

MA IN SOCIAL JUSTICE AND EQUITY STUDIES

Graduate Faculty and Student Handbook

2025 - 2026

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Visit our website:

<http://www.brocku.ca/social-sciences/social-justice-and-equity-studies>



PLEASE NOTE: This handbook is intended to be in conformity with current regulations governing Graduate Studies at Brock University. Additional information regarding Graduate Studies can be found in the current [Graduate Studies Calendar](#) and on the [Graduate Studies web site](#).

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SECTION I

PROGRAM DESCRIPTION

The innovative interdisciplinary MA Program in Social Justice and Equity Studies responds to the growing need for individuals trained in the expanding field of Social Justice and Equity scholarship. Social Justice Studies is a growing field of study in Canadian universities. It is diverse and pluralistic in its theoretical traditions, substantive problematics, methods, and approaches.

While the field of Social Justice and Equity Studies is open, it is not completely unbounded. Its emergence as an academic field has historically been linked to ethico-political movements for progressive social change. The objective of the SJES program is to train students in critical analysis of social justice and equity issues as related to processes and struggles associated with age, ability, gender, sexuality, racism, speciesism, the environment, class, and other patterns of inequality. Training in both theory and research methods links processes operating at and across a range of geographical scales, from the local to the global.

The emergence of the field of Social Justice and Equity Studies also reflects recognition of the links between power and knowledge in the university. Social Justice and Equity Studies seeks to enact an emancipatory politics of knowledge in favouring voices and perspectives that have been historically marginalized and who are actively resisting domination. These legacies and commitments inform the teaching and research done under the auspices of the SJES Program at Brock and the criteria for affiliation and admission to the program. The program unites scholars from distinct academic disciplines to provide an exciting breadth and diversity of perspectives. The program is made up of participating faculty from Child and Youth Studies; Communication, Popular Culture and Film; Community Health Sciences; Dramatic Arts; Education; English Language and Literature; Geography; History; Labour Studies; Marketing, International Business and Strategy; Political Science; Recreation and Leisure Studies; Sociology; Teacher Education; the Goodman School of Business; Visual Arts; and Women's and Gender Studies. Students will be equipped to pursue doctoral studies and to offer their expertise as policy makers or policy consultants to social advocacy and social movement organizations as well as a wider public.

SECTION II

GOVERNANCE AND ADMINISTRATION OF THE GRADUATE PROGRAM

Please refer to the following link for 2025-26 Program and Sub-Committee members, Program Committee meeting schedule and minutes of meetings. These documents are accessible to all current students and affiliated Faculty and may be accessed through the SJES SharePoint site:

<https://brocku.sharepoint.com/teams/SJES/>

The Graduate Program Director

The Graduate Program Director is appointed by the Graduate Program Committee to oversee the graduate program. The Graduate Program Director carries out all duties in regular consultation with the Graduate Program Committee. The Director has the support of the Graduate Administrative Coordinator and receives an administrative course release. The usual term is three years. Specific duties include:

- a. Serving as the Chair of the Graduate Program Committee. This includes initiating procedures for staffing the committee and various sub-committees each year.
- b. Supervising the Graduate Administrative Coordinator.
- c. Ensuring that applications for affiliation/re-affiliation are properly processed.
- d. Ensuring that currently affiliated Faculty are invited to renew their affiliation every five years.
- e. Consulting with the Faculty of Graduate Studies and Postdoctoral Affairs (FGSPA), Dean of Graduate Studies, Dean of Social Sciences, other Deans and Graduate Program Directors, and Chairs of other units as needed.
- f. Serving as a member of the Graduate Council and the Social Sciences Faculty Council, and attending meetings of the Social Sciences Graduate Program Directors.
- g. Serving as an ex-officio member of the Social Justice Research Institute Faculty Steering Committee.
- h. Working with affiliated faculty to initiate events aimed at establishing links between the program and the wider community (e.g. the Niagara Social Justice Forum).
- i. Overseeing the preparation, maintenance and distribution of program publicity material, the web page, the Graduate Studies Calendar entry and the Graduate Faculty/Student Handbook.
- j. Ensuring the provision of information about the program to potential applicants.
- k. Overseeing the admissions process (including ensuring that a Faculty member is identified as a liaison person for each incoming graduate student).
- l. Organizing a reception and orientation to welcome incoming students. Distributing a copy of the Handbook to incoming students and reviewing with them graduate policies and expectations.
- m. Facilitating allocation of Graduate Student Teaching Assistantships for incoming full-time graduate students in conjunction with relevant departments.
- n. Providing guidance to incoming students with respect to course selection.
- o. Organizing opportunities for students to present their work and receive feedback.
- p. Overseeing students' progress in conjunction with the Graduate Program Committee. This includes ensuring the timely formation of Supervisory Committees ensuring that progress reports are submitted, reviewed (by the Progress Report Sub-committee), and that a brief feedback letter is provided to the students and supervisors (this may be delegated to the Progress Report Review Sub-committee).

- q. Acting as “reader” of all major research papers and theses to ensure that Program/University requirements are met. In the case of theses, participating as a member of the Examining Committee (this role may be delegated when necessary).
- r. Preparing for the thesis oral defences in conjunction with the FGSPA and Dean of Social Sciences.
- s. Reviewing course outlines to ensure that workloads are comparable and that the central focus of the program is built into each course.
- t. Reviewing course outlines for all Directed Studies courses to ensure that workloads are comparable.
- u. Updating program procedures and ensuring that course and program evaluations are conducted and that student representatives are selected by other students in a timely fashion.
- v. Ensuring that program issues (including student concerns) are brought to the attention of the Graduate Program Committee.
- w. Upon request, preparing brief letters outlining contributions to the program for SJES affiliated Faculty submitting their end of year reports.
- x. At the end of the second year of his or her term, at the AGM/Retreat, setting up a Director Search sub-committee that will identify possible candidates for the position and bring forward a recommendation to the Graduate Program Committee. The Director is chosen by secret ballot by Graduate Program Committee members and a recommendation is made to the Dean of Social Sciences.

The Graduate Program Committee

The Graduate Program Committee is normally composed of the Graduate Program Director, nine faculty members, and two graduate student representatives. One student represents those students who are finished their course work; the other student represents those currently taking courses. The student representatives are excused from those parts of Graduate Program meetings where there is discussion of student admissions, student progress/evaluation, or any other confidential matters as determined by the Director.

Composition, Recruitment and Terms

- a. Normally, the nine faculty members are drawn from at least three undergraduate units and at least two Faculties.
- b. The nine faculty members will include all those currently teaching in the program.
- c. Normally, the nine faculty members include at least two people who have been primary supervisors in the program within the past two years or at present.
- d. The Graduate Program Committee will present a recommendation for new faculty members and the post-course work student representative (brought forward by the existing student representative to the Graduate Program Committee), as a motion at the annual AGM/Retreat. The course work student representative will be selected by the incoming cohort of students (ideally prior to the October Program Committee meeting).
- e. Faculty terms are normally two years. Faculty members are normally limited to two consecutive terms. Student representative terms will normally be one year.
- f. The normal limit of two consecutive terms is waived in the case of an incoming Graduate Program Director who may have served two terms on the Graduate Program Committee prior to taking up the position. The Graduate Program Director will also, when possible, remain on the Graduate Program Committee for one further year term after a three-year term as Graduate Program Director.
- g.

Meetings and Duties

- a. The Graduate Program Director chairs the Graduate Program Committee. It meets at least three times in the fall term, at least three times in the winter term and in summer term as needed. Quorum is six members for voting on motions.
- b. The agenda of Graduate Program Committee meetings is circulated by email to all SJES affiliated faculty and students. All affiliated faculty and students are invited to participate as non-voting visitors to any Graduate Program Committee meeting. Program Committee meeting times and approved minutes are posted on the SJES SharePoint site: <https://brocku.sharepoint.com/teams/SJES/Shared%20Documents/Forms/AllItems.aspx>
- c. When possible, the SJES Graduate Administrative Coordinator acts as recording secretary for Graduate Program Committee meetings.
- d. The Graduate Program Committee assists the Graduate Program Director in the week-to-week running of the graduate program and plans for further program development as appropriate.
- e. Specific tasks include responsibility for recruitment and admissions, preparation of the Graduate Calendar submission, course offerings, teaching allocations, scholarship adjudication, student progress, community liaison, responding to student concerns, changes to the structure of the program and the selection of a new Graduate Program Director.
- f. Program Committee motions are carried when they receive majority support i.e. 50% plus 1. The Graduate Program Director is a voting member.
- g. Non-Program Committee SJES affiliated faculty members or students may submit motions for the Program Committee to consider. Notice of motion must be provided to the Graduate Program Director in sufficient time for it to be circulated to all Program Committee members at least 5 working days before a scheduled Program Committee meeting (dates are posted on <https://brocku.sharepoint.com/teams/SJES>). The mover of the motion should solicit a seconder from amongst the Program Committee members and should attend the Program Committee meeting where the motion will be brought forward under other business. The motion will be discussed and voted on by present Program Committee members only.
- h. If more than 25% of Program Committee members present, feel that any motion being considered by the Program Committee goes beyond the mandate of the Program Committee and/or requires input from the wider community of SJES affiliated faculty and/or students they may request:
 - I. that email input on the issue be solicited from faculty and/or students before further discussion by the Program Committee; and/or
 - II. that the issue be brought to the AGM/Retreat for further discussion and possible vote.

Graduate Program Sub-Committees

The Graduate Program Committee works to ensure a good fit between the program description and its operations. It is responsible for the smooth functioning of all sub-committees and program positions. The Director, in conjunction with the Graduate Program Committee, recruits' volunteers from among the SJES affiliated faculty to staff the following sub-committees. Students are welcome to serve on the academic planning and affiliation/reaffiliation sub-committees. As noted below, affiliation/re-affiliation is a "personnel" issue. Students may access applications and may provide input but are not present for the discussion and vote on faculty applications, which occurs at the AGM.

- a. Academic Planning Sub-Committee; (meets in the Fall and is normally a two-member faculty committee + GPD);

- b. Scholarship and Bursary Sub-Committee (meets at select times throughout the year and is normally a two-member faculty committee + GPD);
- c. Progress Report Sub-Committee; (meets three times a year, is composed of two faculty members with the GPD serving as the third committee member and Chair);
- d. Admissions Sub-Committee (is normally a five-member faculty committee with representation of at least two Faculties. See Admissions Committee Procedures);
- e. Community Liaison Sub-Committee normally organizes the Niagara Social Justice Forum;
- f. Affiliation/Re-Affiliation Subcommittee (responsible for making recommendations to the Program Committee and is normally a three-member committee + GPD); and,
- g. Other sub-committees/positions as needed.

A faculty member of the Graduate Program Committee shall typically chair all SJES sub-committees. Normally, a maximum of one-third of the members of any SJES subcommittee are faculty members of the Graduate Program Committee.

a. Academic Planning Sub-Committee

The Academic Planning Sub-Committee is responsible for making recommendations to the Program Committee regarding Graduate Calendar submissions, course offerings, and teaching allocations. This sub-committee determines the courses that need to be offered each year and then considers expressions of interest and/or extends invitations to affiliated faculty for staffing these courses. The sub-committee then makes a recommendation on course offerings and staffing to the Program Committee. The Program Committee makes the final decision on teaching allocation. Both the Academic Planning Sub-Committee and the Program Committee make their recommendations guided by the principles listed below. The purpose of these principles is to ensure the best fit possible between course instruction and the broader program description, the interdisciplinary character of the program, and rotation of instructors:

- a. In making its recommendations for staffing, the sub-committee and Program Committee will aim to achieve the best fit possible between instructor expertise and course content (as outlined in the course description and past syllabi for the course where possible);
- b. In any given year there should be at least one instructor, teaching or co-teaching, in the program from a department other than Sociology;
- c. In the case of required core courses, any co-teaching pairs will normally be offered a two-year cycle of teaching and after the two-year cycle, other instructors will usually replace them;
- d. In the case of required core courses, single instructors are given the right of first refusal for a second year of teaching the same course. After a two-year cycle, other instructors will usually replace them; and
- e. In the case of electives, the course and the course instructor will usually change each year.

b. Scholarship and Bursary Sub-Committee

The Scholarship and Bursary Sub-Committee are responsible for the review or adjudication of applications by current students for scholarships, awards, or bursaries whenever required by the program. Program adjudication of nominations for Faculty of Social Sciences writing awards is required in the winter. The Sub-Committee oversees the implementation of the SJES Bursary. This bursary is available to graduate students in the SJES program who are experiencing financial hardship due to extenuating circumstances. On December 1, students will be sent an email with the link to the application. The applications will be downloaded the first week of January and sent to the SJES GPD. The bursary recipient will be determined by the Brock University Senate Committee on

Graduate Studies Awards Sub-Committee based on the recommendation of the Social Justice and Equity Studies Scholarship and Bursary Sub-Committee. The funding will be paid out to the student in February/March.

c. Progress Report Sub-Committee

The Progress Report Sub-Committee meets three times each year to review progress report forms (see Appendix E) which are submitted by students on August 15th, December 15th, and April 15th. The GPD serves as Chair and writes the preliminary progress report response letters. These get posted to the SharePoint site, reviewed and commented upon by committee members, and then circulated to students, supervisors and committee members in a timely fashion.

d. Admissions Sub-Committee

Given its interdisciplinary character, the program welcomes students from a variety of academic backgrounds. Applications for admission to the M.A. program, on either a full-time or a part-time basis, are accepted from students holding a four-year degree in a relevant discipline or interdisciplinary field (e.g. Anthropology, English, Geography, History, Sociology, Canadian Studies, Environmental Studies, Development Studies, Women's Studies, etc.), with a minimum average of 75%. Applicants must supply a personal statement of interest and goals, current resume, and two letters of reference from referees who can attest to the applicant's suitability for graduate studies. Students will be expected to be proficient in English, as specified in the section titled "Proof of English Language Proficiency" in the Brock University Graduate Calendar (<https://brocku.ca/nextstep/international-students/english-language-proficiency/>) and according to the Social Justice and Equity Studies English Language Proficiency requirements.

Full application details are available on the FGSPA website at <https://brocku.ca/graduate-studies/future-students/apply/>

The FGSPA receives all applications and accompanying materials electronically and will inform applicants of incomplete files. Once the files are complete and the deadline has passed (usually early February), files will be reviewed by the SJES Admissions Sub-Committee.

The Admissions Sub-committee prepares a recommended long list of applicants. This long list is circulated to all affiliated faculty members who are invited to provide input. A subsequent admissions meeting is open to all affiliated faculty who, if they attend the meeting, have an opportunity to vote on the final list of applicants who will receive offers of admission.

When reviewing the files of potential students, affiliated faculty members are encouraged to consider academic standing, background in advocacy/activist work, composition of student cohort and potential supervisory "matches" in assessing applications. The general policy is to accept outstanding students for whom potential supervisory faculty can be clearly identified.

After selecting applicants to recommend for admission, the Admissions Sub-committee identifies those on the long list who also applied to the SJES Co-op by submitting an additional Co-op statement of interest. Two Co-op applicants will be recommended based on the following criteria: clearly articulated interests and goals that reasonably match the types of employment opportunities we foresee; current strengths and skills, which indicate preparation for the co-op experience; potential to develop new strengths and skills; alignment of Co-op interests with academic, career or activist interests to ensure the student has a satisfying learning experience in the Co-op.

As part of the admission process, those at the admissions meeting will prepare a waiting list of candidates and a ranked list of recommendations for the SJES Co-op. The admission meeting members will identify a faculty liaison person for each successful candidate, as well as those on the waiting list.

Admissions committee members will also review the applications with a view toward identifying any Faculty and University-wide entrance scholarship candidates. The committee will make recommendations to the Graduate Program Director who will then supply a candidate list to the relevant Unit.

Applicants who receive first round offers may request a year deferral if they are unable to enter as planned in September. The request outlining the circumstances is to be presented in writing to the Graduate Program Director. If entry is delayed beyond the following September, re-application for admission will generally be required.

e. Community Liaison Sub-Committee

The Community Liaison Sub-Committee normally organizes the Niagara Social Justice Forum. The Chair will recruit volunteers in addition to SJES faculty for this committee, including [and especially] current SJES students, community members, and Brock staff from units other than SJES, including the Student Justice Centre and Aboriginal Student Services. The Forum is typically scheduled for January or February. The planning takes place throughout the Fall semester.

f. Affiliation/Re-affiliation Sub-Committee

Applications for SJES Affiliation will be accepted each year. Faculty affiliations and re-affiliation for five-year terms began with those affiliated/re-affiliated at the 2011 AGM.

Affiliation/Re-Affiliation forms can be found at: [SJES-AffiliationRe-Affiliation-Form-2025.pdf](#)

Faculty members interested in affiliating/re-affiliating with the program are asked to familiarize themselves with the SJES website and Handbook.

Applications received by the Director are forwarded to the affiliation/re-affiliation subcommittee. This sub-committee will consider the fit between applicants and the MA in SJES program description. The sub-committee will make a recommendation on all applicants for affiliation/re-affiliation to the Graduate Program Committee at the April meeting.

