

COURSE DESCRIPTIONS

(Lecture

| Lab) The course focuses on parallel and distributed computing in high-performance scientific application, using the parallel execution model, a generalization of the traditional single threaded paradigm. The course covers multi-core processors, concurrency, parallel execution, latency, communication and coordination among processes, message passing, shared-memory models, optimization techniques, parallel algorithms, decomposition strategies, system architecture, and performance analysis and tuning. Using the language C/C++, students gain hands-on experience writing scalable parallel applications for Graphics Processing Units.

Students that have taken ACS-4306 will not be eligible to take GACS-4306/7306 for GACS degree credit.

Take GACS-4306L (LAB).

(Lecture)

This course is a continuation of ACS-3902(3). It deals with advanced topics in database design, use, and administration. Database design topics include enhanced

understanding and knowledge of research issues associated with two types and databases. In particular, students will study basic theoretic issues of web and document databases: system architectures, XML data storage and data compression, data retrieval and twig matching, data stream system, as well as the search engine architecture. Another specific methodology related to Graph databases will also be discussed.

(3 hrs Lecture) This course examines current issues related to the next generation of the World Wide Web: the Semantic Web that is intended to convert the Web into a more practical globally linked database. Topics comprise document markup languages, access privileges, business rules, and processing models for managing data. A typical project involves the design and implementation of an application for managing semi-structured data using XML technologies.

(3 hrs Lecture) This course provides students an understanding of theoretical and practical aspects of security and privacy and opens them up to the current research challenges in this area. Topics include classical cryptography, symmetric encryption, public key cryptography, key distribution mechanisms, digital signature, entity and message authentication, access control, multimedia security and digital right management, secret sharing, physical security, privacy preserving techniques such as data aggregation, perturbation, k-anonymity and l-diversity.

(Lecture) This course provides a broad focus on algorithmic and practical implementation of Operations Research (OR) techniques, using theory, applications, and computations to teach students the basics of both deterministic and probabilistic decision making. It introduces linear programming and emphasizes its underlying mathematical structures, algorithms, and solutions of practical programs. Topics covered include: formulations and relaxations, the geometry of linear optimization, convexity analysis, duality theory, the simplex method, sensitivity analysis, constrained and unconstrained optimization methods, robust optimization, network flows, semidefinite optimization, nonlinear optimization, heuristic programming, game and decision theory, Markov chains and queuing systems. At the end of the course, students will be able to solve real world computer science and engineering problems using optimization software tools.

(3 hrs Lecture) Biometrics refers to the automatic identification of a person based on his/her physiological or behavioral characteristics. With the increased integration of computers and Internet into our everyday lives, to protect sensitive and personal data becomes more important and challenging. This course focuses on the design of various biometric systems based on fingerprints, voice, face, hand geometry, palm print, iris, retina, and other modalities. Multimodal biometric systems that use two or more of the above characteristics are studied. This course also examines biometric system performance and the issues related to the security and

privacy aspects of these systems.

(Lecture) This course examines granular computing as a framework of theories, methodologies, techniques, and tools that make use of information granules in the process of problem solving. Granular computing has a significant impact on the design and implementation of intelligent systems. Emphasis is placed on the study of the theory of rough and fuzzy sets. Applications of these theories are also explored. This course also examines social issues that arise from application of these theories in selected domains.

(3 hrs Lecture) This course gives students an overview of classification techniques. It covers methods from linear classifiers to nonparametric techniques. Feature generation, selection, and extraction techniques are examined. Both supervised and unsupervised learning methods are discussed.

(3 hrs Lecture) This course provides graduate students with an in-depth knowledge of various computational techniques and tools used in multimedia research (images, videos, speech, graphics and documents). The course covers the following topics: fundamentals of multimedia signal processing, multimedia compression, wireless multimedia, multimedia summarization, content-based multimedia retrieval, multimedia surveillance and security, and current issues and trends in multimedia research. The objective of this course is to prepare students to understand the theoretical foundation of multimedia computing, and to apply computational tools such as Matlab, Intel OpenCV, etc., to the processing and analysis of multimedia data.

(Lecture) This course provides students a detailed overview of Digital Image Processing and its applications. Image processing has found applications in many areas from medical imaging to computer graphics. This course covers the fundamental concepts of visual perception and image acquisition, basic techniques of image manipulation, segmentation and coding, and a preliminary understanding of Computer Vision. With successful completion of the course, students will be able to perform image manipulations and analysis in many different fields.

(Lecture) The course will cover core machine algorithms, but emphasis is placed on research-level machine learning methods and theory. Algorithms for classification, clustering, regression and dimensionality reduction are covered. Discovering patterns in web content, structure and usage will also be discussed. Applications of these algorithms for effectively using machine learning methods to solve real-world problems are also explored via the Weka machine learning workbench. Evaluating predictive quality of the algorithms and assessing credibility of learned patterns with statistical methods will be also covered. An implementation project is a major part of this course.

