of shifting political and economic ideologies and the influence of the visual arts and music. Prerequisite: THEA 1115 or permission of the instructor. Students may not retain credit for both THEA 3246 and THEA 3245. (3 cr)

**Method of evaluation**

5 play commentaries (5% each)	25%
online discussion	10%
midterm test	25%
final exam	40%

**Required texts**

Brockett, O.G. and Hildy, F.J., *History of the Theatre, Foundation Edition* 2007

Puccini, G., *Tosca: Libretto*

Wise, J. and Walker, C.S. (eds.), *The Broadview Anthology of Drama, Volume II* 2003

**Recommended resource**

CD: *Tosca: Highlights* (English)

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## **WOMEN'S, GENDER AND SEXUALITY STUDIES** (formerly Women's Studies)

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For more information on Women's, Gender and Sexuality Studies courses, contact Thorneloe University at [thorneloedistance@laurentian.ca](mailto:thorneloedistance@laurentian.ca) or 705-673-1730, ext. 103.

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### **WOMN 1005EL 12** **2016FW**

#### **Introduction to Women's Studies**

*Thorneloe University*

This course introduces students to the critical study of gender and how it has increased our understanding of women, men, and their changing roles. Recognizing the diversity of women's experiences, the course examines the historical and contemporary contexts of social injustices facing women in Canada and globally. (6 cr)

#### **Method of evaluation**

online discussions	15%
2 assignments	15%
major paper	25%
midterm test	15%
final exam	30%

#### **Required text**

Coursepack: Koolen, M. (ed.) *WOMN 1005 EL 12 Introduction to Women's Studies: Selected Readings*

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**WOMN 2006EL 12  
2016F**

**Women as Visual Artists I: A Women's Art History**

*Thorneloe University*

This course presents an overview of a women's art history in the Western art tradition from its beginnings to Modernism in the 1960s. It examines significant women artists and the issues that impacted their lives as artists; factors that mitigated against women becoming practicing artists; and the development of scholarship devoted to a women's art history. Students may not retain credit for both WOMN 2005 and WOMN 2006. (3 cr)

**Method of evaluation**

6 response papers	35%
research essay	15%
book review	20%
final exam	30%

**Required texts**

Carr, E., *Hundreds and Thousands: The Journals of an Artist*

Chadwick, W., *Women, Art, and Society* (5<sup>th</sup> ed.) 2012

Coursepack: Clark, J. (ed.), *WOMN 2006 EL 12 A Women's Art History: Selected Readings*

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**WOMN 2007EL 12  
2017W**

**Women as Visual Artists II: Contemporary Art and Issues**

*Thorneloe University*

This course studies women as contemporary visual artists as well as the issues that inform their art. Emphasis is placed on Feminism and its impact on women's art and imagery. The work of Canadian women artists is included in the course content. Students may not retain credit for both WOMN 2005 and WOMN 2007. (3 cr)

**Method of evaluation**

6 response papers	30%
research proposal	20%
essay	20%
final exam	30%

**Required texts**

Coursepack: Clark, J. (ed.) *WOMN 2007 EL 12 Contemporary Art and Issues: Selected Readings*

Coursepack: Broude, N. and Garrard, M. (eds.), *The Power of Feminist Art* 1996

**Recommended text**

Chadwick, W., *Women, Art & Society* (5<sup>th</sup> ed.) 2012

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**WOMN 2016EL 12  
2017W**

**The Production of Knowledge**

*Thorneloe University*

This course will examine theories of women's studies and familiarize students with basic tools and research skills of the discipline. Other topics to be considered will include feminist critiques of knowledge production in the academy, feminist pedagogy, and feminist research methods. As part of the requirement for the course, students may be asked to design and carry out a simple research project. Prerequisite: WOMN 1005 or permission of the department. This course is not available to on-campus students without the permission of the department chair. (3 cr)

**Method of evaluation**

5 worksheets	40%
discipline report	10%
research proposal	20%
final exam	30%

**Required text**

Coursepack: Levan, A. (ed.) *WOMN 2016 EL 12 The Production of Knowledge: Selected Readings*

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**WOMN 2036EL 12  
2016F**

**Gender, Work and Families**

*Thorneloe University*

The focus of this course is on understanding women's work and men's work as gendered practices. Economics of paid and unpaid work at various scales of production and reproduction including the family and the nation state are examined. Students may not retain credit for both WOMN 2036 and either WOMN 2035 or 3035. (3 cr)

**Method of evaluation**

class discussion and participation	15%
critical reflection papers	30%
analysis paper	25%
final exam	30%

**Required text**

Coursepack: Johnston, K. (ed.) *WOMN 2036 EL 12 Gender, Work and Families: Selected Readings*

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**WOMN 2106EL 12**  
**2017W**

**Representations of Gender in the News Media**

*Thorneloe University*

This course examines the work of women in news journalism; assumptions, purposes and practices regarding the representation of gender, class and sexualities; and the extent to which these are being challenged by feminist writers and activists. (3 cr)

**Method of evaluation**

2 assignments	45%
learning activities	30%
final exam	25%

**Required text**

Coursepack: McDougall, E. (ed.), *WOMN 2106 EL 12 Representations of Gender in the News Media: Selected Readings*