In the event that an applicant is not recommended by the sub-committee for affiliation/re-affiliation, they will be informed of this decision prior to the April Graduate Program Committee meeting. Applicants who wish to address the Graduate Program Committee directly at the April meeting will be provided with this opportunity. The Graduate Program Committee will vote on the sub-committee recommendations and then forward its recommendations to the annual MA in SJES AGM/Retreat (usually held in May) where final decisions on affiliation/re-affiliation will be made.

PLEASE NOTE: As affiliation/re-affiliation is a “personnel” issue, students may have access to applications and may provide input but are not present for the discussion and vote on faculty applications. Faculty affiliations/re-affiliations will be voted on through secret ballot. In the event

that an application is rejected by the SJES Program Committee, the applicant can ask the Director to bring the application forward to the AGM for further discussion and possible reconsideration (this will require the Director to have previously circulated an appropriate motion - see below).

Annual Spring AGM/Retreat

The annual spring half-day AGM/Retreat is open to all SJES faculty members, the Graduate Administrative Coordinator, and students. Only affiliated faculty members and student representatives vote on motions. Only motions that have been circulated prior to the AGM will be voted on.

A draft agenda for the AGM with recommended motions from the Program Committee will be circulated in advance and additional motions will be invited from affiliated faculty/students.

A final agenda for the AGM will be circulated to affiliated faculty and students at least five working days ahead of the AGM.

Those attending the AGM have the responsibility to:

- a. Vote on faculty applications for SJES affiliation/re-affiliation (the Graduate Program Committee will have provided recommendations);
[PLEASE NOTE: As affiliation/re-affiliation is a “personnel” issue, students may have access to applications and may provide input but are not present for the discussion and vote on faculty applications. Faculty affiliations/re-affiliations will be voted on through secret ballot.]
- b. Vote to fill open positions on the Graduate Program Committee for the following year (the Graduate Program Committee will have provided recommendations);
- c. Vote on any recommended changes to the structure or mandate of the Graduate Program Committee; and
- d. Address any other motions brought forward by the Program Committee or affiliated faculty or students.

The AGM/Retreat component involves a visioning/reflecting exercise aimed at reviewing the running of the MA SJES program and exchanging ideas, e.g. by listening to and discussing year-end feedback from the Graduate Program Director, instructors, supervisors, subcommittee chairs, student representatives, and other affiliated members.

Graduate Student Representatives

Post-course work MA students normally meet to elect a full-time student enrolled in their second year to serve as their student representative on the Graduate Program Committee. Incoming students meet in September to elect a full-time student enrolled in their first year to become their student representative. The representatives normally serve one-year terms. The student representatives are voting members of the Graduate Program Committee. Responsibilities include bringing concerns of graduate students to the Graduate Program Director and Graduate Program Committee, providing a graduate student perspective in discussions of program issues, serving as an information resource to other students, and facilitating graduate student social activities. The Graduate Student Representatives are responsible for organizing at least one meeting of all interested graduate students in the spring in which student feedback on the program will be formally solicited. Feedback is communicated to the Graduate Program Director and shared at the AGM/Retreat.

Faculty Representatives for University Committees

When the SJES program is asked to provide a representative to a university committee, the GPD has the right of first refusal. If the GPD chooses not to serve as the program representative, then the GPD will solicit interest from program faculty as a whole and, if time allows, the names of those who express interest will be brought to the next Program Committee meeting for discussion and vote. If there is not sufficient time for this process, then the GPD will select the representative. The SJES representative is expected to consult with and report to the Program Committee.

University Level Governance of Graduate Studies

Graduate Council –

<https://brocku.sharepoint.com/sites/Graduate-Studies/SitePages/Graduate-Council.aspx>

Senate Graduate Studies Committee -

<https://brocku.ca/university-secretariat/senate/committee-meetings/>

Graduate Students Association

<https://brocku.ca/graduate-students-association/>

Contact: gsoffice@brocku.ca

SECTION III

DEGREE REQUIREMENTS

The MA in Social Justice and Equity Studies program offers three schemes: course work with major research paper (four terms), coursework with major research paper and co-op (six terms), and course work with thesis (six terms). All three schemes provide students with graduate training in a wide range of social justice and equity topics, as well as the opportunity for sustained independent work through the completion of a major research paper or thesis.

Major Research Paper Scheme (Four Terms)

Candidates must successfully complete six half-credit courses plus a major research paper that demonstrates capacity for sustained independent work. The major research paper topic is developed in consultation with the supervisory committee, which must approve a formal proposal. A formal proposal must be approved before research commences on the major research paper. Students are required to complete the following half-credit courses:

- a. SJES 5P01: Graduate Seminar (normally runs over two terms),
- b. SJES 5P02: Theorizing Social Justice and Equity Studies,
- c. SJES 5P03: Research Methods in Social Justice and Equity Studies, and
- d. three half-credit elective courses.

For full-time students, the theory and methods core requirements are satisfied by the end of the first term and the core graduate seminar and elective course requirements are met by the end of the second term. Full-time students completing a major research paper will normally enroll in three electives in the Winter term. In some cases, however, one of the three electives may be completed in the Fall term. Choosing a Fall term elective needs to be done in consultation with the Graduate Program Director.

Students prepare their major research paper proposal in the second term, completing the major research paper over the Spring and Fall terms (see information below on part-time studies).

See Appendix A for the typical program sequence for full-time students to complete in four terms.

Major Research Paper with Co-op Scheme (Six Terms)

Candidates who are admitted to the co-op scheme follow the same course of study as the major research paper scheme with the following exceptions: (a) students in the co-op scheme take work placements (SJES 5N01 and 5N02) in the third and fourth terms of the program; (b) students take a mandatory pre-employment seminar (SJES 5N90) in the first term of the program; and (c) students take only two of the three half-credit electives in the second term of the program, allowing time for the job search process. The third half-credit elective is taken in the fifth term upon returning to campus.

The co-op requirement is normally two consecutive four-month work terms with the same employer, although two four-month work terms with different employers may be approved; in either case, students must register for and pass both work term courses (SJES 5N01 and SJES 5N02).

Students initiate their major research paper proposal in the second term in consultation with their supervisory committee. However, they complete the formal proposal and commence research on the major research paper in the fifth term (Winter). Students complete the major research paper over the Winter and Spring/Summer terms.

Students undertaking a co-op work term are not permitted to enrol in additional courses within that term. See Appendix B for typical program sequence for full-time students to complete in six terms.

Thesis Scheme (Six Terms)

Candidates must successfully complete four half-credit courses, plus a thesis that demonstrates the capacity for sustained independent work and original research or thought. The thesis topic is developed in consultation with the supervisory committee. Students are required to complete the following half-credit courses:

- a. SJES 5P01: Graduate Seminar (normally runs over two terms),
- b. SJES 5P02: Theorizing Social Justice and Equity Studies,
- c. SJES 5P03: Research Methods in Social Justice and Equity Studies, and
- d. one half-credit elective course.

For full time students, the theory and methods core requirements are satisfied by the end of the first term and the elective course requirement is met by the end of the second term. Full-time students completing a thesis will normally enroll in one elective in the Winter term. Students prepare their thesis proposal in the second term and complete the thesis over the course of their third, fourth, fifth and sixth terms (see information below on part-time studies).

See Appendix C for typical program sequence for full-time students to complete in six terms.

Part-Time Studies

The program is intended primarily for full-time students; however, provision is made for qualified part-time students, with the possibility of one or two being admitted each year. Graduate funding is not normally available to students enrolled on a part-time basis. Part-time students are advised that courses are generally scheduled in the Fall/Winter terms only and that they are often offered only during the day and cannot be completed through evening courses alone.

Part time students may register in a maximum of 1.0 credit per term, excluding thesis registration. Part-time students must take one of the core courses (SJES 5P02 or 5P03) in the first term and successfully complete at least one-half credit per term thereafter. The SJES program will provide advising on the preferred sequence of course registration.

Degree Completion Time Limits

See Academic Regulations in the current Graduate Calendar.

Full-time students

Full-time candidates must complete all degree requirements within three years from the date of first registration.

Part-time students

Part-time students must complete all degree requirements within five years from the date of first registration.

Major Research Paper/Thesis Requirements

The major research paper should fall within the range of 60-80 pages, including endnotes, references, appendices, etc. Its primary material is a critical reflection on the work of others, organized around a clearly specified topic and theme. While guided by a broad research question, its main purpose is to raise new questions and issues.

The thesis should fall within the range of 100-150 pages including endnotes, references, appendices, etc. It marshals new evidence on a narrower topic located within a research field. Chapters rather than sections organize theses.

Both the major research paper and the thesis aim to be creative and innovative in their portrayals of insights about or readings of subject matter. They both develop a position or standpoint that represents the voice of the student. The two main differences between the major research paper and the thesis are of scope and type of claim. A major research paper claims to assess and evaluate other people's research. It has wider scope than a thesis because it can be more speculative and agenda-setting. Its role is more to raise significant questions and provide illustrative evidence, than to provide definitive, fully documented answers. The end result of a major research paper could be a well-grounded set of new research questions. A thesis claims to produce original evidence or argumentation based on the candidate's own novel research or theorizing. The overall scope is more focused, and the standard of argumentation and evidence are higher. The expectation is that, as an original contribution, the thesis will identify ways to push ideas forward by providing new evidence and argumentation and some working answers to the research questions posed.

The style guidelines for the MRP/thesis are set by the FGSPA. [Research-Based Students – Graduate Studies and Postdoctoral Affairs](#)

A student may be required to follow the major research paper scheme if the Graduate Program Committee determines that his or her graduate education would be better served by this broadly-based, but equally rigorous, program of study.

Major Research Paper/Thesis Proposal and Presentation

After establishing a supervisory committee, students will prepare a major research paper/thesis proposal. Proposals should be between 15-20 pages for major research papers and 20-30 pages for theses. In both cases, proposals should include an outline of the topic, a review of relevant scholarly literature, a description of the methodology being employed, if appropriate, and a list of references cited. See "Major Research Paper/Thesis Requirements" above for further discussion of the distinction between major research papers and theses. To facilitate timely completion of the program, the proposal should be approved no later than late April for students completing a major research paper and no later than late May for students completing a thesis.

Once the proposal has been deemed ready for approval by the supervisor and other supervisory committee members, the supervisor will convene a meeting at which the student orally presents his or her proposal to the committee. The presentation should not exceed 20 minutes. The supervisory committee will offer additional constructive feedback on the proposal, as well as any other guidance

that is required to help students get underway with their research. Following an acceptable oral presentation and the approval of the proposal, the student, the supervisor, and the supervisory committee members sign the MRP/Thesis Proposal Approval Form. The signed form, along with a printed copy of the approved proposal, is submitted to the Graduate Program Director and an electronic copy is submitted to the Graduate Administrative Coordinator. See Appendix E for a sample form or download at <https://brocku.ca/social-sciences/social-justice-and-equity-studies/forms/>.

Research Ethics Board (REB) Approval

Students whose major research paper/thesis involves working with human participants must submit the appropriate proposal to the REB prior to data collection. Copies of such approval must be appended to the completed major research paper/thesis. As part of the application for ethics clearance, graduate students must provide a certificate of completion verifying that they have completed the Course on Research Ethics (CORE) on-line tutorial. For information on the ethics approval process, see: <https://brocku.ca/research-at-brock/office-of-research-services/research-ethics-office/>

Major Research Paper Submission

The major research paper must be presented in an electronic copy format (or hard copy upon request) to the supervisor, second reader, and Graduate Program Director at least two weeks in advance of the due date for submission of grades for the relevant term (summer to fall term for students intending to complete the program in 12 – 16 months). This allows time for the second reader to review the major research paper and reach agreement with the supervisor regarding the final course grade assigned for the piece of work. The supervisor and second reader submit the grade, accompanied by a one-paragraph summary assessment of the major research paper, to the Director for review and approval. In a case of disagreement between the supervisor and second reader, the Graduate Program Director will try to find consensus. In the absence of such consensus, the Graduate Program Director shall decide the issue. If the student believes that the supervisor or second reader are unduly delaying completion of the major research paper, the student has the option of petitioning the Graduate Program Director to have the supervisor's or second reader's decision (or lack of one) overridden.

Thesis Submission

When a thesis has been completed to the satisfaction of the candidate and supervisory committee, a hard copy of the thesis should be submitted to the Graduate Program Director. The supervisor will complete the Appointment of External Examiner form (<https://brocku.ca/social-sciences/external-examiner-request/>), which identifies three individuals who are qualified to serve as external examiner.

The Associate Dean, Graduate Programs, Social Sciences (or designate), will select the external examiner from the list submitted. The Associate Dean's decision is final. The supervisor and candidate should not contact potential External Examiners to discuss availability and any contact with an external examiner prior to the thesis defence should be brought to the attention of the Graduate Program Director. The proposed external examiners must not be, or have been, closely associated with the candidate as colleagues, research collaborators, co-authors, employers, teachers, supervisors, or the like. Nor should they be former students, research supervisors or current or recent

research collaborators of the Supervisor. Exceptions to this rule must be requested in writing and receive approval from the Associate Dean, Graduate Programs, Social Sciences.

The Graduate Program Director (or designate) will be responsible for scheduling the thesis defence on a date suitable for the candidate and all members of the examining committee and for ensuring that a suitable room has been reserved for the defence.

The Graduate Program Director will be responsible for ensuring that the external examiner and all other members of the examining committee receive an electronic (pdf) copy (or paper copy upon request) of the thesis, normally six weeks prior to the date of the defence.

FOSS will publicize the date of the thesis defence by notifying the relevant university publications and posting notices in appropriate areas.

Thesis Examining Committee

The thesis will be assessed by an examining committee, which includes an external examiner. This committee is struck by the Associate Dean of Graduate Programs, Faculty of Social Sciences.

[Faculty Handbook Section 3: Academic Regulations – University Secretariat](#)

Oral Examination of Thesis (Thesis Defence)

The Chair of the examining committee directs the proceedings of the thesis defence. The defence is open to anyone who wishes to attend, but only the candidate and members of the examining committee may participate in questioning. The examination will begin with the candidate making a presentation no longer than twenty minutes. After the candidate's presentation, the members of the examining committee can pose questions to the candidate based on the thesis. The order of questioning will be: external examiner, other members of the examining committee as agreed before the defence and finally the thesis supervisor. The Chair of the examining committee may pose questions at any time. In the first round of questioning, each questioner will have a maximum of fifteen minutes to ask questions. There can be a second and subsequent round of questions. The order of questioning and timing of questions at this stage is at the discretion of the Chair of the examining committee. When the questioning process is complete, the candidate and anyone else in the room except members of the examining committee shall be excused from the room. The Chair of the Examining Committee will lead a discussion to determine the acceptability of the thesis.

On the day of the examination, the Chair will bring one copy of the "Faculty of Social Sciences Report of the Graduate Thesis Examination Board," one copy of the "Faculty of Graduate Studies Certificate of Approval," and one copy of the "Faculty of Social Sciences Statement of Major Modifications" forms to the examining room and ensure that the room is in a suitable fashion. The Certificate of Approval form is found at <https://brocku.ca/graduate-studies/student-resources/forms/#thesis>

The Certificate of Approval and The Report of the Graduate Thesis Examination Board must have original signatures from all committee members. For an external examiner who is off-site, the Faculty of Social Science Associate Dean of Graduate Studies will send the Certificate of Approval form for a signature, and it may be returned via fax, email attachment, or regular mail (e-signatures are acceptable).

A copy of the Certificate of Approval, Thesis and Major Research Paper Copyright Licence and Thesis Non-Exclusive Licence forms will be sent to the student via email from the Associate Dean's office.

Policies and Procedures for the MA Thesis Defence in the FOSS, 25

A thesis accepted conditionally upon the completion of major modifications as outlined on the "Faculty of Social Sciences Statement of Major Modifications" form normally will not require the examining committee to meet again. The revisions must be completed to the satisfaction of either the Thesis Supervisor or a sub-committee of the examining committee, as decided by the full examining committee.

Evaluation of Theses, Major Research Papers

Faculty Handbook, 10.2

<https://brocku.ca/university-secretariat/faculty-handbook/section-3/>

Grading System for Graduate Courses

Grade Reports/Final course grades must be approved by the Graduate Program Director and then submitted to the FGSPA two weeks after the end of each sixteen-week graduate term (Fall, Winter, Spring). Final grades for graduating students must be processed earlier to meet the Graduate Record Form deadline. The instructor and the Graduate Program Director must agree upon any alterations to the grade report. In cases of disagreement, the Faculty Dean shall decide the matter. Grades received after the deadline will automatically have a grade of NR (Not Reported) recorded for the course. Grades are unofficial until released by the FGSPA.

- a. Major research paper and project grades shall be reported to the FGSPA in the usual fashion with letter and numerical grades.
- b. If a failing grade is awarded for a major research paper or project, the student will be withdrawn from the program.
- c. Theses grades for master's programs shall be reported to the FGSPA as either a Pass or Fail grade. A Pass grade must be further differentiated as one of: Acceptable as is, Acceptable with minor revisions, Acceptable with major revisions.
- d. All aspects of the written work as well as the student's performance during the defence must be taken into consideration when determining the grade.
- e. Normally, if all but one member of the committee agrees on a decision, the decision shall be that of the majority, except when the single dissenting vote is that of the External Examiner. If this happens, it must be reported to the Dean of Graduate Studies, who in consultation with the Faculty Dean will determine an appropriate course of action.
- f. A failing grade will be awarded if two or more committee members find the thesis unacceptable or if the External Examiner does not approve the thesis.
- g. If a failing grade is awarded for a thesis, the student will be withdrawn from the Program.