(3 hrs Lecture) The course is divided into two parts. First half of the course examines the foundations, implementation, and characteristics of various peer-to-peer systems (both research and production). Topics discussed will include the formation, structure,

households, human capital, and the functioning of factor markets. The objective of the course is to introduce students to some of the most active new areas of research on economic development and to apply the analytical and empirical tools for studying some of the most pressing issues faced by developing countries.

(Lecture)

This course provides students with an opportunity to build on the macroeconomics background they have developed in Honours Macroeconomics and graduate Macroeconomics. The course introduces students to dynamic macroeconomic models and techniques for solving them, highlighting the use of such models and techniques for understanding the implications of macroeconomic policy. Emphasis is placed on the importance of political economy considerations in macroeconomics. Issues covered in any given year may include the interplay

(3 hrs Lecture) The economic and philosophical writings of Keynes and the "Cambridge Circus" are examined in the historical and social context of the times.

Students may not receive credit for this course if they already have credit for ECON-4311 (unless the topic varies).

(Lecture) This course introduces students to the main financial instruments that are used in the investment industry, including a detailed description of financial instruments and how they are traded in financial markets. A brief review of portfolio theory is presented including a discussion of a number of key models of modern finance, including the Capital Asset Pricing Model and the Arbitrage Pricing Theory. The course also includes a detailed examination of the role and operation of fixed-income securities and equities. The course concludes with a discussion of the role and techniques of passive versus active portfolio management.

Students may not receive credit for this course if they already have credit for ECON-4800 (unless the topic varies).

(Lecture) This course provides an in-depth analysis of a number of topics in modern finance theory and applications. The main areas that are examined include Futures Markets, Option Markets and Derivatives. These financial instruments play a key role in the management of risk by firms, and have attracted increasing interest from private sector firms and the larger community. The role of these instruments in the financial markets and their effect on the financial system is examined in detail.

Students may not receive credit for this course if they already have credit for ECON-4801 (unless the topic varies).

involve peer assessment. This course is also open to 4th year Biology Honours students. Additional in-depth work is required to receive credit at the 7000 level.

(Lecture)

This course examines current issues of controversy and public concern in environmental studies and environmental science. The content varies from year to year and students should consult the Environmental Studies department for a more detailed description of topic areas in terms in which the course is offered.

to existing theory and existing research, and determine

(Seminar/Discussion) This course provides an overview of the history and theoretical infrastructure of the academic study of criminal justice. Students will be given an overview of the theoretical and philosophical development of the discipline and explore the history of academic studies of crime and justice in North America. The course emphasizes the major theoretical perspectives of criminal justice studies and their application to graduate level study of criminal law and the court process; policing and security; and punishment and corrections.

(Seminar/Discussion) This course explores advances in qualitative inquiry including visual studies. This course covers the full cycle of a qualitative research project. Students will develop (1) critical skills in interpreting reports of qualitative studies, (2) an understanding of the core methods of qualitative data collection and analysis, as well as (3) experience in analyzing and interpreting qualitative data. This course addresses research techniques from the fields of visual studies and social media studies. This course is designed for students in criminal justice studies but could appeal to anyone in the social sciences or humanities.

(Seminar/Discussion) This course provides a critical examination of systemic problems and policy issues in youth justice. The course evaluates the effectiveness of current criminal justice legal reforms, interventions, treatment programs, and policies aimed at youth. Specific topics include public discourse on youth crime and justice, the social construction of adolescents involved with the youth justice system, the interface of corollary systems of child welfare and mental health, the administration of youth justice systems and a comparative analysis of the policy choices made in developing frameworks for responding to youth justice.

Students may not have credit for this course and CJ-4105.

(Lecture | Lab) This course examines methodologies for the formal assessment of social programs using quantitative and qualitative methods of inquiry including survey, interview, observation and case study techniques. The political and social processes framing evaluation research are also discussed.

Students may not have credit for this course and CJ-4116.

Take GCJ-7116L.

(Seminar/Discussion)
This course examines the research process, including frameworks for inquiry, phases of conceptualization, choice of indicators, sampling, data collection, and analysis. Students will learn how to plan criminal justice inquiry, formulate a research question, relate the question

opportunity to explore a specialized topic in the interdisciplinary context of the field. Restrictions(s): Course outline must be pre-approved by the Departmental Graduate Committee.

(Lecture) This seminar course explores the relationship between settler colonialism and the Criminal Justice system in Canada. The course considers the criminal justice system as one among many interlocking systems that both shape the life chances of Indigenous peoples in the present, and continue to be shaped by Indigenous peoples' resistance to attempted domination. Topics include Indigenous legal systems, deaths in custody, policing, murdered and missing Indigenous women and

(Lecture) This course aims to equip students with advanced bibliographical and research skills that will support their graduate study. Such resources will include archival, library, web-based and informational technologies, and will incorporate theoretical and applied methodologies. Each year course material will be integrated with other graduate courses being offered, and might include a practicum in local cultural projects and communities.

