

**Undergraduate Course Descriptions**

Course	Subject Area	Course Description
EDUC 410: Religion in Curriculum and Life of the School	Education	This course will explore the integration of a Catholic vision and values within publicly recognized schools. Some of the topics deal with issues that normally arise in the curriculum; many topics focus on aspects of life in a school community; and others look at conditions of employment.
EDUC 420: History of Catholic Education in Canada	Education	An examination of the philosophy of Catholic Education and of its history and current design in selected provinces and territories of Canada, of current challenges it faces, and of its outcomes.
EDUC 430: The Catholic School Teacher: Pre-Practicum Experience	Education	<p>This course is designed as an introductory study of the work of the elementary or secondary Catholic school teacher with an emphasis on the religious, sociopolitical and organizational contexts in which the work of teaching is embedded. The course is designed to assist the student in discerning whether or not they are called to move towards teaching as a vocation. It is also designed to encourage the student to begin the process of reflection on past school experiences, observations, practice, and theory in order to consider the choices that they will make in their classroom if they pursue Education.</p> <p>Students will have a series of classroom, online and in-school (practicum) experiences. Students will be asked to reflect upon their own assumptions, strengths, weaknesses, social identity, potential, spirituality and sense of vocation in order to better understand who they are.</p>
ENGL 310: English Grammar and Usage	English	This course introduces students to English grammar and its use in daily communication. It takes a descriptive approach to focus on the flexibility of English grammar and how it is adapted and used in different spoken and written, formal and informal contexts. In addition to considering the use of English grammar in communication situations that differ in register and mode, attention will also be paid to dialect, and how regional dialects change the uses of grammar and the way it works to communicate with other people. Although the emphasis of the course is on how grammar is used in real situations, students are taught some prescriptive rules and reflect on their usefulness
ENGL 312: History of the English Language (6 credits)	English	<p>When Chaucer made the observation "that in forme of speche is change" he stated the self-evident, perhaps without knowing the principles of historical linguistics. He emphasized the fact that words change, but he had nothing to say on pronunciation and syntax.</p> <p>English has been written down for more than 1200 years, and the earliest written sources show the language through its three stages of Old English (about A.D. 500 to 1100), Middle English (1100 to 1500), and Modern English (1500 to present).</p>



		<p>Emphasis will be placed on the evolution of the renunciation from the earliest times to now, on the changes in the meaning and form of words, and on the changes in sentence structure. Attention will also be given to social, cultural, and historical factors which bring about language change. In an excursus at the beginning of the course the relationship of English to other Indo-European languages will be explored briefly.</p>
ENGL 316: Chaucer and the Middle Ages	English	<p>This course introduces students to the language, literature, and cultural contexts of late fourteenth century England through an extended engagement with Geoffrey Chaucer's <i>Canterbury Tales</i>. Taking as its focus Chaucer's complex critique of the religious figures represented in the <i>Tales</i>, the course encompasses the General Prologue and twelve of the subsequent tales.</p>
ENGL 318: Old English Poetry in Translation	English	<p>The best-known and most-read work of Old English literature without doubt is <i>Beowulf</i>, and this Old English epic will be the central text for this course. Topics to be examined include the nature of the hero, the pagan/Christian dichotomy, the role of women, orality and literacy, the Other as monster, re-composing and appropriating earlier tales, et al. Before we begin study of the poem proper, we shall briefly acquaint ourselves with some Anglo-Saxon elegiac literature (e.g. <i>The Wanderer</i>, <i>The Seafarer</i>) and with some battle poetry (e.g. <i>The Battle of Maldon</i>, <i>The Battle of Brunanburh</i>) since both elegiac and martial motifs are woven together in <i>Beowulf</i>. If time allows, we will also view excerpts of the recent <i>Beowulf</i> movies.</p>
ENGL 319: English Renaissance and Reformation Literature	English	<p>In this class, students will be introduced to the study of the proud effect the 'religious question' had on early modern English literature. England was officially a Protestant nation during the Renaissance and Reformation, but in reality its religious life was unsettled and many Christians found themselves moving between different confessional communities. Furthermore, the religious life of early modern England was dominated by what scholars call the Elizabethan compromise, an uneasy <i>via media</i> that maintained national unity while making few Christians on either end of the confessional spectrum particularly happy. From Catholic writers like Sir Thomas More in <i>Utopia</i> (1516), to the converted John Donne, to the staunchly Protestant John Milton of <i>Paradise Lost</i> (1667) and <i>Paradise Regained</i> (1671), English literature is endowed with the cultural and religious controversies of its time.</p>
ENGL 320: Modern Catholic Literature and Culture	English	<p>In this course students learn how to apply principles of rhetoric, literary analysis and interpretation to a selection of post-20th Century works of literature that directly engage with issues of Catholic identity, place and culture. Readings and discussions address questions of class, gender, sexuality, nationality and race as they intersect with, define and mediate the relationships between modern literature and Catholicism. Students are introduced to a range of literary texts that discuss, interrogate, mythologize and critique the history and culture of Catholicism, and develop an ability to interrogate the anxieties, complexities and intertextualities implicit to the</p>