Final Submission Guidelines for the Major Research Paper

After the grade for the major research paper has been approved by the Graduate Program Director, students will submit an electronic copy of the major research paper to the Graduate Administrative Coordinator. The major research paper must be free from typographical and other errors and all copies must be identical in content. Formatting guidelines can be found [here](#)

Final Submission Guidelines for the Thesis

After the successful thesis defence, students will submit an electronic copy of the thesis with all revisions completed to the Graduate Administrative Coordinator. The thesis must be free from typographical and other errors.

(2025-2026 Faculty Handbook Section 3: Academic Regulations, Subsection 9.5)

[Faculty Handbook Section 3: Academic Regulations – University Secretariat](#)

Formatting Guidelines for Final Submission of Thesis

Theses must adhere to the format guidelines set out by the FGSPA (FGS eThesis Format Specifications) [here](#).

Niagara Social Justice Forum and University Events

The Program organizes the Niagara Social Justice Forum bi-annually or annually if possible. Each year, the Program also sponsors or co-sponsors various social justice-themed academic events at Brock University, such as research colloquia, speakers and films. Faculty and students are encouraged to participate in organizing and attending these events, which contribute to the program's intellectual vibrancy.

SJES Program Learning Outcomes

From Self-Study Document for the 2012 Cyclical Academic Review

	Masters Graduate Degree-Level Expectations, Faculty of Social Science	SJES Program Learning Outcomes	Outcome Assessment Measures
1) Depth and breadth of knowledge	<p>“A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the area of study, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic area of study, or area of professional practice”</p>	<p>Students who graduate with a master’s in social justice & Equity Studies will be able to:</p> <p>1a: demonstrate a broad, interdisciplinary understanding of social justice and equity through an examination of various theoretical perspectives and texts.</p> <p>1b: demonstrate critical awareness of, and new insights into, problems related to social justice and equity.</p> <p>1c: critically analyze the social positions they occupy and the implications of social positions for participation in social justice/equity struggles.</p>	<ul style="list-style-type: none"> • Students will successfully complete required and elective course options in SJES. • Students will complete tri-annual progress reports. • Current instructors in the program will report at each program committee meeting about their courses. • The program will conduct periodic surveys of SJES students and alumni. • The program will solicit annual program evaluations from students. <p>At the annual retreat, the program will receive and discuss feedback from two students representing the first year and upper-year cohorts</p>
2) Research and scholarship	<p>“A conceptual understanding and methodological competence that</p> <ul style="list-style-type: none"> • enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the area of study • enables a critical evaluation of current research and advanced research and scholarship in 	<p>2a: comprehend and critically analyze how methods of inquiry and research techniques are used to create and interpret knowledge in social justice and equity studies.</p> <p>2b: examine issues of social justice and equity through interdisciplinary research processes that draw on, or innovate with, established principles and techniques.</p> <p>2c: theorize and investigate processes operating at, and across, a</p>	<ul style="list-style-type: none"> • Students will successfully complete SJES 5P03: “Research Methods in Social Justice and Equity Studies”. • Students will either a) develop and support a sustained argument in written form that is related to social justice and equity studies (MRP) or b) conduct original research in social justice and equity studies (thesis). • The program will conduct periodic surveys

	<p>the area of study or area of professional competence; and</p> <ul style="list-style-type: none"> enables a treatment of complex issues and judgments based on established principles and techniques; and, <p>On the basis of that competence, has shown at least one of the following:</p> <ol style="list-style-type: none"> the development and support of a sustained argument in written form; or originality in the application of knowledge” 	<p>range of geographical scales, from the local to the global.</p> <p>2d: recognize an emancipatory politics of knowledge through favoring voices and perspectives that have been historically marginalized.</p>	<p>of SJES students and alumni.</p> <p>The program will encourage students making connections to sites and communities of concern, locally and globally. These connections will be facilitated through: a) the participation of international students in the program; b) student involvement in conferences such as the Social Justice Forum; c) the community and campus relationships developed by the program.</p>
3) Application of knowledge	<p>“Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting”</p>	<p>3: apply and critically engage with an existing body of knowledge in their examinations of new questions, problems or issues.</p>	<ul style="list-style-type: none"> Students will successfully complete required and elective course options. Students will either a) develop and support a sustained argument in written form that is related to social justice and equity studies (MRP) or b) conduct original research in social justice and equity studies (thesis).
4) Scholarly/ Professional capacity/ Autonomy	<p>“Independent scholarly/professional activities, including:</p> <ul style="list-style-type: none"> the exercise of initiative and of personal responsibility and accountability; and decision-making in complex situations; and the intellectual independence required for continuing professional development 	<p>4a: exercise initiative, personal responsibility, accountability and decision-making in the conduct of independent scholarly activities.</p> <p>4b: demonstrate the ethical behaviour consistent with academic integrity and the responsible conduct of research.</p> <p>4c: appreciate the broader implications for social justice and equity when applying knowledge to particular contexts related to social justice and equity.</p>	<ul style="list-style-type: none"> Students will create their supervisory committee. Students will initiate and complete an MRP or independent research project (thesis). Students will hand in tri-annual progress reports. Progress Reports are prepared by students three times per year and handed in once each semester. If relevant, students will apply for and receive clearance from the Research Ethics Board before undergoing any

	<ul style="list-style-type: none"> the ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and the ability to appreciate the broader implications of applying knowledge to particular contexts” 	4d: take up community engagement in an activist, creative, professional or scholarly capacity in their social justice and equity work.	<p>research project involving human subjects.</p> <ul style="list-style-type: none"> Students will successfully complete the graduate seminar (SJES 5P01). With students’ consent, the program will track graduates’ endeavours and contributions in professional work, scholarship, creative pursuits or activism related to social justice and equity.
5) Communication skills	“The ability to communicate ideas, issues and conclusions clearly”	5: communicate ideas, issues and conclusions through high quality writing and oral presentations that effectively develop an argument.	<ul style="list-style-type: none"> Students will complete written and oral presentations within required and elective courses. Students will compose a well-written MRP or thesis. Thesis students will orally defend their thesis.
6) Awareness of limits of knowledge	“Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and areas of study.”	6: appreciate the complexity and interdisciplinarity of knowledge related to social justice and equity, and recognize the potential contributions of other interpretations, methods, and areas of study.	<ul style="list-style-type: none"> Students will successfully complete the required course, SJES 5P02 “Theorizing Social Justice and Equity Studies”. Students will successfully complete elective courses across a range of disciplines. Students will evaluate a breadth of relevant literature as a component of an MRP or thesis. The program will conduct periodic surveys of SJES students and alumni.

SECTION IV

REGISTRATION

Registration opens several weeks prior to the beginning of classes and closes after classes have begun. Incoming students may wish to consult with the Graduate Administrative Coordinator regarding course selection prior to registering on-line. For information regarding on-line registration procedures, please visit <https://brocku.ca/registrar/guides-and-timetable/graduate-students>

Listing of Graduate Courses

Core Required Courses

SJES 5P01: Graduate Seminar (offered each year as a half credit course spread over two terms)
SJES 5P02: Theorizing Social Justice and Equity Studies (offered each Fall term)
SJES 5P03: Research Methods in Social Justice and Equity Studies (offered each Fall term)
SJES 5F91: Major Research Paper OR
SJES 5F90: Thesis

Note: Normally, students will register for SJES 5F90 (Thesis) or 5F91 (Major Research Paper) after their core and elective courses are complete. Students in the Co-op stream normally register for SJES 5F91 (MRP) after they complete SJES 5N02 (Co-op Employment II). Once students register for the 5F90 (Thesis) or 5F91 (MRP), they must maintain continuous registration in the course until program completion.

Co-op Courses

SJES 5N90: Co-op Pre-employment Training and Development
SJES 5N01: Co-op Employment I
SJES 5N02: Co-op Employment II

Elective Courses (offered in rotation)

SJES 5P12 Bodies, Ableism and Disability Justice
SJES 5P20 Domination and Resistance
SJES 5P22 Indigenous Resurgence and Decolonization
SJES 5P25 Social Justice and the City
SJES 5P30 Social Justice and Environment
SJES 5P35 Animal Liberation and Social Justice
SJES 5P40 Gender, Sexuality and Social Justice
SJES 5P45 Active Voice: Social Justice and the News Media
SJES 5P60 Human Rights and Social Justice
SJES 5P65 Race, Ethnicity, Indigeneity and Social Justice
SJES 5P70 Social Justice and the Arts
SJES 5P80 Directed Study

Note: Normally two elective courses are offered in the Winter term of each academic year. The Director will advise students which courses are to be offered in each session.

For course descriptions please see the Graduate Calendar at [Program: Social Justice and Equity Studies \(MA\) - Co-op option - Brock University - Modern Campus Catalog™](#)

Other Sources of Electives

Students should normally select their elective course(s) from those SJES courses that are scheduled in the Winter term.

MRP students will choose a third elective from the following options:

- a. The SJES electives listed above,
- b. A maximum of one half-credit graduate course in another program (this requires prior approval from the SJES Graduate Director and course instructor),
- c. SJES 5P80, Directed Study. You must register for this course and remit an SJES "Directed Study Agreement," signed by your supervisor and the GPD for approval. You should also prepare and submit a syllabus, summarizing the course readings, assignments, and timelines. The form can be found at [Directed Study Agreement](#)
On occasion, SJES 5P80 can be taken as a half-credit fourth year undergraduate course (usually taught by SJES affiliated faculty) and revised for graduate credit. This requires GPD approval prior to registering for the course. The 4th year upgrade form can be found here [Directed Study Agreement – 4th Year Upgrade](#)
- d. A graduate course at another Ontario university (requires a Letter of Permission). See Letters of Permission here [Letter-of-Permission-Form-Feb-2023-Final.pdf](#)

Major Research Paper/Thesis Completion Fee Reduction (“Final Stage Status”)

(See the Graduate Calendar, Academic Regulations, Section 7: [Faculty Handbook Section 3: Academic Regulations – University Secretariat](#))

Full-time students receive a significant reduction in fees for one term if both the supervisor and Graduate Program Director agree that the write-up of a major research paper or thesis is at "Final Stage Status" prior to the payment of fees for an additional term. Students may apply for Final Stage Status in their last funded term (that is, term four for the MRP scheme, and term six for the thesis scheme). This reduction is available only if the student has completed three terms of continuous registration. The SJES program defines “Final Stage Status” as a document that meets the length requirements for the major research paper/thesis and includes all of the major components of the final document (e.g. introduction, section/chapters, conclusion).

In these circumstances, a Final Stage Status Form indicating that a Final Stage Status has been completed must be sent prior to registration to the FGSPA by the date specified by the FGSPA (find the form here: [Final Stage Status Form](#))

Registering for the Term in which you complete your Major Research Paper or Thesis

Occasionally, a student may complete an MRP, but the grade is not available by the deadline for final grades at the end of the term. Similarly, a student who has defended a thesis may need more time to complete revisions required by the examining committee. In such circumstances, the

Graduate Program Director, in consultation with the supervisor, may submit the temporary grade of IN (incomplete) for completed projects that are not yet graded/submitted. The IN grade allows the student 56 days to complete the degree requirements without registering or paying tuition for a subsequent term.

If a grade of IN is recorded, but the requirements to graduate are not met within 56 days of the next (final) term, students will need to register and pay tuition for the term in which they complete.

Extra Courses

(See the Graduate Calendar, Academic Regulations, Section 7)

A full-time graduate student, with the permission of his/her Graduate Program Director, may take up to one extra graduate credit (or two half credits) or one extra undergraduate credit course (or two half credits) including audit status courses, that are not directly related to their graduate degree program. Students must declare a course to be Extra at the time of registration. No additional fee above that charged for the graduate program degree requirements will be levied for these courses. Extra courses are subject to the same regulations as courses required for the degree but cannot be used for credit toward the degree. Extra courses are not included in the calculation of the student's average. Extra courses must be taken concurrently with degree required courses and cannot be taken after completion of degree requirements.

Audit Courses

Graduate students wishing to attend courses without completing assignments and writing examinations must register as auditing the course. Students must have approval from the instructor of the course and their Graduate Program Director. No credit or assessment of performance will be awarded. Changes from audit to degree status or vice versa, are accepted by the FGSPA no later than the last day to add a course (of that term). All audit courses are coded as extra courses. Part-time students must pay to audit a course. Full-time students may audit a course as an Extra for no additional charge.

To review the fees associated with audit courses, please refer to the link below:

[Faculty Handbook Section 3: Academic Regulations – University Secretariat](#)

Continuous Registration in Graduate Programs and Student Leaves

(See the Graduate Calendar, Student Status, Section II) [Academic Regulations - Brock University - Modern Campus Catalog™](#)

All graduate students must maintain continuous registration in each successive term from the time of initial registration until degree requirements are complete, unless they have been granted an inactive term or a leave of absence. Forms can be found at: brocku.ca/graduate-studies/student-resources/forms/. Students are responsible for ensuring that they register at the appropriate time for each term, as indicated in the [Faculty of Graduate Studies – Important dates \(brocku.ca\)](#).

Students who fail to register for any term and have not been granted an inactive term or leave of absence, will be withdrawn from their program to study. To continue, the student will be required to apply for reinstatement into the program. The request for reinstatement must be approved by the graduate program and the FGSPA. The program may also make recommendations regarding the retention of previous course credits. A reinstatement application fee is charged. If enrolment is

allowed to lapse a second time, the student will not be reinstated. The Application of Reinstatement Form can be found at: brocku.ca/graduate-studies/student-resources/forms/.

Students must remain continuously registered to the end of the term in which they complete the degree requirements. Completion means that all corrections have been made to the thesis or major research paper and the final approved copy has been submitted to the graduate program or uploaded to the Digital Repository.

Credit will be given only for those courses for which the student is formally registered. A student will receive no credit for any work completed during a term in which the student was not properly registered.

It is the responsibility of students to ensure that they are registered by the appropriate deadline date. Students who fail to register by the deadline date will be charged a late registration fee.

Students must check their student account via Student Self-Serve for fees owing. To access and check a student financial account, sign into the University portal, my.brocku.ca, click on '*Student Self-Serve*', then from the list of options click on '*Financial History*.' It is important for students to check their Brock email regularly for messages from the Student Accounts Finance Office regarding their financial account. Graduate funding information is available through the my.brocku.ca Student Self-Serve, click on '*GradStuFunding*'. Via this screen, students have the capability to see all graduate student funding items processed by the FGSPA, that have been paid, per term, as well as funding committed for the current academic year.

SECTION V

ACADEMIC PROGRESS

Progress Reports

The Progress Report Sub-Committee receives progress reports from all full-time students in mid-December, mid-April and mid-August, and reviews each student's progress (a sample form can be found in Appendix E and downloaded at: <https://brocku.ca/social-sciences/social-justice-and-equity-studies/wp-content/uploads/sites/156/Progress-Report-SJES-Blank-Form.pdf>) The progress of part-time students is reviewed annually in mid-April. Feedback to each student and Supervisor is given in the form of a brief letter prepared by the Graduate Program Director in collaboration with the Chair of the Progress Report Sub-Committee. The student representatives do not participate in these reviews in order to maintain confidentiality.

Student reviews will occur at other times if there is concern regarding the student's performance (e.g., poor performance in a course). Progress deemed to be unsatisfactory might result in a recommendation to the Dean of Graduate Studies that the student be placed on probation or withdrawn from the program.

Evaluation of Student Performance

In evaluating students' course work, the program will follow the regulations articulated in the section titled "Evaluation of Student Performance" in the Brock University Graduate Calendar.

For graduate courses the grades A, B, C, F, IN (Incomplete) and IP (In Progress) will be recorded on the transcript. Graduate credit is given only for courses in which grades A or B are earned. The continuing candidacy of a candidate with a standing of less than B in one half-credit or equivalent, will be subject to review by the Graduate Program Committee.

Major Research Paper grades shall be reported to the FGSPA with letter and numerical grades. If a failing grade is awarded for a major research paper or project, the student will be withdrawn from the program.

Thesis grades shall be reported to the FGSPA as either a Pass or Fail grade. A Pass grade must be further differentiated as one of: Acceptable as is, Acceptable with minor revisions, Acceptable with major revisions. A fail grade will be awarded if two or more committee members find the thesis unacceptable or if the External Examiner does not approve the thesis. If a failing grade is awarded for a thesis, the student will be withdrawn from the program.

No graduate degree candidate can fulfill more than 25% of the minimum degree requirements by courses utilizing the Credit/No-Credit method of evaluation.

Instructors of graduate courses are required to indicate the nature and weighting of assignments as well as all due dates on the course syllabus.