(Seminar/Discussion) This course is a historical and theoretical survey of cultural studies, from the field's emergence as an outgrowth of the British New Left in the 1950s to the study of emergent cultural forms and practices in our globalized and post-industrial present. It includes readings in theory and criticism, each complemented by class discussion about various cultural practices that have the potential to illuminate the radically contextual project of cultural studies. Key concepts covered may include: ideology and hegemony; the articulations of race, gender, and class; colonialism and diasporic identities; popular culture and the politics of taste; museums and curatorial practices.

Students cannot hold credit in GENG-7104 if previously received credit in GENG-7112.

(Seminar/Discussion) This capstone seminar consolidates Master of Arts in Cultural Studies students' learning acquisitions and experiences, and offers a transitional experience into a variety of post-graduation fields. Students build their capacity for advanced study and application through developing high-capacity skills in research, dissemination, professionalization, peer engagement, and portfolio development. Through regular seminar meetings, students work in teams or sub-committees in all aspects of professional events and symposium planning, from programming and financing to advertising and scheduling. Course outcomes are suited to students in both streams of the program (Texts & Cultures and Curatorial Practices).

This course is offered on a trial basis to gauge interest in the topic. Students who successfully complete this course receive credit as indicated.

(Lecture)
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(Lecture) These courses focus on such topics as: historical and contemporary theoretical debates over aesthetics and culture; archiving and public memory; orality and writing; popular cultures and reading publics; copyright and censorship; manual, industrial, and digital publishing; book production, distribution and consumption; and media institutions.

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These courses focus on the cultural construction of the visual in the arts, media, and everyday life and encourage critical engagement with various theories of seeing. Possible topics of investigation include comics and graphic narratives; illustrated books; film, television, and internet narratives; historical and contemporary visual and/or performing arts; and the history of collecting and museums.

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(Lecture) These courses focus on such issues as: the relationship between feminist theory, queer theory and literary and cultural production; the impact of queer theory on historical considerations and contemporary understandings of sex, gender and sexuality; the continued relevance of feminism and feminist theory to questions of gender and sexuality; and the development and circulation of terms such as "homosexual" and "heterosexual" and concepts such as "masculine" and "feminine," categories that have a fundamental impact on how we organize and

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(Lecture) This course addresses interpretations of selected topics in Art History as they have appeared in the literature. Possible topics may include Theories and Methods for Art History or the work of a particular artist, period or movement. Wherever possible topics are examined through the analysis of materials available in local collections. Students are expected to take a leading role in class discussions and to undertake a major research project on a topic of relevance to the course. Each time the course is offered the selected topic will be listed in the Timetable. UM HIST 9070

(Seminar/Discussion) Museums and galleries do more than collect and exhibit objects; they participate in the packaging and presentation of the materials and ideas of culture, engaging with a diverse public and multiple stakeholders. This course examines the collecting, exhibiting and presentation practices of European and North American museums and galleries over the last two centuries with the goal of understanding their evolving role. We explore how museums developed in response to the ideas of collecting and connoisseurship, and the disciplines of art history and museology, and how these institutions reflect or relate to different ideologies, such as nationalism and colonialism.

Cannot hold credit in both GHIST-7830 (6 credit hour) & GHIST-7802 (3 credit hour). UM HIST 9670

(Lecture) This course combines the theory and practice of curatorial work, public history and experiential learning for students interested in achieving a university credit by working with a local museum or art gallery. The Practicum provides opportunities to explore a range of placements with host institutions in order to learn about being a curator. Students are expected to work 6-8 hours a week in the host institution. Program partners will provide training for the interns who have chosen to work with them. Partnerships opportunities include, but are not limited to, Winnipeg Art Gallery, Plug In Contemporary Art Institute, Buhler Gallery, and other local galleries and museums.

course engages students in a problem- and group-based approach to understanding and addressing poverty and human rights by applying these concepts in a major case study.

(Lecture) In many Indigenous communities, people are turning to new ventures as a way to create income and as a way to meet community needs. This course will introduce the basics of innovation and help students understand the stages involved: from clarifying the idea to planning and implementation. Students complete a business plan during the course, including marketing, budgeting, and strategic and feasibility planning within the business plan as well as the creation of financial projections. Students are also introduced to the basics of not-for-profit management and corporate social responsibility.