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**WOMN 2107EL 12**  
**2016F**

**Women and Popular Culture**

*Thorneloe University*

This course studies representations of women in popular art forms such as television, film, music, and pulp fiction. The course considers images of women in advertising and in narrative story lines and how they influence the status of women in contemporary science. (3 cr)

**Method of evaluation**

assignments	15%
online postings	20%
online midterm exam	15%
research essay	25%
final exam	25%

**Required text**

Coursepack: McDougall, E. (ed.) *WOMN 2107 EL 12 Women in Popular Culture: Selected Readings*

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**WOMN 2357EL 12**  
**2017W**

**Women and Aging**  
*Thorneloe University*

The focus of this course will be on the problems women face as they age. Included in the course will be topics such as widowhood, poverty and the double standard of aging. Students will also consider the adequacy of initiatives which attempt to address the problems. (3 cr)

**Method of evaluation**

8 worksheets	30%
midterm paper	20%
essay (1500 words)	25%
final exam	25%

**Required text** - none

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**WOMN 2406EL 12**  
**2016F**

**Violence Against Women**  
*Thorneloe University*

This course examines a number of different forms of violence against women and its emergence as a social problem. Students will become familiar with different theoretical approaches that shape the way men's violence against women is understood, studied and debated, including suggested causes and solutions. Students may not retain credit for both WOMN 2406 and either WOMN 2405 or 3405. (3 cr)

**Method of evaluation**

5 worksheets	40%
film or book review	10%
essay	25%
final exam	25%

**Required text**

Coursepack: Levan, A. (ed.), *WOMN 2406 EL 01/12 Violence Against Women: Selected Readings*

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**WOMN 2456EL 12  
2016F**

**Women's Health Issues**  
*Thorneloe University*

Explores issues of importance to women as providers and recipients of health care. The course considers various models of physical and mental health and analyses the origins and perspectives of the women's health movement. (3 cr)

**Method of evaluation**

8 worksheets	30%
midterm paper	20%
short essay (1500 words)	25%
final exam	25%

**Required text** - none

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**WOMN 3015EL 12  
2016FW**

**Feminist Theories**  
*Thorneloe University*

This course introduces students to the development of feminist theories in the modern era. It examines various theoretical frameworks and contemporary debates and dilemmas within feminism. Prerequisite: WOMN 2016 or permission of the department. Students cannot retain credit for both WOMN 3015 and WOMN 3125. This course is not available to on-campus students without permission of the department chair. (6 cr)

**Method of evaluation**

8 worksheets	40%
midterm paper	10%
essay	20%
final exam	30%

**Required texts**

Kolmar, W.K. and Bartkowski, F., *Feminist Theory: A Reader* (4<sup>th</sup> ed.) 2013

Coursepack: Levan, A. (ed.) *WOMN 3015 EL 12 Feminist Theories: Selected Readings*

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**WOMN 3037EL 12  
2017W**

**Gender, Work and the Global Economy**  
*Thorneloe University*

The focus of this course is on work as a gendered practice that is integral to the global economy. Paid and unpaid labour at various scales of production and reproduction including national, global and transnational circuits of power will be examined. Students cannot retain credit for both WOMN 3037 and either WOMN 2035 or WOMN 3035. (3 cr)

**Method of evaluation**

critical reflections	20%
class participation	15%
group project	20%
research paper	15%
final exam	30%

**Required texts**

Coursepack: Johnston, K. (ed.) *WOMN 3037 EL 12 Gender, Work and the Global Economy: Selected Readings*

Seager, J., *The Penguin Atlas of Women in the World* (4<sup>th</sup> ed.) 2009

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**WOMN 3306EL 12  
2016F**

**Female Sexualities**  
*Thorneloe University*

This interdisciplinary course explores the complexities of female sexual identities, experiences and practices. Beginning from an understanding that sexuality is culturally and historically constructed, topics studied may include: historical, medical, and scientific discourses of female sexualities; female sexualities at the intersections of race, class, ethnicity, and disability; sex and representation. (3 cr)

**Method of evaluation**

8 worksheets (6% each)	48%
discussion paper (essay)	12%
online discussion	10%
final exam	30%

**Required texts**

Coursepack: Luhmann, S. and Warburton, R. (eds.) *WOMN 3306 EL 12 Female Sexualities: Selected Readings*

Johnson, M. L., *Jane Sexes It Up: True Confessions of Feminist Desire* 2002

Winterson, J., *Sexing the Cherry* 1989

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**WOMN 3407EL 12  
2017W**

**The Gendered Construction of Violence**

*Thorneloe University*

This course examines the gendered nature of violence, considering how the social construction of masculinity and femininity informs violent behaviour as well as differences in motivation, response and the perception of violence by men and women. It focuses on forms of violence that women commit and how a focus on gender can illuminate broader systems of violence such as racism, militarism and the destruction of the environment. Prerequisite: WOMN 2406 or permission of the department. Students may not retain credit for both WOMN 3407 and either WOMN 2405 or 3405. (3 cr)

**Method of evaluation**

5 worksheets	40%
news media review	10%
essay	25%
final exam	25%

**Required text**

Coursepack: Levan, A. (ed.) *WOMN 3407 EL 12 The Gendered Construction of Violence: Selected Readings*

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