Student Course Evaluations

It is hoped that students and instructors will provide each other with feedback throughout the course. Nevertheless, students are invited to submit a formal course evaluation once a course is completed. Where the small number of students in a group may make anonymity difficult to maintain, students have the option of preparing a group assessment, including minority opinions where applicable. Evaluations will be submitted to the Graduate Administrative Coordinator for forwarding to the Graduate Program Director. Course Evaluations can be found at [SJES Course Evaluation – Social Justice and Equity Studies \(brocku.ca\)](http://www.brocku.ca/sjes/evaluation)

Appeals

All graduate students have the right to appeal graduate decisions. An appeal is a request that an academic decision (e.g., a grade or standing in a program) can be changed, based on the evidence supplied by the student or that a regulation be waived on compassionate grounds or because of extenuating circumstances. The procedure of appeal varies according to the nature of the appeal. For more detailed information regarding appeals, students should refer to the current Graduate Calendar. [Academic Regulations - Brock University - Modern Campus Catalog™](http://www.brocku.ca/moderncampus)

Opportunities for graduate students to communicate about their program experiences and concerns include:

- Access to the Office for Human Rights and Equity Services (<http://www.brocku.ca/humanrights/> - Ext. 5657)
- Ombud's Officer for Students (ombuds@busu.net – Ext. 4195)

Students also can submit anonymous course evaluations, articulate any concerns to the Graduate Program Director, ask their graduate student representative to raise issues at Graduate Program Committee meetings, contribute to a program review that the Graduate Student Representatives present at the annual AGM/Retreat, and complete an online exit survey. Students may also contact the Associate Dean, Graduate & Research,

Continuation in a Graduate Program

(See the current Graduate Calendar, Academic Regulations, Section 2)

[Academic Regulations - Brock University - Modern Campus Catalog™](http://www.brocku.ca/moderncampus)

Academic Performance Information

Student academic performance information is available following the end of each term of study via my.brocku.ca > [My Work](#) Final grades may only be released by the FGSPA.

Minimum Academic Performance and Academic Probation

Graduate students must achieve and maintain satisfactory academic performance to be eligible to continue in a graduate program. Graduate program committees will review the performance of their enrolled graduate students on a regular basis, preferably each term.

Graduate students must maintain a minimum cumulative average of at least a B- (70%) during each term of study. If a graduate student falls below the minimum cumulative average the student will be automatically placed on academic probation for the subsequent term by the FGSPA. Additionally, a graduate program may recommend required program withdrawal. A probationary

student must achieve the required minimum cumulative average, normally during the probationary term, to be eligible to continue as a graduate student.

In graduate programs with a research exit requirement (thesis, major research paper) satisfactory academic progress during the research phase will be determined through academic progress reviews by the graduate program committee (normally once per term) as outlined in the program's Graduate Handbook. An unsatisfactory academic progress decision, as determined by the graduate program committee, may result in a program's decision to place the student on academic probation for the subsequent term or a request for required program withdrawal.

Required Program Withdrawal

Requests for required program withdrawal that are the result of a student's lack of academic progress/performance must be submitted in writing by the Graduate Program Director to the Associate Dean of Graduate Studies (Student Success). Each request will be reviewed and approved by the Dean of Graduate Studies in consultation with the Graduate Program Director and the Associate Dean (Graduate). If a failing grade is awarded for a major research paper or thesis, the student will be automatically withdrawn from the graduate program by the FGSPA.

SECTION VI

SUPERVISION

Procedures for Major Research Paper/Thesis Supervision

Graduate research is recognized as a partnership involving students, supervisors, supervisory committee members and the program as a whole. Key to this partnership, graduate supervision is a multifaceted practice that is foundational to a graduate student's academic experience. It is vital that students are provided with responsible, professional supervision that is sensitive to student needs and free of personal conflict that might interfere with intellectual development. The quality of supervision contributes to the quality of the MRP/thesis and to a suitable completion time for the MRP/thesis work.

Supervisory Committee Composition and Procedures

As part of the admissions process, the Graduate Program Committee identifies a faculty member who acts as an initial liaison person for each incoming graduate student. The faculty liaison person helps the student identify an appropriate and available supervisor from among the program's core faculty members (this may be the faculty liaison person). Students are responsible for initiating communication with prospective supervisors and for securing an agreement to supervise.

Full-time students should arrange a supervisor by December of their first term and parttime students by December of the second year of study. The supervisor works with the student to assemble a supervisory committee.

Whether following the Major Research Paper or Thesis option, supervisory committees for full-time students should be in place by early February in order to facilitate timely program completion. When a supervisory committee has been assembled, students must submit a Composition of Supervisory Committee Form signed by all members of the committee for the GPD's review.

(See the current Graduate Calendar, Academic Regulations, Section 4)
[Academic Regulations - Brock University - Modern Campus Catalog™](#)

As students' research interests develop, there may be reason to consider changing the composition of the supervisory committee. This can be accomplished through discussion with the current and potential members of the committee and the Graduate Program Director. On occasion, asking an additional individual with appropriate expertise to join the student's committee may be helpful. Changes to the composition of the supervisory committee that occur before the major research paper/thesis proposal is approved may be dealt with easily. An approved major paper/thesis proposal, however, indicates that the student is committed to a specific project and that the supervisor and supervisory committee members are committed to advising the student as they undertake that project. Thus, a change to the composition of the committee after a proposal is approved requires that any new supervisory committee members formally approve the original proposal and communicate that approval in writing to the Director. In cases where a student's research project changes substantially after the proposal has been approved (whether or not in association with a change in the composition of the supervisory committee), a new major research paper/thesis proposal must also be submitted and approved by the supervisory committee. Any changes to the composition of the supervisory committee must be made in consultation with the graduate student and the Graduate Program Director.

If either the graduate student or supervisor wishes to initiate a change in supervisor after approval of the major research paper/thesis proposal, the request must be presented in writing, with explanation, to the Graduate Director, before submission to be approved by the Faculty Dean and the Dean of Graduate Studies. The student or any member of the supervisory committee may, with just cause, request in writing a change in the composition of the supervisory committee.

Responsibilities of Major Research Paper/Thesis Supervisors

It is recognized that when faculty members agree to supervise a graduate student, they thereby assume a number of responsibilities. Major research paper and thesis supervisors are expected to be actively engaged in scholarly activity and linked to a wider scholarly network. The student has the right to expect from the supervisor scholarly expertise, accessibility, and assistance with the design, planning and conduct of feasible research projects.

Additional guidelines for supervisors:

- a. Be reasonably accessible to the student for consultation and discussion of academic progress and research problems and give timely response to written work with constructive suggestions for improvement.
- b. Offer supervision and advice appropriate to the stage of the student's work (proposal stage, research stage, analysis and writing stage, oral defence stage if necessary, and if appropriate, the publication of results).
- c. Help the student establish and maintain a suitable timetable for completion of the various stages of the major research paper/thesis requirements (i.e., selection of supervisory committee, approval of Major Research Paper/Thesis Proposal, REB approval if required, preparation for defence if required, etc.). The supervisor should be aware that full-time students receive a significant reduction in fees if both the supervisor and Graduate Program Director agree that the write-up of a major research paper or thesis is at a stage that could be considered a "Final Stage Status" prior to the payment of fees for an additional term.
- d. Review and offer feedback on the student's first draft submission.
- e. Review the student's progress in preparation for the mid-December, mid-April and mid-August progress reports (form can be found at [2025-Progress-Report-SJES.pdf](#))
- f. Ensure the student is aware of university and Faculty requirements and standards for the graduate program as available in this document and in the Graduate Studies Calendar. Ensure that regulations on Intellectual Property and Ethical Conduct of Research with Human Participants (if necessary) are followed before a student is permitted to begin working in any research capacity associated with the university. Ethics policy:
[Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 \(2022\) \(ethics.gc.ca\)](#)
- g. Conform to basic principles of academic integrity and professionalism in the supervisory role.

- h. Make a suitable alternative arrangement for supervision when on extensive leave or absence from the university.
- i. The supervisor, as an active member of a research community within Brock University and beyond, necessarily serves as a role model for students and must be prepared to devote the time required to share their knowledge and skills with students and other colleagues. For this to happen, the supervisor must undertake to be available as a resource person for students interested in areas of expertise and endeavour to attend academic and social activities organized by the program.

Responsibilities of Major Research Paper Second Readers

- a. Meet with the supervisor and student at least once to attend a formal proposal presentation by the student and, if satisfied, to sign the Proposal Approval Form ([2025-Thesis-MRP-Proposal-Approval.pdf](#)), indicating that they have approved the proposal and that the student can proceed. Committee members should use this occasion to suggest improvements and to record their ideas about the work before it is undertaken. The formal research is not to proceed until the Proposal Approval Form is signed. The graduate student is to submit the Proposal Approval form, a hard copy of the final approved proposal to the Graduate Program Director, and an electronic copy of the final approved proposal to the Graduate Administrative Coordinator.
- b. Review the student's progress and sign the mid-December, mid-April and mid-August progress reports.
- c. Read and grade (in conjunction with the Supervisor and Graduate Program Director) the major research paper in a timely fashion.

Responsibilities of the Thesis Supervisory Committee Members

Supervisory committee members are expected to follow the guidelines laid down for the primary Supervisor with the exception that they do not have primary responsibility for the student. It will be the responsibility of the supervisory committee members to:

- a. Offer advice appropriate to the stage of the student's work.
- b. Meet with the supervisor and student at least once to attend a formal proposal presentation by the student and, if satisfied, to sign the Proposal Approval Form ([2025-Thesis-MRP-Proposal-Approval.pdf](#)), indicating that they have approved the proposal and that the student can proceed. Committee members should use this occasion to suggest improvements and to record their ideas about the work before it is undertaken. The formal research is not to proceed until the Proposal Approval Form is signed.
- c. Review the student's progress and sign the mid-December, mid-April and mid-August progress reports.
- d. Review and offer feedback on the student's First Draft submission.
- e. Approve the final draft of the thesis and participate as a member of the Examining Committee.

Guidelines for Students

By engaging in a graduate program, the student has made a commitment to devote the time and energy necessary to complete courses and conduct a major research paper/thesis project. The supervisor and supervisory committee have the right to expect that the student demonstrate ability, initiative and receptivity. Additional guidelines for the student are as follows. The student should:

- a) Conform to university and Faculty requirements and procedures, including registration, graduation requirements, and major research paper/thesis style and standards. The student will submit by required deadlines all program forms such as Composition of Supervisory Committee, Proposal Approval Form, Progress Report, and Final Stage Status Form. See Appendix E for copies of these forms.
- b) In co-operation with the supervisor, develop and maintain a timetable for completion of all stages of course and major research paper/thesis work.
- c) Meet regularly with the supervisor to review progress and interact with the other members of the supervisory committee as appropriate.
- d) Give serious consideration to and respond to the advice and criticism received from the supervisor/supervisory committee.
- e) Recognize that supervisory committee members have other teaching, research, and administrative obligations that may preclude an immediate response to queries or the immediate provision of feedback.
- f) Familiarize themselves with university and Faculty requirements and standards for graduate studies as available in this document, in the Graduate Studies Calendar, the University's policy on intellectual property and the ethics of research with human participants.
- g) Conform to provisions regarding hours of employment at Brock University.
- h) Conform to basic principles of academic integrity and professionalism with respect to the handling of data and in the development of a mature and professional relationship with the supervisor, supervisory committee, other scholars, as well as fellow students and staff at the university.
- i) Consult with their supervisor/supervisory committee if major changes are required during the conduct of the research and submit a revised major research paper/thesis proposal if necessary.
- j) Participate in the academic life of the program, including attendance at program-sponsored events.
- k) Abide by all deadlines as set out in the Graduate Calendar and the FGSPA, as the case may be.
- l) Maintain open lines of communication between themselves and the faculty. This can be facilitated through the graduate student representatives who attend Graduate Program Committee meetings.

Academic Integrity

(See the current Graduate Calendar, Academic Regulations: [Academic Regulations - Brock University - Modern Campus Catalog™](#))

Brock University encourages the pursuit of knowledge and scholarship through the provision of academic programs and a learning environment of the highest quality. Academic Integrity is a core value that supports the university's mission.

It is expected that graduate students shall demonstrate competency in the acknowledgment of the work of others and an understanding of the rigour of academic study, by acting ethically and with integrity in all academic work as well as in the conducting of research and the reporting of research results. The trust Brock University bestows on its graduate students demands a higher standard of care be taken in the pursuit of graduate scholarship.

All graduate students have the responsibility to familiarize themselves with the Academic Integrity Policy (<https://brocku.ca/graduate-studies/student-resources/regulations-and-policies/>), as well as any policy related to their participation as a member of the university community.

Accommodation

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require accommodations related to a permanent disability, you are encouraged to contact the Student Development Centre, Services for Students with Disabilities (4th Floor, Schmon Tower, ext. 3240).

For further information on Academic Regulations and University Policies, please refer to the current Graduate Calendar and the FGSPA website: [Brock University - Modern Campus Catalog™](#).

SECTION VII

FINANCIAL SUPPORT

Admissions decisions are guided (in part) by a funding policy aimed at ensuring that all full-time graduate students in good standing are offered a minimal level of financial support. The length of this minimum funding reflects the length of the program (i.e. four terms for the major research paper scheme and six terms for the thesis scheme). Full-time students offered admission to the program are informed by the FGSPA of the minimum total level of financial support that is promised. Funding may be affected by changes in status. Part-time students are not eligible for fellowship support. See section below for more information.

Sources of financial support include external and internal scholarships and awards, bursaries, as well as teaching and research assistantships. The source of funds may vary over the period of graduate studies. Students are encouraged to become familiar with the Financial Resources pages on the FGSPA website: [Awards and Scholarships – Graduate Studies and Postdoctoral Affairs \(brocku.ca\)](#)

The FGSPA administers a bursary program for full-time students with unanticipated financial need ([Funding information – Graduate Studies and Postdoctoral Affairs \(brocku.ca\)](#)).

Students are encouraged to apply for Internal Continuing Scholarships and Awards by completing an online application. <https://brocku.ca/graduate-studies/scholarships-awards/internal/>. Well over 100 scholarships and awards are listed. While some have program-specific criteria, others are based on financial need, academic excellence, leadership, or equity for underrepresented groups. Included on this list is a Social Justice & Equity Studies Bursary. This bursary is available to graduate students in the SJES program who are experiencing financial hardship due to extenuating circumstances. The SJES Scholarship and Bursary Sub-Committee will review applications and forward a recommendation to the Brock University Senate Committee on Graduate Studies Awards Sub-Committee. If awarded, the bursary will be paid out to the student in the fall term.

Graduate Teaching Assistantships

Graduate Teaching Assistantships come from departmental teaching budgets administered by the Deans of Faculties. Teaching Assistantships are governed by the provision of the [University/CUPE Collective Agreement](#). The nominal hours of work per term is 120 hours (see Article 22.01 (b)). Note that according to Article 22.04 (a) “Graduate Students enrolled at Brock University shall not accept an appointment in excess of 520 hours per year in which they are enrolled as a full-time student, without the prior permission of the Dean of Graduate Studies. Such permission shall not be unreasonably denied; however, the Parties recognize the importance of this workload limit as it relates to a student’s time to completion.

Teaching Assistantship allocations for full-time students in the first two terms of the MA program are facilitated by the Graduate Program Director in consultation with the appropriate Departmental Chairs and in accordance with the University/CUPE Collective Agreement. For subsequent terms in the MA program, graduate students must make their own independent application to relevant departments.

It is each individual course instructor's responsibility to meet with their TAs at the beginning of the term for advance discussion of the work expected, the methods to be used in evaluating the TA's work and the scheduling of duties throughout the term. It is the respective undergraduate department's responsibility to ensure that adequate preparation time is allowed and the graduate student's responsibility to be prepared. Graduate students are urged to familiarize themselves with the relevant articles from the University/CUPE Collective Agreement (see especially the following articles: Preference in Hiring 15.03, Graduate Student Teaching Assistantship 22.01 (b), Workload Limits 22.04 (a) and Appendix D (in the CUPE Agreement). (see: [Unit 1 - CUPE 4207](#))

Full-time graduate students must limit their paid University employment to a maximum of 520 hours per year, with a maximum of 240 hours per academic term. This includes all paid employment on campus including Graduate Teaching Assistantships and Research Assistantships.

All Teaching Assistants are members of the Canadian Union of Public Employees (CUPE 4207, Collective Agreement Unit 1). For further information please refer to: <http://4207.cupe.ca>

Graduate Research Assistantships

Some graduate students may be hired by contract as Research Assistants on faculty research grants. Research Assistantships are administered by individual faculty members and may be subject to regulations of the researcher's granting agency.

When payment is for assistance with research not closely related to the student's major research paper or thesis research, the number of hours worked per year must not exceed 520 hours (including TA hours, if applicable). Hours of work for such a Research Assistantship position must be negotiated with the faculty member. Permission for a graduate student to work more than 520 hours per year requires prior submission of a form signed by the supervisor, Graduate Program Director and the Dean of the FGSPA: [access the form here](#).

Additional work cannot be accepted until this form receives approval.

Graduate Research Fellowships

Research Fellowships may be offered by faculty researchers at the time of admission. An exception to the limit on hours of graduate on-campus work is made for graduate Research Fellowships, which are considered stipends for research training and are offered at the time of admission. The work of the Research Fellow is related to the student's field of research or provides training in theory, methodology or research skills relevant to the student's MRP or thesis.

Student Research and Conference Expenses

There may be funds available through the SJES program to support research-related expenses associated with your MRP or thesis, such as book purchases, photocopying and honorariums. Requests for such support should be made to the Graduate Administrative Coordinator (socialjustice@brocku.ca) who will know what funds may be available from year to year.