(Apprenticeship/Internship/Practicum) The field placement allows students to ground their academic learning within the auspices of an organization or community. The field placement involves voluntary work and provides hands-on experience in the area of Indigenous development. Students, in consultation with the MDP Director, select a Canadian field placement site and complete the equivalent of ten to twelve weeks of work, usually during the summer months. Students produce a field placement portfolio, including a report and public presentation. Required components of the include the Field Placement Student Preparation Sessions and the De-Brief sessions organized by the MDP.

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(Lecture) Indigenous peoples today are enmeshed in the expanding modern economy, subject to the pressures of both market and government. More and more Indigenous communities are rejecting the traditional capitalist vision of development as human and environmental exploitation and focusing on new types of local development projects. This course analyzes some of the conflicts associated with traditional development projects in Indigenous communities. Taking Indigenous peoples as actors as its starting point, the class examines innovations in Indigenous economic development that are

culturally respectful, environmentally responsible and that build a new sense of community.

Cannot receive credit in GDP-7716 if already received credit in IS-4023 or GIS-7023.

(Lecture) This course brings to the academy a pivotal concept for the present and future of Indigenous peoples. How Indigenous peoples face and deal with colonization, imperialism, and globalization will depend upon the critical understanding and realizations of self-determination. The legal, political, social, and cultural connotations around self-determination for Indigenous peoples are considered. The course is focused not only on theoretical considerations but is designed to bring issues of self-determination into the collective and individuals lives of those who identify themselves with the concerns of Indigenous peoples.

Cannot receive credit in GDP-7717 if already received credit in GIS-7020 or IS-4020.

(Lecture) This course examines theories and methods of strategic planning and project management in community development, with a particular focus on Indigenous peoples and Indigenous planning methods. The course highlights methods that are participatory, community-based and relevant for and applicable to domestic and international Indigenous communities. The course examines the stages of the project cycle: problem identification, analysis, program design and implementation. Students acquire skills necessary for conceptualizing and implementing international or domestic projects undertaken by nongovernmental organizations: needs assessment, goal and purpose identification, formulation of logframe, workplan and budget, and preparation of a funding proposal.

(Lecture) This course provides a review of the movement towards the decolonization of the Western model of research and the revitalization of indigenous research frameworks and methodologies. The course also offers analysis of Western research methods and both their histories in colonial practices as well as their potential usefulness in indigenous community-based development research and applications. The unique issues and principles involving ethical research in Indigenous communities are explored. The course also includes an overview of Indigenous control of their own research and ethical review processes related to development issues, programs, and implementation.

(Lecture) This course involves an advanced study of the techniques and methodology of quantitative research. This course explores important methodological questions and provides an opportunity for students to gain firsthand experience of quantitative analysis using a variety of sophisticated techniques such as correlation and regression analysis, hypothesis testing, and ANOVA. The course is be divided into three sections: descriptive statistics, hypothesis testing/inferential statistics, and data

modelling. Students are expected to demonstrate their understanding of the concepts learned theoretically and apply the statistical techniques to practical problems in the literature.

(Lecture) In this experiential learning course, students are introduced to the purpose and practice of Indigenous evaluation, as well as some of the analytical tools used by evaluators, both Indigenous and mainstream. An Indigenous approach to evaluation is a strengths-based exercise. It is committed to respecting the community's values and traditional ways of knowing. Students will be given practical experiences in preparing data collection instruments, gathering data from program participants and other stakeholders, and interpreting the data. The course will also explore how an Indigenous approach to evaluation can be merged with the objectives of mainstream funders and other external stakeholders.

Cannot receive credit in GDP-7724 if already received credit in GPOL-7341.

Successful completion of GDP-7722.

(Seminar/Discussion) This course identifies, locates and examines the complicated intersection between human rights and health in law, policy, and lived reality. Taught from a multi-disciplinary framework, the course analyzes the content, justiciability and realization of international right to health provisions and the meaning of these provisions in different cultural and socio-economic contexts. Through contemporary debates and case studies the course examines the interaction between various human rights approaches (Indigenous rights, cultural rights, right to development, environmental rights, women's rights) and health approaches (public health, global health, environmental health, social determinants of health).

Cannot receive credit in GDP-7730 if already received credit in HR-4450.

(Seminar/Discussion) Truth-telling after war, genocide and the violent processes of colonization is a way forward to peace and reconciliation. This course looks at individual, collective and inter-generational trauma in affected societies. The role of memory is also explored, with particular emphasis on using memory to strengthen mechanisms for justice, human rights, and healing. Understanding reconciliation through community-based initiatives to formal legislated undertakings such as truth and reconciliation commissions are examined in depth.

Cannot receive credit in GDP-7731 if already received credit in HR-4350 / GHR-4350 OR CRS-4350 / GCRS-4350.

(Lecture)

This course considers best practices in sustainable staples-based development, focusing on water, energy and mining. Topics include conceptual and methodological tools and frameworks associated with resource management, including impact assessment, meaningful engagement, community-based management, post approval practices and adaptive management. In critiquing current

practices, students reflect on innovations designed to begin the process of respecting inherent rights and Indigenous sovereignty in environmental decision-making processes.