		intersection of Catholic symbolism, iconography and theology and wider literary culture.
ENGL 415: Children's Literature After 1900	English	In this class, students will be introduced to the scholarly field of children's literature and culture while considering books written for children during the golden age of Children's fiction (1890-1939). The dominant paradigm of Children's literature written before World War Two is instruction and delight, a schema that implies the juxtaposition of politics and pleasure in children's texts. Children's literature is unique in English and cultural studies because it is a genre written for children by adults. As such, children's texts reveal a great deal about the assumptions adults make about what children ought to read, think, and know. This class will revolve around three overriding questions: What does it mean to say that a book is for children? What pleasures do Children's books offer their implied readers? How do these texts address ideologically fraught topics like gender, belonging, and colonialism?
ENGL 416: Contemporary Children's and Young Adult Literature	English	The concept of the child and young adult or teenager have changed in the past sixty years, and the literature aimed at preparing those children and young adults for the world has changed with our shifting understandings of the concerns of children and young adults. This course will study the importance of identity in Children's literature and culture written since the 1960s. The class will ask how genre and the concept of age appropriateness and genre impact the way questions of race, class, and gender are discussed in children's literature and culture. Rather than seeing children's literature as an apolitical tool for teaching literacy skills, this class will argue that children's fiction has become an inherently political space during the culture wars, and that many of the best children's authors working in the field today are also doing activist work. This class will include a discussion of picture books for children, graphic novels for children, and young adults, young adult novels, and a contemporary film.
ENGL 417: Studies in Contemporary Canadian Aboriginal Literature	English	In this class, students will be introduced to the scholarly study of Canadian Aboriginal literature, dram, non-fiction and poetry as a means to discussing the ways that Canadian Aboriginal writers use, and subvert, genre. To best understand the pleasures and paradoxes of Canadian Aboriginal literature, a central goal of this class is placing each text into its historical and cultural context. The texts that this class addresses will speak to colonialism, poverty, tragedy, and trauma, but they also speak to hope, pleasure, and a desire for change. This class will assume that students will have little to no background in Canadian Aboriginal literature, and will focus on the legal, historical, and ethical dimension of colonialism in Canada. This class will revolve around three questions: Do Canadian Aboriginal texts engage in a resistance to colonialism? Can a poem, for example, or a play be a tool that one uses to deconstruct colonialism or heal fraught relationships between Aboriginal peoples and settlers? How do Canadian Aboriginal texts address questions of resistance, reconciliation, and recognition? What is the relationship between the medium and the message of Canadian Aboriginal literature? Do different