Graduate students may apply for conference expense reimbursement from various sources at Brock, including:

- The FGSPA (<https://brocku.ca/graduate-studies/scholarships-awards/conference-funds>)
- The Provost's Discretionary Fund (<https://brocku.ca/teaching-learning/wp-content/uploads/sites/30/Provost-Discretionary-Fund-Form.pdf>)

To qualify for some of these sources, students may be required to show funding from their supervisor or graduate program. The SJES Program will provide \$100 in expense reimbursement for students traveling to present their work at a conference. Students must provide documentation of the conference presentation and receipts for expenses. Students may apply more than once but priority will be given to first-time applicants.

When applying for research or conference expense reimbursement, complete the Request for Graduate Research Reimbursement form. Please note that according to university regulations you must submit original receipts in order to be reimbursed for eligible expenses. The form and receipts are to be delivered to the Graduate Administrative Coordinator for processing (locate form here: <Request-for-Reimbursement-SJES-2022.pdf>).

External Graduate Scholarships

Graduate students may be eligible for a variety of external fellowships and scholarships that are described on the FGSPA website ([Research Awards and Scholarship Opportunities – Graduate Studies and Postdoctoral Affairs \(brocku.ca\)](Research Awards and Scholarship Opportunities – Graduate Studies and Postdoctoral Affairs (brocku.ca))). Two external scholarships that provide significant financial support are the Ontario Graduate Scholarship (OGS) and Social Sciences and Humanities Research Council (SSHRC) Canada Graduate Scholarships. These scholarships are worth \$15,000 and \$27,000 respectively. These applications take some time to prepare and are due in January and December respectively.

SSHRC – CGS-M – Joseph-Armand Bombardier Canada Graduate Scholarship

<https://brocku.ca/graduate-studies/scholarships-awards/research-awards-and-scholarships/#SSHRC>

Ontario Graduate Scholarships

<https://brocku.ca/graduate-studies/scholarships-awards/research-awards-and-scholarships/#OGS>

Students may receive the OGS scholarship for two or three terms, which must be consecutive. The scholarship is \$5,000 per term up to a maximum of \$15,000.

Students could also apply for the SSHRC Impact Award if they have held a SSHRC CGS-M in the past: [Research Awards and Scholarship Opportunities – Graduate Studies and Postdoctoral Affairs \(brocku.ca\)](Research Awards and Scholarship Opportunities – Graduate Studies and Postdoctoral Affairs (brocku.ca))

Other External Awards

W.L. Mackenzie King Memorial Scholarships

<https://brocku.ca/graduate-studies/scholarships-awards/research-awards-and-scholarships/#MackenzieKing>

Autism Scholars Award

<https://brocku.ca/graduate-studies/scholarships-awards/research-awards-and-scholarships/#AutismScholars>

Ontario Women's Health Scholars

<https://brocku.ca/graduate-studies/scholarships-awards/research-awards-and-scholarships/#WomensHealth>

External scholarship applicants must be full-time graduate students, with the exception of students with disabilities who are eligible for OGS. They must have an A- (80%) average in the last 20 credits.

SECTION IX

PRACTICAL INFORMATION AND SUGGESTIONS

Deadlines for Graduation

For Fall Graduation (mid-October)

- a. An application to graduate must be submitted to the Office of the Registrar no later than July 1st (online application form is located on the Brock portal under the student self-serve tab).
- b. A completed Graduate Student Record Form, which is completed by the Graduate Administrative Coordinator, must reach the FGSPA by early September, and is signed by the Graduate Program Director. The Graduate Student Record Form indicates that all course work is finished, that the major research paper is complete or that the thesis oral defence has been held and that all revisions have been completed.
- c. In order to graduate in the Fall, the thesis defence should be held in early August. However, it may be very difficult to get the External Examiner and other members of the Examining Committee together in August because of holidays. Therefore, if the student plans to graduate in the Fall, the committee-approved thesis, along with an Appointment of External Examiner form, should be presented to the Graduate Program Director by no later than the end of June so that arrangements can be made for the defence.

Students completing a thesis should allow at least two weeks between the thesis defence and the time when a completed version is ready for eThesis submission to ensure sufficient time for revisions.

For Spring Graduation (early June)

- a. An application to graduate must be submitted to the Office of the Registrar no later than February 1st (online application form is located on the Brock portal under the student self-serve tab)
- b. A completed Graduate Student Record Form, which is completed by the Graduate Administrative Coordinator, must reach the FGSPA by early April. The Graduate Student Record Form indicates that all course work is finished, that the major research paper is complete, or the thesis oral defence has been held and all revisions have been completed.
- c. If the student plans to graduate in the Spring, the Committee-approved thesis, along with an Appointment of External Examiner form, should be presented to the Graduate Program Director by no later than the middle of February so that arrangements can be made for the defence.

Students completing a thesis should allow at least two weeks between the thesis defence and the time when a completed version is ready for eThesis submission to ensure sufficient time for revisions. This means that, in order to graduate in the Spring, the thesis defence should be held no later than early March.

Student E-mail/Internet

Students should refer to the Information Technology Services' web page (<http://www.brocku.ca/information-technology/helpdesk>) to get online. Please note that all email sent by the university will be sent *only* to a student's Brock email address. Students need to activate and check this account on a regular basis. They should also keep the Graduate Administrative Coordinator informed of any university email address changes.

Applying for PhD Programs

Application deadlines for PhD programs will happen when you are busiest. Applications are usually due in early January. Talk to your Supervisor and research your options early. Aim to give your referees as much time as possible to craft your reference letters.

Important Dates

See the "Schedule of Important Dates" section of the Graduate Calendar for a list of deadlines relating to registration, graduation, fees, etc. (<https://brocku.ca/important-dates/graduate-studies/>).

SECTION X

GUIDELINES FOR GRADUATE LAB USE

- a) The graduate lab located at Cairns 426 is a shared space for use by the MA Social Justice and Equity Studies, the Faculty of Applied Health Sciences and the Child and Youth Studies graduate students.
- b) The graduate lab is not the place to hold your Teaching Assistant office hours. You must hold your Teaching Assistant office hours in the area designated by the department that employs you. Most departments have a designated space for their Teaching Assistants.
- c) The graduate lab is not the place to hold make-up exams or assignments for your Teaching Assistant students. Speak to your TA professor to determine where your students may write their make-up assignments.
- d) Maintain a quiet work area. The lab is not a place to socialize, as it may be distracting to other students and the faculty in the offices that surround your lab.
- e) Alcohol is not permitted in the graduate lab.
- f) If you use the fridge or microwave in the lab, it is your responsibility to ensure these areas remain clean. In addition, no unwashed dishes are permitted to remain in the lab. Any unwashed dishes or leftover food will be disposed of.
- g) Use the garbage and recycling bins. Please be wary of leaving personal items in the lab. We are not responsible for any lost or stolen items.
- h) Computer use in the lab must abide by the rules of Brock University's Policies and Guidelines regarding:
 - i) Academic Computing Behaviour
 - ii) Electronic Mail Policy
 - iii) Guidelines for Computer Users
 - iv) Software Licence Policy

These policies and guidelines may be reviewed at <https://brocku.ca/information-technology/info/its-policies/>
- i) Your access to the graduate lab will be terminated once you complete or leave the Social Justice and Equity Studies program.

APPENDIX A

MAJOR RESEARCH PAPER

PROGRAM SEQUENCE FROM ENROLMENT TO GRADUATION

4 Term Timeline	
September-December <i>Fall term</i>	Complete Fall term courses Identify supervisor Work with supervisor to identify second reader
January-April <i>Winter term</i>	Complete Winter term courses Commence work on proposal
April-May <i>Spring term</i>	Draft MRP proposal Complete proposal defence
June-August <i>Spring term</i>	Phase of intensive research and writing, with guidance of supervisor Complete first draft of MRP
September-November <i>Fall term</i>	Revise MRP with guidance of supervisor and second reader
December <i>Fall term</i>	Complete and submit final copy of MRP

Outlined below are additional details regarding completion in four terms. Dates indicated are for full-time students in the Major Research Paper scheme. Students requiring additional terms to complete their major research paper because of part-time status or additional leaves should adjust dates accordingly.

- Fall/Winter term registration:** Registration opens several weeks prior to the beginning of classes and closes after classes have begun. For information regarding on-line registration procedures, please go to the following link: <http://www.brocku.ca/graduate-studies/current-students>
- Fall term course work:** Normally, students will take the three core courses (SJES 5P01, 5P02 and 5P03). SJES 5P01 runs over both the Fall and Winter terms. Some may wish to add one of the required three electives to the Fall course work. This option needs to be discussed with and approved by the Graduate Program Director. Students are likely to have several term papers due close to the same time at the end of the term, so plan accordingly.
- Work on getting a supervisor and supervisory committee:** By mid-way through the Fall term, students should be working with their faculty liaison person to find a supervisor and, in consultation with that person, a second reader. Submit a Composition of Supervisory Committee form (sample forms can be found in Appendix E and downloaded at [2025-Composition-of-Supervisory-Committee.pdf](#)) to the Graduate Program Director. Students and supervisors should review the following intellectual property checklist ([Intellectual-Property-Checklist-Updated-January-2023.pdf \(brocku.ca\)](#))

4. **Winter term registration:** Same as Fall term registration. If not done in the Fall, students must register for Winter courses in late December to early January.
5. **Winter term course work:** Students will continue to take SJES 5P01 and add the required electives (a total of three electives must be taken; one of these may be taken in the Fall term, (with permission of the GPD as stated above).
6. **Prepare the major research paper proposal:** By early in the Winter term, students should be meeting with their supervisors to begin working on their major research paper proposals. Students should have an approved proposal by May in order to get started on the major research paper and complete this over the Spring and Fall terms. Note that faculty are often less available for consultation during the summer months. Students are to deliver the signed Major Research Paper/Thesis Proposal Approval form to the Graduate Program Director (sample form can be found in Appendix E and downloaded at [2025-Thesis-MRP-Proposal-Approval.pdf](#)). Students will also submit a hard copy of the MRP Proposal to the Graduate Program Director at this time.
7. **Prepare Research Ethics Board (REB) application:** If your research involves human participants (this is rare for major research papers), you will need clearance from the Brock Research Ethics Board and you must not begin collecting data from human participants until such approval is granted. It is often useful to work on your major research paper proposal and REB application together, as the latter may help you work through some of the research design aspects of the former. Seek your supervisor's guidance. It often takes several weeks after you submit the application for the REB to render a decision, so you should submit your REB application soon after the major research paper proposal approval ([Forms, guidelines and standards – Research at Brock](#)). You will also need to complete the TCPS2: Course on Research Ethics (CORE) as part of your REB application: [TCPS 2: CORE-2022](#).
8. **Submit mid-April progress report:** Submit to the Graduate Program Director, according to the guidelines (sample found in Appendix E and downloaded at [2025-Progress-Report-SJES.pdf](#))
9. **Spring term registration:** Same as Fall term registration. Late April.
10. **Major research paper research and writing:** Students should be concentrating exclusively on major research paper research and writing by the beginning of the Spring term, aiming for a first draft as early as mid-July and not later than late-September.
11. **Fall term registration** (if required). Same as Fall/Winter/Spring registration. Early July.
12. **Submit first draft of major research paper:** Students should plan to complete their first draft of the major research paper at least two months before they want to submit the final draft for evaluation by the supervisor and second reader. For students completing the program in four terms, this would mean submitting the first draft of the major research paper by as early as mid/late-July and not later than late-September. Almost all major research papers benefit from revisions of the first draft, which often take a lot of time.

Note that if you have attained Final Stage Status, you qualify for a significant fee reduction in your final term.

13. **Apply to graduate:** In order to graduate, students need to go into the Brock portal under the Applicant & Student Self-Serve tab and select the menu option Application to Graduate. This application is often done before all degree requirements have been completed. Students need to apply to graduate by July 1st in order to graduate at Fall Convocation (October) or by February 1st for Spring Convocation (June). Payment is made online. A late fee will be assessed after the deadline dates. (see: <https://brocku.ca/graduate-studies/new-students/apply-to-graduate/>)
14. **Revisions:** Expect your supervisory committee to ask you to revise and refine your major research paper after they have read your first (and perhaps second) draft. Discuss with your supervisor how much time you should expect for revisions.
15. **Submit the final draft of your major research paper:** When you have completed the revisions to your major research paper, submit the final paper to your supervisor and second reader for evaluation. Plan for at least two weeks (perhaps more... talk to your supervisor and second reader) between when you submit your final major research paper and when the grade for your major research paper needs to be submitted to the Registrar. Your final grade must be submitted at least six weeks before the Convocation at which you want to graduate (early September for Fall or later April for Spring).
16. **Graduate Student Record Form:** When the final grade for your major research paper is received, the Graduate Administrative Coordinator and Graduate Program Director will complete your Graduate Student Record Form and submit this to the FGSPA and the Registrar's Office. You may then graduate.
17. **Incomplete grade/Registration for final term:** In rare circumstances, if your supervisory committee has not yet submitted a grade for your MRP by the deadline for final grades, the GPD, in consultation with the supervisor, may submit the grade of IN (incomplete). If you received the IN grade, your final MRP grade must be received within 56 days of the start of the next term and you are not required to register for that term. If you receive the IN grade, but are not finished within 56 days of the start of your final term (or if you do not receive the IN grade), you will need to register for that term (i.e., your fifth), following the same procedure as for previous registrations.
18. **Progress reports:** Progress reports must be submitted to the SJES program through the Graduate Administrative Coordinator three times per year in mid-December (full-time students only), mid-April (all students full-time and part-time) and mid-August (full-time students only).

Reminder: Once you register for the 5F91 (MRP) course, you must maintain continuous registration in the course until completion of the project or withdrawal from the program, unless you have received approval for a leave of absence or inactive term.

APPENDIX B

MAJOR RESEARCH PAPER WITH CO-OP

PROGRAM SEQUENCE FROM ENROLMENT TO GRADUATION

6 Term Timeline	
September-December <i>Fall term</i>	Complete Fall term courses, including SJES 5N90 Co-op Pre-employment Training and Development Identify supervisor Work with supervisor to identify second reader
January-April <i>Winter term</i>	Complete two of three graduate elective courses Commence work on proposal Apply for co-op employment
May-August <i>Spring term</i>	First co-op employment term, SJES 5N01
September-December <i>Fall term</i>	Second co-op employment term, SJES 5N02
January-April <i>Winter term</i>	Draft MRP proposal Complete proposal defence and commence writing MRP with guidance of supervisor Complete third graduate elective course
May-June <i>Spring term</i>	Complete first draft of MRP Revise MRP with guidance of supervisor and second reader
July-August <i>Spring term</i>	Complete and submit final copy of MRP

Outlined below are additional details regarding completion in six terms. Dates indicated are for full-time students in the Major Research Paper with Co-op scheme.

- Fall/Winter term registration:** Registration opens several weeks prior to the beginning of classes and closes after classes have begun. For information regarding on-line registration procedures, please go to the following link: <http://www.brocku.ca/graduate-studies/current-students>
- Fall term course work:** Normally, students will take the three core courses (SJES 5P01, 5P02 and 5P03). Co-op students take SJES 5P90, the pre-employment seminar. SJES 5P01 runs over both the Fall and Winter terms. Students are likely to have several term papers due close to the same time at the end of the term, so plan accordingly.
- Work on getting a supervisor and supervisory committee:** By mid-way through the Fall term, students should be working with their faculty liaison to find a supervisor and, in consultation with that person, a second reader. Submit a Composition of Supervisory Committee form (sample forms can be found in Appendix E and downloaded at [2025-Composition-of-Supervisory-Committee.pdf](#)) to the Graduate Program Director. Students

and supervisors should review the following intellectual property checklist ([Intellectual-Property-Checklist-Updated-January-2023.pdf](#) ([brocku.ca](#)))

4. **Winter term registration:** Same as Fall term registration. If not done in the Fall, students must register for Winter courses in late December to early January.
5. **Winter term course work and employment applications:** Students will continue to take SJES 5P01 and add two of the three required electives. Co-op students start applying for employment as early as January and throughout the winter term until one eight-month position or two four-month co-op positions are found. **Please note: Students undertaking a co-op work term are not permitted to enrol in additional courses within that term.**
6. **Initiate the major research paper proposal:** Early in the Winter term, students should be meeting with their supervisors to begin working on their major research paper proposals.
7. **Spring term registration:** Register for SJES 5N01. First employment term.
8. **Fall term registration:** Register for SJES 5N02. Second employment term.
9. **Winter term registration:** Register for third elective and SJES 5P91 Major Research Paper.
10. **Prepare the major research paper proposal:** Students should have an approved proposal by early in the Winter term in order to get started on the major research paper and complete this over the Winter and Spring terms. Note that faculty are often less available for consultation during the summer months. Students are to deliver the signed Major Research Paper/Thesis Proposal Approval form to the Graduate Program Director (sample form can be found in Appendix E and downloaded here ([2025-Thesis-MRP-Proposal-Approval.pdf](#))). Students will also submit a hard copy of the MRP Proposal to the Graduate Program Director at this time.
11. **Prepare Research Ethics Board (REB) application:** If your research involves human participants (this is rare for major research papers), you will need clearance from the Brock Research Ethics Board and you must not begin collecting data from human participants until such approval is granted. It is often useful to work on your major research paper proposal and REB application together, as the latter may help you work through some of the research design aspects of the former. Seek your supervisor's guidance. It often takes several weeks after you submit the application for the REB to render a decision, so you should submit your REB application soon after the major research paper proposal approval (see [Forms, guidelines and standards – Research at Brock](#)). You will also need to complete the TCPS2: Course on Research Ethics (CORE) as part of your REB application: [TCPS 2: CORE-2022](#).
12. **Major research paper research and writing:** Students should be concentrating on major research paper research and writing throughout the Winter term, aiming for a first draft as early as April and not later than the end of June.
13. **Spring term registration.** Same as Fall/Winter/Spring registration. Register in SJES 5P91 Major Research Paper for the final term.