Cannot receive credit in GDP-7750 if already received credit in GESC-7522 or GEOG-4450 or ENV-4450.

(Variable Meeting Hours) This course enables students to interact with key leaders (scholars and practitioners) in the field of development practice. The emphasis is on enabling the entire MDP cohort of students to meet, as the opportunity presents itself, with leaders in development, and in particular, indigenous development. The goal is to expose students, in an integrated learning environment, to conceptual and practical issues and innovative development practices as presented by a variety of speakers who present to and lead discussions with MDP students.

Cannot receive credit in GDP-7780 if already received credit in GDP-7790.

(Variable Meeting Hours) This course enables students to interact with key leaders (scholars and practitioners) in the field of development practice. The emphasis is on enabling the entire MDP cohort of students to meet, as the opportunity presents itself, with leaders in development, and in particular, indigenous development. The goal is to expose students, in an integrated learning environment, to conceptual and practical issues and innovative development practices as presented by a variety of speakers who present to and lead discussions with MDP students.

Cannot receive credit in GDP-7785 if already received credit in GDP-7790.

Successful completion of GDP-7780.

(Seminar/Discussion with variable meeting hours) The nature and range of topics will vary, depending on the expertise of the instructor. Potential topics include MMIWG, extractive industries, gender, human rights and climate change. Students may consult the MOP Coordinator or Global College web site for information about specific iterations of the course. The course may be repeated for credit when topic varies. Can be take for 1.5 / 3 / 6 credit hours.

Cannot receive credit in GDP-7791 if already received credit in GANTH-4102 / ANTH-4102 or HR-4650 / GHR-4650.

(Directed Reading with variable meeting hours) This course is an opportunity to explore in greater depth a topic in the interdisciplinary context of Indigenous sustainable development. In this course, readings and assignments are arranged between an individual student and the instructor depending on the student's interest and the instructor's knowledge-area expertise. This course may be repeated for credit when the topic varies. Can be take for 1.5 / 3 / 6 credit hours.

(Seminar/Discussion with variable meeting hours) The Major Research Paper [MRP] is a piece of original writing based on primary research, submitted in fulfillment of the MDP Research stream. It is of roughly 35-40 pages in length. The student consults the Director of MDP to begin the process of selecting an Advisor for the MRP. The student meets with the Advisor and develops a topic for the paper. After the MRP is submitted, it is circulated to a second reader.

(Seminar/Discussion with variable meeting hours) This course provides an opportunity for students to consider the nature of the discipline of Indigenous development and its relationship to dominant development discourse and practice. Students reflect upon their two terms of courses and one field placement, drawing insight from this into the relationship between theory and practice. Using key tools, resources and frameworks gained throughout the program, students are required, as a team, to address a real development challenge faced by a local organization in a major applied project that takes place over two semesters.

Cannot receive credit in GDP-7794 if already received credit in GDP-7725.

focus may be defined by a thematic area of study, geographic focus, or applications of research to current environmental issues, for example. Students become familiar with the major published literature, questions and debates, theoretical considerations, practical applications, and current directions within the field. This course may be repeated for credit when the topic varies.

(Directed Reading)

This course allows the student to undertake a study on a specific topic area, theme, or research question of interest to fill in gaps in their knowledge, understand concepts, and sharpen their research skills. This is achieved through one or a combination of activities including, but not limited to, a critical review of literature, meta-analysis, developing/testing methods, and conducting independent directed research. The directed studies course may be in the general topic area of the student's thesis but should be distinct from their given research subject.

social, and religious life during the Middle Ages. Topics may include the popular and scholarly knowledge and beliefs concerning the world and humanity, the transmission of this knowledge, the place of humankind in the world and the role of the Church in society.

Cannot hold credit in both GHIST-7203 (6 credit hour) & GHIST-7205 (3 credit hour). UM HIST 9644

(Seminar/Discussion) This seminar studies selected aspects of the cultural, social, and religious life during the Middle Ages. Topics may include the popular and scholarly knowledge and beliefs concerning the world and humanity, the transmission of this knowledge, the place of humankind in the world, and the role of the Church in society.

Cannot hold credit in both GHIST-7203 (6 credit hour) & GHIST-7205 (3 credit hour).

(Seminar/Discussion) Selected topics in economic, social, cultural, art and religious history of the later medieval world.

Cannot hold credit in both GHIST-7207(6 credit hour) & GHIST-7470 and the former 011.743. UM HIST 9240

globalization and developments in Latin America at the regional, national, and local levels. Sections vary but generally focus on issues of race, racism, identity, inequality and the relationship of these to political culture, both in local contexts or perspectives and the broader framework of contemporary liberalism and globalization.