		forms--poems, plays, non-fiction, fiction, and sculpture--allow for different kinds of resistance?
ENGL 418: Topics in Indigenous Literatures	English	This class provides an intensive study of contemporary Indigenous literatures that represent and reimagine ideas about Indigeneity within and outside settler-colonial structures, particularly within a Canadian context. Students will encounter texts in multiple genres that speak to resilience, community, hope, and pleasure, as well as to trauma, exploitation, erasure, and racism. Students will also engage with current scholarly discourse on Indigenous literatures and cultural expressions, and the response of Indigenous writers to legal, historical, and ethical dimensions of settler colonialism. A central goal of this class will be to read texts with an awareness of our own context of learning; thus, we will consider the critical and pedagogical implications of studying Indigenous literature within a Catholic educational setting on the unceded, ancestral territory of the Musqueam people.
	English	<p>Science transformed Victorian culture. The laws of the conservation of energy changed understandings of the physical world. Charles Darwin's theories of evolution altered the conception of what it meant to be human. Science also changed people's ways of conceiving of their origins and the world in which they lived. Yet the spread of scientific naturalism created among many in the culture a sense that meaning had gone out of the world, and led to heated debates over the claims of science versus those of religion.</p> <p>This course will examine the ways in which Victorian writers represent the tensions between religion and science in their works. We will read literary texts that portray scientist (a term coined in the period) and contemporary scientific issues, alongside scientific writing by Darwin and others. We will also examine literary texts that pose spiritual and aesthetic challenges to science's increasing cultural authority. Topics discussed will include the vivisection debate, new physiological conceptions of the mind (versus the concepts of the soul), the spiritualist movement, cultural interpretations of evolutionary biology, the relations between science and ethics, and the emergence of the genre of scientific romance (what we now call science fiction).</p>
ENGL 421: Tragedy & Film	English	In this class, students will be introduced to the scholarly study of early modern and modern Anglo-American tragedy, and the ways in which these plays have been adapted and remediated for film. Often, when approaching the filmed representations of canonical tragedies, critics desire a fidelity to the original text. To what degree should the director adhere to the original text? Does the director have license to change lines? The setting? Major points of the plot? When tragedies are filmed, directors comment on the play; each filming provides a reading and a representation of the play. This class will move students beyond commenting on the differences between the play text and its filmic representation by encouraging close reading skills. Films represent choices, and in this class we will spend



		some time deconstructing those choices and asking how the plays enable a plurality of readings.
ENGL 448: Shakespeare, Genre, and Religion	English	Shakespeare wrote during an age of social, political, and religious change. With each change of ruler, England shifted between being a Catholic and a Protestant nation, a tension that eased during the rule of Queen Elizabeth. Under the "Elizabethan compromise," the state agreed not to "make windows into men's souls," so long as her subjects exhibited outward conformity to the national church. The dominant school of Shakespearian criticism since the 1980s has been new historicism, with its mantra to "always historicize." New historical critics were hesitant to discuss the religious anxieties and energy of Shakespeare's text, or, when they did, they equated the religious with the political, since religion and politics were so closely aligned during the early modern period. Recently, however, scholars within the "turn to religion" have been rediscovering the religious language of Shakespeare's works, and the ways that his plays engage directly and indirectly with some of the major theological issues of his age, from evocations of the Eucharist, to representations of confession, to discussions the divine right of kings.
HIST 301: British Columbia (6 cr)	History	HIST 301 surveys the history of British Columbia from earliest contact between Aboriginal and European societies to the recent past. Through extensive reading, discussion, and presentation the course reviews major moments, figures, themes, and locations in the history of Canada's westernmost province. Aspects of anthropological, political, sociocultural, religious, economic, and military history will be analyzed in order to provide students with increased competence in understanding the history of this region. Extensive use of local history venues will add to a sense of the past in one of the last regions explored and colonized by Europeans.
HIST 311: Britain and European Relations 1750 – 1850	History	History 311 traces the earliest development of modern Britain as it emerges to become an imperial, industrial, and economic power in the 18th and early 19th centuries. This transformation from regional power to global power has both domestic and international ramifications. What were the local conditions - social, economic, and political - that affected the growth of Britain in this period? Why did Britain "industrialize" first and how did local innovation and enterprise push the nation to the forefront of colonial and imperial ventures in this period? This period is set against the backdrop of major European and colonial events that not only provide context to British history but also the impetus for great change: the European Enlightenment and Scientific Revolution; American Revolution; French Revolution and the succeeding Age of Revolutions that would spark Britain's own Reform movements by mid-century. This period ends with the earliest years of Victoria's reign and the triumph of British industrial and imperial power.
HIST 312: Britain and European Relations 1850 – 1918	History	After emerging from the Industrial Revolution Britain was, by 1820, the first industrialized democracy and major world power. "Victorian" Britain represented the height of material and political triumph as the industrial revolution had