Submit first draft of major research paper: Students should plan to complete their first draft of the major research paper at least two months before they want to submit the final draft for

evaluation by the supervisor and second reader. Almost all major research papers benefit from revisions of the first draft, which often take a lot of time.

Note that if you have attained Final Stage Status, you qualify for a significant fee reduction in your final term.

14. **Apply to graduate:** In order to graduate, students need to go into the Brock portal under the Applicant & Student Self-Serve tab and select the menu option Application to Graduate. This application is often done before all degree requirements have been completed. Students need to apply to graduate by July 1st in order to graduate at Fall Convocation (October) or by February 1st for Spring Convocation (June). Payment is made online. A late fee will be assessed after the deadline dates. (see: <https://brocku.ca/graduate-studies/new-students/apply-to-graduate/>)
15. **Revisions:** Expect your supervisory committee to ask you to revise and refine your major research paper after they have read your first (and perhaps second) draft. Discuss with your supervisor how much time you should expect for revisions.
16. **Submit the final draft of your major research paper:** When you have completed the revisions to your major research paper, submit the final paper to your supervisor and second reader for evaluation. Plan for at least two weeks (perhaps more... talk to your supervisor and second reader) between when you submit your final major research paper and when the grade for your major research paper needs to be submitted to the Registrar. Your final grade must be submitted at least six weeks before the Convocation at which you want to graduate (early September for Fall or late April for Spring).
17. **Graduate Student Record Form:** When the final grade for your major research paper is received, the Graduate Administrative Coordinator and Graduate Program Director will complete your Graduate Student Record Form and submit this to the FGSPA and the Registrar's Office. You may then graduate.
18. **Incomplete grade/Registration for final term:** In rare circumstances, if your supervisory committee has not yet submitted a grade for your MRP by the deadline for final grades, the GPD, in consultation with the supervisor, may submit the grade of IN (incomplete). If you received the IN grade, your final MRP grade must be received within 56 days of the start of the next term and you are not required to register for that term. If you receive the IN grade, but are not finished within 56 days of the start of your final term (or if you do not receive the IN grade), you will need to register for that term (i.e., your seventh), following the same procedure as for previous registrations.
19. **Progress reports:** Progress reports must be submitted to the SJES program through the Graduate Administrative Coordinator. For co-op students, these should be submitted twice during the student's first year, in mid-December and mid-April and again the following mid-April (in the student's second year of the program) after both placement semesters have been completed. (sample found in Appendix E and downloaded at [2025-Progress-Report-SJES.pdf](#))

Reminder: Once you register for the 5F91 (MRP) course, you must maintain continuous registration in the course until completion of the project or withdrawal from the program, unless you have received approval for a leave of absence or inactive term.

APPENDIX C

THESIS

PROGRAM SEQUENCE FROM ENROLMENT TO GRADUATION

6 Term Timeline	
September-December <i>Fall term</i>	Complete Fall term courses Identify supervisor Work with supervisor to identify second reader
January-April <i>Winter term</i>	Complete Winter term courses Commence work on proposal
April-May <i>Spring term</i>	Draft thesis proposal Complete proposal defence
July-August <i>Spring term</i>	Phase of intensive research, with guidance of supervisor
September-December <i>Fall term</i>	Continue research and commence drafting chapters Complete first draft of thesis
January-April <i>Winter term</i>	Revise thesis with guidance of supervisory committee
May-June <i>Spring term</i>	Prepare for defence administratively and intellectually with the support of the supervisor and program
July-August <i>Spring term</i>	Thesis defence takes place Make final revisions to thesis and submit required forms

Outlined below are additional details regarding completion in six terms. Dates indicated are for full-time students in the Thesis scheme. Students requiring additional terms to complete their thesis because of part-time status or leaves should adjust dates accordingly.

1. **Fall/Winter term registration (first term):** Registration opens several weeks prior to the beginning of classes and closes after classes have begun. For information regarding on-line registration procedures, please go to the following link: <http://www.brocku.ca/graduate-studies/current-students>
2. **Fall term course work:** Normally, students will take the three core courses (SJES 5P01, 5P02 and 5P03). SJES 5P01 runs over both the Fall and Winter terms. Students are likely to have several term papers due close to the same time at the end of the term, so plan accordingly.
3. **Work on getting a supervisor and supervisory committee:** By mid-way through the Fall term, students should be working with their faculty liaison person to find a supervisor and, in consultation with the supervisor, one additional committee member. Submit a Composition of Supervisory Committee form (sample forms can be found in Appendix E and downloaded at [2025-Composition-of-Supervisory-Committee.pdf](#)) to the Graduate Program Director.

Students and supervisors should review the following intellectual property checklist ([Intellectual-Property-Checklist-Updated-January-2023.pdf \(brocku.ca\)](#))

4. **Winter term registration:** Same as Fall term registration. If not done in the Fall, students must register for Winter courses in late November to very early January.
5. **Winter Term course work (second term):** Students will continue to take SJES 5P01 and add one required elective course.
6. **Prepare the thesis proposal:** By early in the Winter term students should be meeting with their supervisory committee and beginning to work on their thesis proposal. Students should have an approved proposal by May so that they may conduct thesis research during the summer. Note that faculty are often less available for consultation during the summer months. After you have presented your proposal at a meeting of your supervisory committee and your proposal has been approved by your committee you must send a signed Thesis/Major Research Paper Proposal Approval Form, along with a hard copy of the proposal, to the Graduate Program Director (sample form can be found in Appendix E and downloaded at [2025-Thesis-MRP-Proposal-Approval.pdf](#)), and submit an electronic version of your proposal to the Graduate Administrative Coordinator.
7. **Prepare Research Ethics Board (REB) application:** If your research involves human participants, you will need clearance from the Brock Research Ethics Board, and you must not begin collecting data from human participants until such approval is granted. It is often useful to work on your thesis proposal and REB application together, as the latter may help you work through some of the research design aspects of the former. Seek your supervisor's guidance. It often takes several weeks after you submit the application for the REB to render a decision, so you should submit your REB application soon after the thesis proposal. Note that you will need to include a copy of REB approval in the final version of your thesis (see [Forms, guidelines and standards – Research at Brock](#)). You will also need to complete the TCPS2: Course on Research Ethics (CORE) as part of your REB application: [TCPS 2: CORE-2022](#).
8. **Submit mid-April progress report:** Submit to the Graduate Program Director (sample form can be found in Appendix E and downloaded at [2025-Progress-Report-SJES.pdf](#)).
9. **Spring term registration (third term):** Same as Fall term registration. Late April.
10. **Thesis research and writing:** Students should be concentrating on thesis research and writing by the beginning of the Spring term through the subsequent Fall and Winter terms, remaining in regular contact with their supervisor through this time.
11. **Submit first draft of thesis:** As a general rule, students should plan to complete the first draft of their thesis approximately 12 weeks in advance of final draft submission. For students completing the program in five or six terms, this would mean submitting the first draft of the thesis early in the fourth term (Fall). Almost all theses benefit from considerable refining after the first draft is complete, which often takes a lot of time. Note that if you have attained Final Stage Status, you qualify for a significant fee reduction in your final term.

12. **Fall/Winter term registration (fourth and fifth terms).** Same as Spring registration. Early July.
13. **Submit mid-December progress report:** Second and subsequent year graduate students submit the progress report to the Graduate Program Director (sample form can be found in Appendix E and downloaded at [2025-Progress-Report-SJES.pdf](#))
14. **Spring term registration (sixth term, if required).** Same as Fall registration. Late April.
15. **Apply to graduate:** In order to graduate, students need to go into the Brock portal under the Applicant & Student Self-Serve tab and select the menu option Application to Graduate. This application is often done before all degree requirements have been completed. Students need to apply to graduate by July 1st in order to graduate at Fall Convocation (October) or by February 1st for Spring Convocation (June). Payment is made online. A late fee will be assessed after the deadline dates. (see: <https://brocku.ca/graduate-studies/new-students/apply-to-graduate/>)
16. **Revisions:** Expect your supervisory committee to ask you to significantly revise and refine your thesis after they have read your first (and perhaps second) draft. Leave at least two months for these revisions.
17. **Submit thesis for defence:** When your supervisory committee agrees that your thesis is ready for defence, you and your supervisor need to provide the Graduate Program Director with (a) a paper and electronic copy of your thesis, and (b) a completed Appointment of External Examiner Form (sample form can be found in Appendix E and downloaded at [Appointment-of-External-Examiner-form.pdf](#)) The latter lists three individuals competent to serve as the external examiner of your thesis; the Associate Dean, Graduate Programs chooses from that list. You should also make sure that your supervisor and other committee member(s) have drafts of your thesis identical to the ones submitted to the Graduate Program Director. Plan for at least a month between when you submit your 'defence draft' to the Graduate Program Director and the date of your defence.
18. **Thesis Oral Examination (Defence):** Work with your Supervisor to prepare carefully for your defence. Make sure you come to the defence prepared to offer an articulate, interesting, carefully timed (less than 20 minutes) and well-rehearsed presentation on your thesis. Plan to defend at least two weeks before you want to submit your thesis for eThesis submission, to give sufficient time for final revisions and to prepare the final copy. After the defence, the examining committee fills out three forms: The Report of the Graduate Thesis Examination Board; The Statement of Major Modifications (if necessary); and The Certificate of Approval. These are left with the Graduate Program Director. The student is required to complete the Library and Archives Canada (LAC) Non-Exclusive License to Reproduce Theses and the Brock University Library Thesis and Major Research Paper Copyright Licence.
19. **Final Revisions:** Expect your examination committee to require some revisions. Students will be given two to four weeks to complete minor revisions and four to twelve weeks to complete major revisions.

20. **Electronic submission of thesis:** When the thesis is in its final form (following defence), has been approved by the Graduate Program Director, and meets FGSPA Thesis Format Specifications, the student will submit the thesis to the Brock University Digital Repository. The student must also submit to the FGSPA the Certificate of Approval, the Library and Archives Canada (LAC) Non-Exclusive License to Reproduce Theses, and the Brock University Library Partial Copyright Licence.

Under certain circumstances, (e.g. to protect confidential commercial information, patentable material, pending application, or where immediate commercial publication is anticipated) a graduate student may request a restriction on the circulation of the thesis for up to a period of twelve months.

The Graduate Student Record Form indicates that all course work is finished, the thesis oral examination has been held, and all revisions have been completed and approved. Note that if you submit your thesis to the digital repository within the first 56 days of your final term, you are not required to register for that term. Please see Appendix D for a checklist of all required documents.

21. **Registration:** In rare circumstances, if your thesis has not been submitted by the deadline for final grades, the GPD, in consultation with the supervisor, may submit the grade of IN (incomplete). If you receive the IN grade, your thesis must be submitted within 56 days of the start of the next term and you are not required to register for that term. If you receive the IN grade, but are not finished within 56 days of the start of your final term (or if you do not receive the IN grade), you will need to register for that term (i.e., your seventh), following the same procedure as for previous registrations.
22. **Progress Reports:** Progress reports (sample found in Appendix E and downloaded at [\(2025-Progress-Report-SJES.pdf\)](#) must be submitted three times per year in mid-December (full time students only), mid-April (all students - full time and part time) and mid-August (full time students only).

Reminder: Once you register for the 5F90 (Thesis) course, you must maintain continuous registration in the course until completion of the thesis or withdrawal from the program, unless you have received approval for a leave of absence or inactive term.

APPENDIX D

e-THESIS SUBMISSION CHECKLIST

When the thesis is in its final form (following the defence), has been approved by the graduate program and meets FGSPA Thesis Format Specifications, the student will submit the thesis to the Brock University digital repository.

The Graduate Administrative Coordinator will submit the following documents to the FGSPA:

- 1 One copy of the Certificate of Approval with original signatures.
2. One copy of the Library and Archives Canada Non-Exclusive License to Reproduce Theses, which has been signed by the student.
3. Brock University Thesis and Major Research Paper Copyright License, which has been signed by the student.
4. eThesis Processing Form; and
5. Abstract.

It is the student's responsibility to upload their thesis to the digital repository. Instructions for this process are found here: <https://dr.library.brocku.ca/>

For complete thesis regulations please see the Academic Regulations Section of the Graduate Calendar [Academic Regulations - Brock University - Modern Campus Catalog™](#).

<p style="text-align: center;">APPENDIX E</p> <p style="text-align: center;">IMPORTANT FORMS</p>
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SAMPLES OF IMPORTANT FORMS FOR FACULTY AND STUDENTS:

1. [Composition of Supervisory Committee](#)
2. [Thesis/MRP Proposal Approval](#)
3. [Progress Report](#)
4. [Final Stage Status](#)
5. [Graduate Research Reimbursement](#)
6. [Directed Study Agreement](#)
7. [Student Medical Certificate](#)

Please use the version of these forms that are found on our SharePoint, [the SJES website](#), or [the FGSPA website](#).



SJES Composition of Supervisory Committee

Major research paper

Thesis

Student:

Name

Signature

Date

Working Title and Brief Description of Major research paper/Thesis:

[Empty box for working title and brief description]

Supervisor:

Name

Signature

Date

Second Committee Member:

Name

Signature

Date

**(OPTIONAL)
Third Committee Member:**

Name

Signature

Date

Please return signed form to the Graduate Program Director



**MA in Social Justice and Equity Studies
THESIS/MRP PROPOSAL APPROVAL FORM**

Instructions for Proposal Approvals

Proposals should be between 15-20 pages for major research papers and 20-30 pages for theses. In both cases, proposals should include an outline of the topic, a review of relevant scholarly literature, a description of the methodology being employed if appropriate, and a list of references cited. See “Degree Requirements” in your SJES Handbook for further discussion of the distinction between Major research papers and Theses. The student and members of the supervisory committee should review their responsibilities under the section “Supervision” in the SJES Handbook. The supervisory committee should discuss the means through which student progress will be supported and monitored and establish a timetable for regular meetings and submission of drafts.

Major research paper Thesis

Date: _____ Student Name: _____

Major research paper/Thesis Proposal Title:

The Supervisory Committee has communicated the following points regarding the development of the major research paper/thesis to the student:

Supervisor:

Name

Signature

Second Committee Member:

Name

Signature

Student:

Name

Signature

(OPTIONAL)

Third Committee Member:

Name

The student and supervisor should retain a copy of this form. One copy should be forwarded with a copy of the Proposal to the Graduate Program Director and the Graduate Administrative Coordinator.

Student Progress Report for MA Social Justice and Equity Studies

Part 1 is to be completed by the student and sent to the supervisor by the 1st of the last month of term.
 Part 2 is to be completed by the Supervisor and sent to the student and second reader(s) by the 8th.
 Part 3 is to be completed by the student and sent to <socialjustice@brocku.ca> or the SJES office by the 15th.

Name:

Student ID:

1. General Information

Month of this report (Apr./Aug./Dec.)	
Year of entry into the program	
Full or part-time status	
Scheme (MRP, MRP with Co-op, or thesis)	Original Scheme <input type="checkbox"/> Scheme Switch <input type="checkbox"/>
Expected completion date	
Supervisor's name	
Committee member #1	
Committee member #2 (optional)	

2. Coursework

Please list the courses you have taken, the term, year, and grade obtained.

Courses	Term (Fall/Winter/Spring)	Year	Grade
SJES 5P01 Seminar			
SJES 5P02 Theory			
SJES 5P03 Methods			
Elective:			
Elective:			
Elective:			
Elective:			

Please comment on plans to complete any other required or extra courses, if applicable.

3. MRP/ Thesis Research

Working Title:

Brief summary of topic:

4. Key Markers of Progress

Please provide a timeline by indicating actual or projected dates for each of these key markers of your progress.

	Date	Actual or Projected
MRP/thesis proposal approved		
REB clearance received, including CORE certificate		
MRP/thesis first draft approved		
MRP/thesis submitted for grading or examination		Projected

5. Description of Progress

Please summarize your research activity on your MRP or thesis over the past term and describe the stage of your work (e.g., first draft of proposal, proposal approved by committee, ethics clearance, first draft of thesis or MRP, revisions, etc.).

6. Other research or scholarly activities, if any (e.g., conferences, workshops, presentations, publications)

7. Teaching or research assistantships, if any

8. Awards, scholarships or other recognition, if any

9. Advocacy, activism or service (e.g., with SJES, CUPE, GSA, etc.), if any

10. Professional development training, if any

11. Future goals for education and/or career, if known

Part 2 is to be completed by the supervisor. Upon completion, please forward to the student and committee members by the 8th of April/August/December.