Cannot hold credit in both GHIST-7701 (6 credit hour) & GHIST-7706 (3 credit hour).

(Lecture) This course addresses interpretations of selected topics in Art History as they have appeared in the literature. Possible topics may include Theories and Methods for Art History or the work of a particular artist, period or movement. Wherever possible topics are examined through the analysis of materials available in local collections. Students are expected to take a leading role in class discussions and to undertake a major research

(Lecture | Lab) This course is intended for students who are not fluent in Cree and have never taken a course in the language. The emphasis is primarily on oral work for the purpose of learning basic sounds, vocabulary, and grammatical patterns. Structural differences between Cree and English are highlighted.

Students cannot receive credit for this course if they already have credit for IS-1101.

Take GIS-1101L.

(Lecture | Lab) This course is intended for students who are not fluent in Ojibwe and have never taken a course in the language. The emphasis is primarily on oral work for the purpose of learning basic sounds, vocabulary, and grammatical patterns. Structural differences between Ojibwe and English are highlighted.

Students cannot receive credit for this course if they already have credit for IS-1201.

Take GIS-1201L.

(Lecture)
This course brings to the academy a pivotal concept for the present and future of Indigenous peoples. How Indigenous peoples face and deal with colonization, imperialism, and globalization will depend upon the critical understanding and realizations of self-determination. The legal, political, social, and cultural connotations around self-determination for Indigenous peoples are considered. The course is focused not only on theoretical considerations but is designed to bring issues of self-determination into the collective and individuals lives of those who identify themselves with the concerns of Indigenous peoples.

Students cannot receive credit for this course if they already have credit for GDP-7717 or IS-4020.

(Lecture) In this course, students' assumptions and world views are challenged and enriched by a deep and complex understanding of Indigenous ways of knowing. By decolonizing and indigenizing the mind, students are open to imagining and, later, implementing strategies that are embedded in indigenous teachings. The course emphasizes the importance of critical thinking through the examination and immersion into indigenous epistemologies and brings to the program the instructor's expertise in First Nations governance, development efforts and systems.

Students cannot receive credit for this course if they already have credit for IS-4021 or GIS-4021.

(Lecture)
This interactive-lecture and seminar course is designed to promote critical review and thinking on the research process and writing. The seminar focuses on identifying assumptions and power relations involved in the act of research and the production of knowledge. The decolonization of the Western ways of research and the

incorporation of Indigenous research approaches for knowledge production will be examined. The seminar provides the fundamentals for formulating and structuring a workable, sound and grounded thesis and/or applied research (practicum) proposal. The seminars also review ethical issues when conducting research in Indigenous communities.

Students cannot receive credit for this course if they already have credit for IS-4022.

(3 hrs Lecture) Indigenous peoples today are enmeshed in the expanding modern economy, subject to the pressures of both market and government. More and more Indigenous communities are rejecting the traditional capitalist vision of development as human and environmental exploitation and focusing on new types of local development projects. This course analyzes some of the conflicts associated with traditional development projects in Indigenous communities. Taking Indigenous peoples as actors as its starting point, the class examines innovations in Indigenous economic development that are culturally respectful, environmentally responsible and that build a new sense of community.

Students cannot receive credit for this course if they already have credit for GDP-7716 or IS-4023

(Lecture) This course focuses on the interrelationship between indigenous peoples and their environment. Indigenous communities contribute understanding, practices and innovations regarding the use and conservation of biodiversity and natural resources in diverse ecosystems. Indigenous knowledge is recognized in international agreements and efforts are made to integrate it into conservation and management programs. The tensions arising from the confluence of indigenous and scientific knowledge, the opposition of different epistemological approaches, the increasing loss of biodiversity and indigenous cultures, the interconnectedness between biological and cultural diversity are the central themes of this course.

Students cannot receive credit for this course if they already have credit for GIS-4024 or IS-4024.

(3 hrs Lecture) Indigenous languages are an integral part of indigenous peoples' identity, worldview and culture. It is however currently estimated that up to ninety per cent of the world's Indigenous languages are likely to disappear by the end of the century. This course is designed to provide students with an overview of Indigenous language issues related to culture, advocacy, revitalization, and resistance. Students will be encouraged to critically compare and contrast the treatment of Indigenous languages through legislation, policy, grassroots activism, and educational and systemic efforts in countries such as Canada, the United States, New

Zealand, Norway, and Sweden.

(Seminar/Discussion)

Through case studies, critical review of research papers, readings, student presentations and group activities, this course aims to equip students with the core concepts of technology innovation and operations management including the foundations of technological innovation, gaining an in-depth understanding of how and why innovations occur in an industry, and why some innovations rise to dominate others. Also, this course introduces students to problems and analyses related to the design, planning, control, and improvement of manufacturing and service operations. It aims to help students become leaders of technology, innovation, and operations management.