		transformed social and economic life while the reform movements urged by revolutionary movements in Europe and abroad had produced an increasingly agitated aristocracy. In an age of rising nationalism, the development of rival European powers in Germany and Italy, and the continued development of a Royal Navy that provided strategic support to Britain's imperial ventures in the Middle East, India, and Asia, the British Empire grew to its height under the reign of Victoria. Rival power struggles within Europe, particularly between Britain and Germany would thrust the world into the First World War and provide some of the most profound social, economic, and political changes to Britain and European society since the start of modern history. The Britain that emerged victorious in 1918 would be a subdued nation turned inward for a time as the horror and devastation of war would birth new challenges for the twentieth century.
HIST 314: Britain and European Relations 1918 – 1945	History	The Interwar period to the end of the Second World War saw major social, political and cultural changes both inside and outside Britain in response to a global depression, the rise of communism and fascism in Europe and rising nationalism within the Empire. This course will examine the “roaring” twenties, the “hungry” thirties and the rise of Stalin, Mussolini and Hitler on the continent. By 1939, power struggles in Europe, particularly between Germany and other European nations, thrust Britain into a Second World War.
HIST 313: Britain and European Relations 1945 – present	History	This course examines the period after the Second World War as Britain emerges once again from European and global conflict.
HIST 330: Early Church History: Ideas and Their Development	History (cross listed as Theology)	This course examines basic themes in Christian thought and practice in formative periods from the first- through ninth-centuries. The course will proceed in a rough chronological fashion around a number of basic issues dealing with scripture, church organization, models of the Christian life, Christian thought, church-state relations, and public culture. Primary texts in translation will be employed as much as possible. Issues of historical development will be considered and so there will be some attention given to modern tendencies to historicize all ancient evidence, to enculturation within the Late Antique Roman world, and normative themes and practices within the faith community.
HIST 401: Modern East Asia	History	This course is designed to explore the rise of Japan in the 19th century and impact that Japan's response to Western expansionism had on its neighbours in East Asia (South Korea, Taiwan, China). We will look at the history of the region, from the Meiji Restoration in 1868 to modern times, examining such themes as nationalism, imperialism, modernity and touch on topics that range from Japanese colonial policies in Taiwan to the impact of manga on East Asian identity in the 21st century. The course will provide students with a context for understanding contemporary East Asian relations.
HIST 420: Topics in Canadian History: Indigenous-Settler	History	This course is designed to introduce students to key events and issues in the history of Indigenous-settler relations in pre- and post-Confederation Canada. The central focus of the