Supervisor's name:

Overall evaluation of progress this term (*select one with a checkmark, asterisk or underlining*):

- Satisfactory
- Needs improvement
- Unsatisfactory

Provide a rationale for this overall evaluation of the student's progress.

Please comment on the student's expected completion date.

Have you discussed any concerns with the student?

Part 3 is to be completed by the student after the supervisor has commented.

Have you read the supervisor's comments and discussed any concerns?

Supervisor's signature:

Date:

Please submit this report to the SJES Graduate Administrative Coordinator (socialjustice@brocku.ca) or deliver to the office by the 15th of April, August or December.

This report will be reviewed by the Graduate Program Director and Progress Report sub-committee and kept in your SJES student file.

Procedures and regulations related to student progress reports are described in the *SJES Faculty and Student Handbook* and in the Graduate Calendar (see Section X. *Evaluation of Student Performance, Academic Performance Information*).



Faculty of Graduate Studies
 1812 Sir Isaac Brock Way
 St. Catharines, ON L2S 3A1
 T 905.688.5550 x 4490
 F 905.688.0748
 Brocku.ca/graduate-studies

FINAL STAGE STATUS FORM

Final Stage Status Form Submission Deadline Dates – please refer of the [Schedule of Important Dates](#)

14.6.11 Final Stage Status

Students approved for Final Stage Status by their graduate program must have a complete draft of their Major Research Paper or Thesis, that requires no further research or additional chapters/sections, and must be deemed by their graduate program committee to be able to complete their exit requirement within the subsequent term. Final Stage Status may only be awarded once and only for one term.

STUDENT INFORMATION

Student Number _____ Date _____

Student Name _____ Brock E-mail _____

STATUS IN CANADA

Canadian Citizen Permanent Resident (Landed Immigrant) Student Visa Other Visa

GRADUATE PROGRAM

Program _____

Degree PhD MA MBE MEd MSc MS

Date Graduate work started _____

Date First draft of thesis/ major essay/ major paper approved _____

Graduate Supervisor:

Please print *Signature* *Date*

Graduate Program Director:

Please print *Signature* *Date*

Faculty of Graduate Studies Director:

Signature *Date*

***EFFECTIVE TERM OF FINAL STAGE STATUS (mandatory field)**

Spring 20 _____ Fall 20 _____ Winter 20 _____

OFFICE USE

GRSEG Registered Finance Funding Program Supervisor Student

FGS – August 2017



Request for Reimbursement

Graduate Student Research Expenses & Conference Presentations

Students in the MA in Social Justice and Equity Studies are eligible to receive:

- a maximum of \$60.00 for research expenses, which includes books, technology, research participant expenses, etc.
- a maximum of \$100.00 for expenses incurred when presenting at a conference.

Students may receive research expense reimbursement once at any time throughout the course of their degree. Students may apply for conference expense reimbursement more than once, but if SJES travel funds are limited, priority will be given to first-time applicants.

Students must provide receipts that show payment has been made. For conference presentations, students must also include documentation that proves they were presenters at the conference, along with receipts and boarding passes.

TO BE COMPLETED BY STUDENT:

Student name:

Student ID number:

Expenses being submitted:

Date expense incurred:

Date of submission:

Describe the documentation attached:

Complete mailing address:

TO BE COMPLETED BY ADMINISTRATIVE STAFF:

Appropriate documentation received:

Cheque Requisition sent to Finance:

Copy in budget binder:

Copy in student file:

Recorded in database:

Confirmed with student:

Social Justice and Equity Studies Directed Study Agreement

Students may elect to take a maximum of one half-credit course as a directed study that has been agreed upon by a faculty member. The procedure for the Directed Study Agreement is as follows:

1. The student takes the initiative for the Directed Study course.
2. The student submits a proposal to the faculty member who has expertise in the area of the proposed study.
3. The proposed study must not duplicate the content of a calendar course.
4. The student and faculty member will decide on the readings and the number and type of assignments that will make up the Directed Study. Details of these assignments are listed below.
5. Both the student and the faculty member will date and sign this Agreement and submit it to the Graduate Program Director for his/her approval.
6. Once the Graduate Program Director has approved the Agreement, the student will be instructed to register for the appropriate Directed Studies course as set up by the Administrative Coordinator.

Student Name:

Instructor Name:

Year and Term:

Details of Assignments (Note: SJES Graduate courses usually require 40-60 pages of student written work)

Student Signature

Date

Print Name

Instructor Signature

Date

Print Name

Graduate Program Director Signature

Date

Print Name



Niagara Region
 1812 Sir Issac
 Brock Way
 St. Catharines, ON
 L2S 3A1 Canada

Medical Certificate

To expedite the administration of medical certificates, Brock University requires that this form, Medical Certificate, be used by a student when a medical condition requires special consideration for any academic activity e.g. missed seminar/lab, assignment extension, deferred examination etc. The student and the Health Care Provider must complete this certificate.

The completed certificate must be submitted to the Administrative Assistant for the Department/Graduate Program within seven working days of the End Date (***) noted below or within 7 days of the examination date for a deferred examination in order to be considered. The University, at its discretion, may require additional information.

Completed By Health Care Provider:

Official stamp or license number:

Physician's name: _____
 Contact phone number: _____
 Student name: _____
 Student number: _____
 Date examined: _____

This student has been examined and found to have a medical condition that is sufficiently severe that it has or will affect their ability to perform academically. All applicable dates must be provided. Please provide further details below:

Medical Staff _____ Signature _____

This student is unable to attend class on: _____

This student is unable to complete the following affected work for the following course(s):

This student is unable to write a test or examination on: _____

This student's academic work will be affected from: _____ to _____ **

Student's signature: _____ Date: _____

For Department/Centre Use Only:

Date original received: _____ Received by: _____
Administrative Assistant/Dept/Centre

Signature (Instructor/Chair/Director/Graduate Program Director): _____ Date: _____

Date copy given to Instructor/Chair/Director/Graduate Program Director: _____

Brock University protects your privacy and your personal information. The personal information requested on this form is collected under the authority of The Brock University Act 1964 and in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA) SECTION 39(2) for the administration of the University and its programs and services.

*** NOTE: Certificates completed at Brock's Student Health Services are paid for by your Student Health Fee ***

Created on Sept 25,2017

APPENDIX F

SJES FACULTY MEMBERS

PLEASE NOTE: Faculty members may be on sabbatical and other forms of leave in any given year. For further information contact the SJES Graduate Program Director.

ROB ALEXANDER

Associate Professor, English Language and Literature

(ralexander@brocku.ca, Ext. 3886)

Robert Alexander is an Associate Professor in the Department of English Language and Literature. Formerly a reporter, he works in Brock's Writing, Rhetoric, and Discourse Studies Program where he teaches courses in literary journalism, creative nonfiction, and the history of language study. He has published articles on such topics as eighteenth-century language theory, the construction of gender in contemporary journalistic discourse, and journalist-source relations. His current research projects are focused on journalistic subjectivity and the potential of long-form narrative journalism to contest the anthropocentric bias of mainstream news.

[View Rob's Profile](#)

FERNANDO AVILA

Assistant Professor, Critical Criminology

(favila@brocku.ca, Ext. 5304)

I am an interdisciplinary scholar from Argentina with a research program rooted in decolonial perspectives, challenging conventional criminological frameworks that reinforce systems of exclusion and control. My work spans criminology, postcolonial studies, punishment and society, and sociolegal studies, critically examining how societies define, regulate, and respond to crime, risk, and marginalized populations; how punishment is justified; and whose lives are rendered disposable—with a particular focus on the Global South. My perspective is shaped by my background as a human rights and criminal lawyer, as well as my involvement in advocacy and justice reform initiatives aimed at challenging carceral expansion and punitive governance.

My doctoral research involved extensive ethnographic fieldwork inside Punta de Rieles, a medium-security prison in Uruguay, where I explored alternative models of prison governance that disrupt traditional carceral logics. This work examines how prisoners participate in institutional decision-making, offering critical insights into non-punitive governance and the possibilities for alternative justice frameworks. More broadly, my research investigates exceptional carceral practices that challenge dominant punitive norms and inform legal reforms aimed at reducing human suffering and expanding decarceral possibilities. More recently, I have been examining the growing entanglement of AI, big data, and criminal justice, exposing how algorithmic decision-making, predictive analytics, and risk assessments reinforce racialized social control and deepen structural inequalities. My research critically interrogates the ways in which digital governance converges with traditional punitive structures, extending logics of surveillance, punishment, and exclusion into new technological terrains.

[View Fernando's Profile](#)

ROBYN BOURGEOIS

Vice-Provost, Indigenous Engagement

Associate Professor, Women's and Gender Studies

(rbourgeois@brocku.ca, Ext. 6650)

Dr. Bourgeois, also known by her indigenous spirit name “Laughing Otter Caring Woman,” is a mixed-race Cree academic, activist, author, and artist born and raised in Syilx and Splots’in territories in the southern interior of British Columbia, and connected through marriage and her children to the Six Nations of the Grand River. She holds a Bachelor of Arts (BA) in Sociology from Okanagan University College (now UBC-Okanagan), a Master of Arts (MA) degree in Sociology from UBC-Vancouver, and a Ph.D in Social Justice and Equity Studies in Education from the Ontario Institute for Studies in Education (OISE) at the University of Toronto. Alongside her scholarly training, Robyn has undertaken a life-long learning journey in indigenous ways of knowing and doing, both within her own nation (Nehiyaw/Cree) and other indigenous nations across Canada. Dr. Bourgeois’ primary areas of scholarly interest include violence against indigenous women and girls; indigenous feminisms; and indigenous women’s political leadership; alongside issues of gender and violence generally (with a particularly focus on serial murder, state-based violence, violence perpetrated by women, and violence in popular culture). As a survivor of sexual exploitation and other forms of violence, Robyn has committed her life to ending all forms of violence and has been involved in indigenous and/or feminist political organizing from the grassroots to international levels for more than twenty years.

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ALISON BRALEY-RATTAI

Associate Professor, Labour Studies

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My areas of research and teaching expertise include the interaction of labour rights and the Charter, industrial relations, labour and employment law, as well as human rights in the workplace.

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DAVID BUTZ

Professor, Geography

(dbutz@brocku.ca, Ext. 3205)

David Butz teaches sonic geographies, geographies of international development, political ecology of the Global South and qualitative research design. He has completed two SSHRC-funded research projects, one that examined colonial and contemporary labour relations in the mountains of northern Pakistan, and another dealing with the constitution of spatiality in Jamaican reggae music. He has also investigated the implications of corporate restructuring for General Motors auto workers in St. Catharines, Ontario. The three projects are linked by interest in the geographies of exploitation, resistance and self-representation. The latter concern has led to publications relating to research ethics and the method of autoethnography. Professor Butz has also published on irrigated mountain agriculture and sustainable development and is involved with grassroots political and environmental activism in Gilgit-Baltistan, Pakistan. He is currently co-investigator with Nancy Cook on an SSHRC-funded study of the impacts of road construction on social organization in an agricultural village in northern Pakistan. He and Dr. Cook are also studying the implications of food relief for local agricultural production in northern Pakistan, and are in the midst of on an “autophotography” project, also in northern Pakistan and funded by the Brock Council for Research in the Social Sciences. He is on the Faculty Steering Committee of Brock’s Social Justice Research Institute, Editor-in-Chief of the journal *Studies in Social Justice*, and editorial board member of three journals.

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MICHELLE CHEN

Assistant Professor, Communication, Popular Culture and Film

(mchen@brocku.ca)

Michelle Chen (Ph.D. University of Minnesota) research interest focuses on the impact of social media technologies on social movements, civic engagement and political participation in support of a social issue or cause. Michelle teaches courses related to social media, business communication, and new media literacy.

Michelle is interested in supervising projects in the areas of:

- social media research
- digitally enabled social movements
- civic engagement and participation
- social issue advocacy and promotion

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LIZ CLARKE

Associate Professor, Communication, Popular Culture and Film

(lclarke@brocku.ca, Ext. 6705)

Liz Clarke (PhD Wilfrid Laurier University) teaches classes in popular narrative, serial storytelling, film history, film theory, film and TV genres, and gender film and TV. Her research examines women in film and television both on and off the screen. Her current book project is on women in war films from 1908 to 1918. She also researches women writers in film and television from the silent period to contemporary female showrunners.

Liz is happy to supervise projects in the following areas:

- the war film
- silent film
- screenwriting history (particularly women screenwriters) and women in film and television production
- seriality
- television and streaming services

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MAUREEN CONNOLLY

Professor, Kinesiology

(mconnolly@brocku.ca, Ext. 3381)

Maureen Connolly is committed to inclusive educational and service provision practices for persons experiencing disability. She has developed numerous programs in Niagara that provide individualized and dignified adaptive movement programs for persons experiencing disability. In addition, she has created professional development programs for practitioners who desire or are required to be inclusive and adaptive.

Maureen Connolly has published in areas of pedagogy and teacher education emphasizing inclusion and relevant, authentic teaching and learning. A recent publication in the journal *Adapted Physical Activity Quarterly* develops an interdisciplinary dialogue between the fields of critical pedagogy and neurodiversity with a focus on neurodiversity, mental health and mental illness.

Within the SJES program, Maureen is interested in being more involved in supervisory work with graduate students interested in interrogating normalcy and advocating for authentic inclusion.

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LAUREN CORMAN

Associate Professor, Sociology

(lcorman@brocku.ca, Ext. 5080)

Lauren Corman is an environmental sociologist who teaches in the areas of environmental thought, contemporary social theory, and critical animal studies. Her research centralizes anti-racist, anti-colonial, queer, and feminist understandings of social relations and the more-than-human world. Broadly, her scholarship investigates the agency, resistance, and subjectivities of oppressed groups. Dr. Corman is interested in coalition-building across social and environmental justice movements and links her work to larger anti-capitalist analyses and struggles. She hosted the radio show, *Animal Voices* (animalvoices.ca), for about a decade. She recently published, "He(a)rd: Animal Cultures and Anti-Colonial Politics," in Kelly Struthers Montford and Chloë Taylor's collection, *Colonialism and Animality: Anti-Colonial Perspectives in Critical Animal Studies* (Routledge, 2020). Dr. Corman is currently working on a text about the cultural histories of particularly vilified animals and their relationships to colonial legacies.

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GALE COSKAN-JOHNSON

Associate Professor, English Language and Literature

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My research explores the entangled discourses of sovereign power and transnational migration. I examine national and international state-based texts and the responses and reverberations of these texts in public discourses. I am interested in the ways that "official" texts that would once have spoken to a select, "expert" audience have become widely and idiosyncratically available to various publics because of the increasing and at times unplanned digitalization of such documents. I am particularly interested in the ways that the publicity of such texts influences public discourses of immigration, labour, race, gender, ethnicity, and language, and how they might influence perceptions of home, away, us and them.

My current major research project, "(Il)legal, (Ir)regular, (Un)documented: Rhetorics of Sovereignty and Transnational Migration," examines tensions that emerge in national and international discourses of transnational migration. I welcome supervisions around the intersections of rhetorical studies and social justice, including work linked to border studies, transnational migration, human rights, transnational feminism, the nation and its nationalisms, the critical study of global Englishes, and postcolonial studies.

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JOANNE CRAWFORD

Associate Professor, Nursing

(joanne.crawford@brocku.ca, Ext. 4363)

Joanne Crawford has been an advocate for health equity throughout her career in clinical nursing practice, education and research. Emerging from public health practice, she has been engaged in health services research exploring health disparities related to access to preventive health services among priority populations (Indigenous, newcomer immigrant, and low-income communities) across key jurisdictions in Ontario, and social exclusion of immigrant women in the Niagara Region. She has experience with conducting community-based studies including participatory action research, different review methodologies, focus groups, survey design, and mixed methods.

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KERI CRONIN

Professor, SF&PA Visual Arts

(kericronin@brocku.ca, Ext. 5306)

Keri Cronin teaches courses on the history of visual culture. Her research interests focus on the ways in which visual representations of the nonhuman world have historically shaped, challenged and, at times, subverted dominant human attitudes towards the species they share the planet with. Her current work explores the role of visual culture in late 19th- and early 20th- century animal advocacy campaigns.

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DAN CUI

Associate Professor, Child and Youth Studies

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I am an assistant professor in the Department of Child and Youth Studies. I received my PhD degree in the Theoretical, Cultural and International Studies in Education at the University of Alberta. Before joining the Brock University, I held a SSHRC Postdoctoral Fellowship at the University of California, Berkeley and the University of British Columbia (2015-17). My research interests include immigrant and refugee youth, international students, the intersectionality of race, gender, and class, sociology of education, immigration, integration, and transnationalism, agency/resilience, social justice and equity in education, and qualitative research methodology. My two ongoing SSHRC projects respectively focus on examining the integration of racialized minority immigrant youth in Canada and the United States, and the immigration and employment transition of international students. As a critical scholar and educator, the purpose of my research is to identify, explore and analyze the marginalization, discrimination and oppression that subordinated groups experience in the North American societies. The goal of my research is to get the silenced voice heard, address social problems (e.g., racism, sexism, classism, and etc.), and look for socially just solutions.