(Seminar/Discussion) Leadership and Innovation will introduce students into the complexities of managing an organization during times of change. The ability of leaders to systematically encourage and enhance an organization's human capital to transform institutional knowledge into innovative products, services, and systems, as well as using technology where appropriate is key to the development of a sustainable innovative organization. In this course students will be introduced to the elements and attributes of the innovation and change process and understand the types of leadership that is needed to facilitate it. Students will be expected to critically analyze papers and cases, discuss key aspects of leadership in different types of organizations. Students will also be expected to analyze the impact of and the leadership implications of developing more innovation, technological change, and operational change.

(Online-Asynchronous) Business Strategy will introduce you to the tools used to assess strategy and the process of strategic management in organizations from the perspective of senior management. Students are provided with a framework to diagnose and solve critical problems in organizations using cases, exercises, discussions, and simulations and touching on all functional areas. Although this approach emphasizes the senior management's perspective, functional specialists are also expected to understand the entire organization and how they contribute to the organization's mission and objectives. Attention will be given to the importance of technology and innovation in strategy.

Successful completion of
GBUS-7110 & GBUS-7120.

(Online-Asynchronous) Intended to develop the knowledge and skills to effectively manage workplace projects. Students learn the value of formal processes and the roles and responsibilities of project managers. We examine best practices in each stage of the project management cycle including needs assessment, project selection and bidding,

planning, budgeting and scheduling, implementation and communication, and project evaluation. These project phases are examined in the context of ensuring strategic alignment with broader organizational goals with emphasis on fostering innovation. Students will also have the opportunity to use common project management tools and apply their knowledge to case studies and projects.

Successful completion of
GBUS-7110 & GBUS-7120.

(Seminar/Discussion) This course introduces students to the field of business analytics by first providing an overview of descriptive, predictive, and prescriptive analytics. It then covers descriptive analytics in depth by examining topics such as big data, data visualization, descriptive data collection, random variables and probability theories, and business reporting using descriptive analytics. The focus will be on experiential learning as students will 1) conduct case analyses based upon real companies; 2) get hands-on experience using various descriptive analytics programs/packages; 3) participate in a simulation that will bring together many of the concepts covered throughout the course into a cohesive, holistic final assignment.

(Seminar/Discussion) This course develops a framework that allows students to advance their knowledge of the linkage between operations and supply chain of firms and their strategic positioning in the market. Students will get an appreciation for the role of business processes as determinants of the operation function, supply chain strategy and the competitive advantages of an organization. Students will develop an understanding of the concepts and tools that are fundamental to the operations function and supply chain strategies.

Successful completion of
GBUS-7110 & GBUS-7120.

(Seminar/Discussion) The objective of this course is to enable students to develop skills in modeling, analyzing, and improving business processes and operational systems through simulation techniques and optimization models. The course is for the most part centred on discrete-event simulation, a powerful tool for imitating the behaviour of virtually any type of operational system that unfolds over time and in which uncertainty plays an important role. The emphasis is on hands-on experience in transforming a real situation into a quantitative model and obtaining reliable results.

Successful completion of
GBUS-7225.

(Seminar/Discussion) The objective of this course is to develop students' analytical abilities to deal

with issues relating to information systems and knowledge management within organizations. Students study the development, control, and management of both information systems and knowledge management. Regarding information systems, the emphasis is on IT governance, the strategic power and capabilities of information systems, the role and importance of business process re-engineering within the realm of information systems development, security, business continuity, and enterprise resource planning (ERP) systems. In terms of knowledge

(3 hrs Lecture) This seminar is designed to correlate theory, research and clinical practice. Students select research topics stimulated by their clinical practice. Research will include an examination of relevant literature, reflection on best practices relative to the student's clinical interest, and the presentation of findings for peer examination and reflection. The course provides opportunities for peer assisted research, inclusive of assisting the student with defining the area of interest, helping the student conduct the research and examining the results of the research. The major objective of this research is to examine the implications of the theory for the best clinical practice. This course is limited to 4th Practicum students.

Successful completion of GMFT-7584 or GMFT-7594 OR registered con-currently in one with GMFT-7551.

(3 hrs Lecture) This course introduces the student to the systemic concepts that form the background for family therapy as a discipline and the family therapy theorists who have shaped the development of family therapy. Specific attention is given to the philosophical views that inform the various theories studied. (This course should be among the first a student takes as it is a prerequisite for several of the other core courses).

(3 hrs Lecture) This course examines the dimensions and dynamics of couple relationships and therapies for couple problems. The research on the emotional, sexual, power, gender, cultural and spiritual aspects of the couple relationship is explored. Therapies available for addressing problems that a couple faces are studied with particular attention to systemic interventions and sex therapy.