Relations in 17th – 21st Century Canada		course will be on a particular theme. Throughout this course, students will work with primary source documents in order to develop their ability to think like historians, particularly in the areas of historical perspective taking and the ethical dimension (Seixas, 2012).
HIST 425: Modern Church History	History (cross listed as Theology)	This course is designed to introduce students to issues in the development of Church teachings, practices and institutions. There will be a brief selection from the early and the medieval periods and then a focus on the period from the Reformation through the Enlightenment to the Present.
RLED 410: Philosophy of Catholic Education	Religious Education	This course will present some of the seminal ideas of Catholic educational philosophy, and their relationship to concepts found in the literature of the philosophy of education. Also, it will provide students with an opportunity to develop an informed knowledge of the various documents of the Catholic Church about Catholic education, and their implications for the teaching-learning process; thus, they will have a clearer understanding of Catholic and educational philosophical traditions and a refined ability to align and facilitate philosophy in practice. Current Catholic educational philosophical thrusts emerging from these foundations will be analyzed with the opportunity to reflect on one's personal concept of Catholic education leading to the formulation of one's personal educational philosophy. Through critical reflection on the contemporary practices in the Catholic teaching and learning environment, an organic, rich Catholic educational philosophy unified with professional practice emerges.
SPIR 437: Leadership and Spirituality	Religious Education	This course will focus on the spiritual dimensions of leadership, the leader's personal spiritual growth and the leader's responsibilities in the areas of community building, faith development, celebrations of faith, Christian service and the moral development of children, youth, and adults in a Catholic school community.
THEO 310: Vocation, Ministry and Service-Learning	Theology	This course functions as an introduction to the BA Capstone Service-Learning Project and focuses on three interrelated themes. Students will (a) engage multidisciplinary perspectives on vocation, calling and profession; (b) explore the history, theology, and practice of Christian ministry; and (c) develop a spirituality for Christian living in dialogue with several methods of spiritual discernment and theological reflection in preparation for the Capstone Placement that follows
THEO 321: The Prophets in The Hebrew Bible, Ancient Near East, and Today	Theology	This third year course introduces the Israelite prophets of the Hebrew Bible in their historical contexts, solidifies the essential backdrop of the ancient Near East prophetic role (especially Mesopotamia) for understanding Israelite prophets, gives attention to literary and redactional developments within each prophetic book, and extracts major themes. These major themes are then brought into conversation with compelling and recent social issues, contemporary literature and music, to further explore themes of the prophets for today.
THEO 402: God, Christ, Church	Theology	This course is designed to provide students interested in teaching in the Catholic Schools with a basic introduction to several central themes of Catholic belief and practice.



		<p>Emphasis will be given to the relationships between the themes and their relevance for Catholic in contemporary society.</p> <p>The course will begin by investigating the roles of faith and reason in belief in God. It will be attentive to the relationship between belief, knowledge and doubt. It will then look carefully at the specifically Christian claims about what and who God is, with the attention to popular ideas about what the word "God" means and to the relationship between God of the philosophers and the God of revelation. The next step will be to look at Christian claims about God's revelation in Jesus of Nazareth whom Christians recognize as the Messiah of Israel, the Christ. Finally, the course will investigate the community Christ founded, the Church, and its relationship to him and his mission. Special attention will be given to the rituals Jesus instituted which structure and define that community, the sacraments.</p>
THEO 405: Liturgy and Sacramental Life	Theology	<p>This course aims to provide an introduction to the history, theology and, pastoral practice of Catholic liturgy/worship and the sacraments. Special emphasis will be placed on contemporary debates and challenges and on cultivating students' capacity to reflect theologically on liturgical and sacramental practice.</p> <p>Prerequisite: THEO 402: God, Christ, Church</p>
THEO 435: Catholic Ethics	Theology	<p>This course provides an introduction to Catholic ethics (also known as "moral theology") and how Catholic moral reasoning can inform both personal and collective responses to complex moral challenges. Case studies focusing on sexual ethics, medical ethics, environmental ethics, end-of-life ethics, the ethics of peace and the moral use of force, and social ethics, among others, will provide a basis for analysis and debate.</p>
THEO 451: Biblical Studies	Theology	<p>This course selects texts from the Hebrew Bible (Old Testament) and Christian Scriptures (New Testament) in a strategic comparison to move beyond introductory level concepts and begin to apply a variety of methodologies to specific texts. Comparison between Christian and Jewish Scripture will draw out similar and diverging literary expressions and theological ideas between the two textual traditions.</p>
THEO 490: Capstone Reflection Seminar	Theology	<p>The Capstone Reflection Seminar runs concurrently with students' Capstone Placement during the Fall and Winter terms and is designed to foster the integration of theory and praxis. The seminar invites students to (a) reflect, both individually and collectively, on the personal, cultural and theological dimensions of their experience in the Capstone Placement; and (b) to synthesize and integrate insights from across the Capstone Project. The Reflection Seminar is graded on a pass/fall basis.</p>