(3 hrs Lecture) The self of the therapist is the subject of this laboratory. Resources, blind spots, and expectations of the self are examined. Isomorphic concepts and intergenerational theories are explored and applied. Experiential learning processes (inclusive of family of origin work and role plays) are extensively used. No letter grade is given, only pass or fail. This is a 12-week, 48-hour laboratory. Full participation and attendance are mandatory.

A Screened Course Application is required.

Successful completion of GMFT-7552.

(3 hrs Lecture) This course addresses family therapy with children, adolescents, and parents. It attends to issues of parenting, child and adolescent development, special issues of childhood and adolescence, models of therapy, interventions and the self of the therapist.

Cannot receive credit for this course and

the former GMFT-7570.

Successful completion of GMFT-7552.

(3 hrs Lecture) This course offers a brief overview of sexual orientation diversity. Successful completion of GMFT-7584 or GMFT-7537 or GMFT-7556 (1) Human

systemic concepts of clinical practice. This course is limited to 4th Practicum students.

programs and working with clients where the systems are not coordinated. 3) Legal Issues and the Family Therapist This course presents the major ways in which legal systems impact upon clinical involvement with clients. This course introduces the student to the mandate, processes, and consequences of selected legal systems and the significance of these for the practice of family therapy. 4) Standardized Assessment Procedures and Instruments This course introduces the student to selected psychometric instruments commonly used by allied professions in the social service sector and to standardized family therapy assessment instruments. The student is also introduced to the concepts and methods associated with writing standardized reports. 5) Post-Traumatic Stress Assessment This course introduces the student to the impact of acute and chronic trauma on individuals, couples, families and social systems. Specific attention will be given to etiology, assessment and treatment from a biophysical systemic perspective. 6) Working with Families and Serious Mental Illness (SMI) This course reviews the history of family treatment in SMI treatment, the impact of SMI on the family, the needs of these families and finally new developments and best practices in this area. Registrants normally complete one practicum (or the equivalent) before registering for this course.

GM

(3 hrs

Successful completion of
GMFT-7581 or GMFT-7591 OR registered concurrently.

(8 hrs Apprenticeship/Internship/Practicum) The content of this course is the supervision of marriage and family therapy. The main objectives are to enable the student to expand their range of interventions and therapy concepts while maintaining the skills learned in the previous levels of training. Supervision will be provided through live sessions, recordings and transcriptions of clinical sessions. Cases are assigned at Aurora Family Therapy Centre or an alternative approved clinical facility. Students conduct a minimum of 100 hours of therapy. This course is offered over two terms.

A Practicum Application must be submitted and approved and students may not hold credit for this course and GMFT-7583.

Successful completion of
GMFT-7581 or GMFT-7582 and GMFT-7591 or GMFT-7592
(OR registered concurrently).

(9 hrs Apprenticeship/Internship/Practicum) The content of this course is the supervision of marriage and family therapy. The main objectives are to assist the student with solidifying their grasp of the skills taught in the earlier levels of training while moving toward more autonomy when providing clinical services. Supervision will be provided through live sessions, recordings and transcriptions of clinical sessions. Cases are assigned at Aurora Family Therapy Centre or an alternative approved clinical facility. Students conduct a minimum of 100 hours of therapy. This course is offered over two terms.

A Practicum Application must be submitted and approved and students may not hold credit for this course and GMFT-7584.

Successful completion of
GMFT-7581 / GMFT-7582 / GMFT-7583 or GMFT-7591 /
GMFT-7592 / GMFT-7593 or GMFT-7581 / GMFT-7582 /
GMFT-7593 or GMFT-7581 / GMFT-7592 / GMFT-7593 (OR
registered concurrently).

(3 hrs
Lecture)

(3 hrs
Lecture)

(3 hrs
Lecture)

(Lecture)

(Lecture)

post-intervention reflection.

(Seminar/Discussion) The intent of this course is to provide insight into the exigencies of actual public administration. The course will be conducted

corporations, issues in health care policy, public administration in Manitoba, and gender and public policy. The course may be repeated for credit when the topic varies.

(Seminar/Discussion) This course is an interdisciplinary investigation into the nature of the relationship of the government to the economy in modern times. The course emphasizes the economic implications of government policy and is primarily concerned with Canada.

(Seminar/Discussion) This course is a study of the political objectives that can be achieved through urban planning as well as the political restraints upon planning. The course adopts a comparative perspective, looking at the politics of planning in selected countries. It also considers the involvement of various levels of government in urban planning.

Students may not receive credit for both this course and POL-4505(6) or the former POL-4334(6) or POL-7335(6).

(Seminar/Discussion) Integrating theory and practice helps to better understand the challenges facing public administration.

(Seminar/Discussion)

Course description determined once topic is confirmed.

(Seminar/Discussion)

Course description determined once topic is confirmed.

(3

hrs Lecture) This course includes the preparation of a course syllabus that involves the development of course