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HEVINA DASHWOOD

Professor, Political Science

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Dashwood's research interests within international relations encompass international development, the role of non-state actors in global governance, and Canadian foreign policy. Her current research is concerned with corporate social responsibility (CSR) in the extractive sector. Dashwood's book on corporate social responsibility and Canadian mining companies was recently published by Cambridge University Press 2012. This project was funded by the Social Sciences and Humanities Research Council (SSHRC), through a Standard Research Grant (SRG). She is a collaborator with the Canadian Business Ethics Research Network (CBERN), the recipient of a \$2.3 million SSHRC Strategic Clusters grant over seven years. With CBERN as a partner, Dashwood is a co-investigator in a collaborative, multi-perspective case study project on Canadian mining companies in developing countries. This research was funded by SSHRC's International Opportunities Fund (IOF). In the first phase of this project, Dashwood conducted research on a Canadian mining company and its CSR activities in Ghana.

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STEFAN DOLGERT

Associate Professor, Political Science

(sdolgert@brocku.ca, Ext. 3891)

Stefan Dolgert is a political theorist. He writes and teaches on democratic theory, the ethics of violence, critical animal studies, posthumanism, environmental politics and ancient Greek political philosophy. His primary interest relating to social justice concerns the “question of the animal” – how humans have historically constituted themselves in opposition to something called “animals” – and how this human/animal dichotomy has legitimated oppression in the form of racism, imperialism, sexism, ableism and speciesism. He is currently working on three major projects: a manuscript on the rich non-anthropocentric tradition in ancient Greek thought, focusing on Homer, Empedocles, Plato and Aristotle; another manuscript, that critiques the sacrificial model of politics derived from juridical thought; and finally an edited volume that highlights the productive relationship between critical animal studies and disability studies.

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ANDREA DOUCET

Canada Research Chair in Gender, Work and Care

Professor, Sociology and Women's and Gender Studies

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Andrea Doucet has published widely on themes of gender/work/care, fathering and mothering, masculinities, parental leave policies, embodiment, reflexivity, ‘responsible knowing’, and knowledge construction processes. Her book *Do Men Mother?* (2006, 2nd edition, 2018) was awarded the 2007 John Porter Tradition of Excellence Book Award from the Canadian Sociology Association. She is also co-author of two editions of the book *Gender Relations in Canada: Intersectionalities and Social Change* (2008, 2017) and a forthcoming edited collection on feminist epistemologies entitled "*Lorraine Code: Thinking Ecologically, Thinking Responsibly*". Andrea approaches her teaching and research from an eclectic transdisciplinary perspective and background. She has degrees in political science (social and political thought) and creative writing (York), international development studies (Carleton), and a PhD in social and political sciences (Cambridge University, funded as a Commonwealth Scholar). Her research on theories, practices, and ontologies of care has been influenced by her co-parenting of three daughters; her work on methodologies, epistemologies and knowing processes began thirty years ago when she spent nearly six years as a participatory research facilitator, working mainly for the United Nations Development Program in water supply and sanitation projects in Central and South America.

Andrea is currently conducting collaborative research with local community organizations on young motherhood, Black motherhood, feminist and Indigenous approaches to care and eldercare, and class and gender issues in parental leave policies. Her current writing is on non-representational narrative analysis, visual methodologies, family photographs, ecological thinking, and our epistemic responsibilities as researchers and knowers.

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HANNAH DYER

Associate Professor, Child & Youth Studies

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Dr. Hannah Dyer is an Assistant Professor in the Department of Child & Youth Studies and holds a PhD from the University of Toronto. Her research employs interdisciplinary methods to investigate how sexuality, gender and nation-state become entangled in theories of child development. Drawing on queer theory and cultural studies, her work examines the affiliations between social belonging and the child's psychological interiority. She turns to children's art

and art about childhood to better understand how to repair justice and build hope in the aftermath of violence. Hannah's forthcoming book, *The Queer Aesthetics of Childhood*, explores how the aesthetic cultures of childhood can cause us to re-think what we know of gender, race and sexuality. While taking the child's material vulnerabilities and pressing need for care into account, this work also draws from the humanities' emphasis on aesthetics, fantasy and futurity. Hannah's research interests include: Queer theory; child and youth studies; art/aesthetics; racism and racialization; gender and sexuality; cultural studies.

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TAMARA EL-HOSS

Associate Professor, Modern Languages, Literatures & Cultures

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Tamara El-Hoss has been teaching undergraduate courses on postcolonial Francophone literatures and cultures at Brock since July 2005 and has taught graduate courses on postcolonial theories and literatures in SCLA (Studies in Comparative Literature and the Arts) for the last decade. Her research recognizes that the current global migrant crisis has inspired numerous comics artists/journalists and graphic novelists to draw and tell the stories of refugees and migrants to a Western audience. As a medium, comics, bandes dessinées and graphic novels cross linguistic barriers, give a voice to the voiceless, and facilitate communication across boundaries. Her current research project, entitled "Visual Vox Digital Archive: Displacement in Comics, Graphic Novels, *Bandes Dessinées* and Zines", is to curate a multi-layered open source digital archive on 'drawing displacement' in Africa and the Middle East that will be accessible to students, scholars, artists and the general public. The archive will include material in comics (traditional North American soft cover format), graphic novels (longer format resembling a traditional book, often with a single storyline), *bandes dessinées* (French language comics) and zines (self-published work combining texts and images) for a bilingual collection, located on Brock's server. The Visual Vox Digital Archive will be the first digital archive of its kind, especially in that it provides a space for under-represented perspectives, e.g. from African and Middle Eastern migrants and artists. Tamara is the co-editor of a bilingual collection of essays entitled *Im/migrant Passages: Crossing Visual, Spatial and Textual Boundaries* (forthcoming in July 2020, Small Walker Press).

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IFEANYI EZEONU

Professor, Sociology

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Dr. Ezeonu received his B.Sc. (Honours) from the Anambra State University of Technology (now, Nnamdi Azikiwe University, Nigeria), M.Phil. from the University of Cambridge, England, M.A. from the University of Leeds, England and Ph.D. from the University of Toronto. He has published on issues of social and economic justice in Sub-Saharan Africa (with special focus on the IMF, the World Bank, and the WTO) and the international politics of environmental protection. Ifeanyi's research interests include globalization and international development, gang violence, racialized crime, social construction of crime, transnational crime, environmental crime in the Niger Delta area of Nigeria, and contemporary African Diaspora.

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CURTIS FOGEL

Professor, Sport Management

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Curtis Fogel's research examines crime, corruption, violence, doping, discrimination, and other social and legal issues in the context of sport. He completed graduate degrees in both Sociology (M.A. and Ph.D) and Law (LL.M). He is author of the books *Game-Day-Gangsters: Crime and Deviance in Canadian Football* (2013) and *Controversies in Law and Sport* (2017), editor of *Critical Perspectives on Gender and Sport* (Forthcoming), and co-editor of *Imaginative Inquiry: Innovative Approaches to Interdisciplinary Research* (2014) and *Sexual Violence at Canadian Universities: Activism, Institutional Responses, and Strategies for Change* (2017). Three research projects he is currently working on include: 1) On the Sidelines: Sexual Violence in Canadian Youth Sport, 2) Rink Rage: Spectator Violence and Harassment in Canadian Hockey (with Kevin Mongeon), and 3) Blood on the Pitch: Socio-Legal Aspects of Rugby Violence.

Curtis has supervised graduate students on topics including hazing rituals in Canadian hockey, victim blaming of sexual assault survivors, and criminal violence in sport. He is interested in supervising student research in the areas of human rights law, criminal law and justice, sport and social justice, and interpersonal violence that use qualitative interviewing, observations, and/or unobtrusive methods.

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MARGOT FRANCIS

Associate Professor, Women's and Gender Studies and Sociology

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Margot Francis is an Associate Professor in Women's and Gender Studies, cross appointed to the Department of Sociology. She is the author of *Creative Subversions: Whiteness and Indigeneity in the National Imaginary* (University of British Columbia Press, 2011) and has published in journals such as Native American and Indigenous Studies, Feral Feminisms, and Critical Sociology. Her research interests include: Indigenous and decolonizing perspectives on settler societies, community arts for Indigenous resurgence, alliances between Indigenous and anti-racist movements in sexual violence activism, queer artistic activism. Her research has been funded by the Social Sciences and Humanities Research Council of Canada. She holds a Ph.D. in Theory and Policy Studies from the Ontario Institute for Studies in Education at the University of Toronto (2002).

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TAMI J. FRIEDMAN

Associate Professor, History

(tfriedman@brocku.ca, Ext. 3709)

Tami Friedman teaches 20th-century U.S. history at Brock. Her courses cover U.S. history since 1865, U.S. foreign policy, the Cold War, the 1960s, women in North America and class and capitalism in the United States. She also teaches a graduate course on women and work in U.S. history. Her interests include labour history, women's history, racial/ethnic history and the social history of economic change. Her research examines the causes and consequences of industry migration within the United States after World War II, with an emphasis on workers, communities and industrial policy at the local, state, regional and federal levels. Her publications explore the relationship between economic restructuring and such developments as the decline of organized labour, the rise of the modern Right and the limits of unionism in the U.S. South. Possible areas of supervision include: deindustrialization, capital flight, economic development policy, corporate

globalization, corporate power, union growth and decline, sexual and racial/ethnic divisions of labour, women and work, working-class culture and class formation/identity.

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JENNIFER GOOD

Associate Professor, Communication, Popular Culture and Film

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Jennifer Good's research and teaching interests sit at the intersections between the mediated communication, materialism and our relationship with the natural environment. She has published articles exploring the communication and framing of climate change, the role of the Internet in environmental communication/awareness and the relationship between television viewing and the environment. Good's book *Television and the Earth: Not a Love Story* was published in 2013. Her current research includes two CRISS-funded projects: an environmental content analysis of prime-time television; interviews with advertisers and environmental activists about their use of digital media. She is also working on a book that explores environmental justice in the lifecycle of electronics. Good has a B.A. in International Relations from U.B.C., a Master's degree from York University in Environmental Studies and a Ph.D. from Cornell University in Communication.

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JULIE HAM

Associate Professor, Sociology

(jham@brocku.ca, Ext. 4369)

Julie Ham's recent research explores knowledge production and cultural production by migrants in Hong Kong through participatory and visual methodologies. Her research is grounded in academic-community collaborations that speak to priorities identified by migrant and minority communities, such as the dehumanization of domestic workers, harms produced by the anti-trafficking industry, the impact of social difference in sex work, the trajectory of migrant remittances, cultural production and dynamics that support or hinder social change for migrant communities. Her research on migration, labour, social difference and the criminology of mobility has been published in *The British Journal of Criminology*; *Critical Social Policy*; *Culture, Health & Sexuality*; *Gender, Work & Organization*; *Sociology*; *Theoretical Criminology*; and *Work, Employment and Society*. She was awarded the Radzinowicz Memorial Prize for 2014 by *The British Journal of Criminology* for her co-authored article with Sharon Pickering, 'Hot pants at the border: Sorting sex work from trafficking'. She has published a monograph, *Sex Work, Immigration and Social Difference* (2017), and a co-edited volume *The Routledge Handbook on Crime and International Migration* (2014) with Sharon Pickering.

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DEBRA HARWOOD

Professor, Educational Studies

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Debra Harwood conducts research in area of Early Childhood Education (ECE). Often, ECE as a discipline operates on the periphery and outside of the dominant discourses of education. Thus, legitimizing the basic tenants of ECE means challenging the social, political, cultural, and historical forces that have opposed central ideas such as care, professionalism, child agency, place, and intra-active pedagogy. Debra has been involved in research focused on community capacity building initiatives in the Niagara region, specifically focusing on the young child and their worlds, family engagement, educator professionalism, and ethical research practices with young children and their families. Her most recent project involves a three year ethnographic study of young children's entanglements within a forest, specifically examining how relationships with the more-than-human

world might foster ways of being that support a more sustainable planet.

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ALLYSON ION

Assistant Professor, Child and Youth Studies

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Dr. Allyson Ion has multidisciplinary training with a MSc in Health Research Methodology and a PhD in Social Work. Dr. Ion has worked in community-based HIV services, child welfare, and as part of community-based participatory action research projects related to living with HIV, perinatal care, parenting, criminalization of HIV non-disclosure, child welfare, and substance use. Dr. Ion teaches critical social science and critical social work at the undergraduate and graduate levels. Dr. Ion's research and practice emphasizes principles of community engagement, equitable partnerships, and honouring the wisdom and experiences of children, youth and families who are on the receiving end of health and social services. Dr. Ion's teaching, research, and practice are guided by critical and intersectional knowledge systems and are grounded in anti-colonial, anti-carceral, and anti-oppressive approaches to walking alongside children, youth and families. Dr. Ion is committed to teaching and learning that connects critical theoretical knowledge to applied and real-world contexts such as child welfare.

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RAJIV JHANGIANI

Vice Provost, Teaching and Learning

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Dr. Rajiv Jhangiani is the Vice Provost, Teaching and Learning at Brock University. He holds faculty appointments in the Departments of Educational Studies and Psychology, directs the Inclusive Education Research Lab, and is affiliated with the Social Justice Research Institute. The architect of Canada's first zero textbook cost degree programs, his scholarship currently focuses on open educational practices, equitable access to education, student-centered pedagogies, and ethical approaches to educational technology. His publications include peer-reviewed journal articles and book chapters, three open textbooks in Psychology, and two co-edited volumes, *Open: The Philosophy and Practices that are Revolutionizing Education and Science* and *Open at the Margins: Critical Perspectives on Open Education*. Together with Dr. Robin DeRosa, he is a co-founder of the Open Pedagogy Notebook.

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CHELSEA JONES

Associate Professor, Child and Youth Studies

cjones@brocku.ca, Ext. 3104)

Dr. Chelsea Temple Jones (pronouns: she/her) is an Assistant Professor in the Department of Child and Youth Studies. A queer, white settler spoonie, Dr. Jones holds a Ph.D. in Communication and Culture from Ryerson and York Universities and an MA in Critical Disability Studies from York University. She completed a Mitacs postdoctoral fellowship at the University of Regina's Vocally Oriented Investigations of Create Expression (VOICE) Lab—a studio space for disabled folx who communicate in various ways, and not always through speech. She currently holds a SSHRC Insight Development Grant that continues her study of the ways in which ableist, colonial gestures of “giving voice” face resistance from young, disabled adults engaged in disability justice.

Dr. Jones' qualitative research focuses on disabled children's childhood studies and takes intellectual disability as a cultural phenomenon. Her work is deeply engaged in disabled, deaf, mad, and crip-informed arts-based research methods informed by her earlier position as a Research Associate at

Re•Vision: The Centre for Art and Social Justice at the University of Guelph. An award-winning teacher and journalist, Dr. Jones is a former Instructor of research methods courses at Ryerson University's School of Disability Studies and is the co-founder of the transdisciplinary podcast, "Podagogies: A Learning and Teaching Podcast." She brings storytelling into all of her courses and works with students to create intellectual partnerships that value collaboration through a broad, ever-changing understanding of how we might engage in accessible knowledge production.

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JANELLE JOSEPH

Associate Professor, Health Sciences and Sport Management

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Janelle Joseph is an internationally recognized and award-winning storyteller and scholar committed to disseminating knowledge about racial justice, health, and sport. Dr. Joseph is the Founder and Director of the IDEAS Research Lab, which focuses on Indigeneity, Diaspora, Equity, and Anti-racism in Sport. Dr. Joseph is devoted to seeing graduate students and early career researchers flourish in community-based research using an embodied decolonial praxis lens. Dr. Joseph's nation-leading scholarship, including over \$4 million in research grant funding, over 50 articles and book chapters, and three books related to social justice, helps to answer the question: "*What new health, sport, and recreation policies and practices might emerge if we focused less on including particular 'kinds of people' and more on removing the structural, cultural, and administrative barriers that currently shape our movement cultures and ambitions?*"

Dr. Joseph's work is situated at the intersection of Black Studies, Health Sciences and Sport Management to enable storytelling about uninhibited joy, abiding colonialism, and steadfast resistance of racialized peoples.

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TIM KENYON

Vice President – Research

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Tim Kenyon's research in social epistemology focuses on testimony and disagreement, as well as the epistemology of ignorance, issues of epistemic injustice, and non-ideal theory. These topics are naturally informed by feminist epistemology and epistemology that foregrounds race, gender, and class. One application may be seen in this short lecture at a teach-in: "[Rape culture and ignorance](#)". Tim's work in the philosophy of language includes the nature of coerced assertions, which has implications for understanding how coercive social, economic, and political influences can shape personal and public discourse, and perceptions of received views. He is currently writing also on *political bullshit*, and its recent uses by authoritarian and populist leaders.

Tim has published on debiasing techniques for cognitive and social biases, and especially on the problem of how to teach and learn the building blocks for effective debiasing strategies. His graduate mentorship has included students working on issues of autonomy and respect for atypical or marginalized groups, including a PhD dissertation on how to support robust decision-making for persons with forms of dementia, and a PhD dissertation on epistemic injustice, focusing on respect for persons with cognitive or developmental disabilities as knowers. Tim developed and ran a Philosophical Café discussion group in the Grand Valley Institution (the federal correctional facility for women in Kitchener), through Community Justice Initiative's Stride Night program, as well as a successor program that ran through the St. Catharines YWCA. These programs are motivated by a belief in the emancipatory virtues of philosophical reflection and powers of expression.

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PASCAL LUPIEN

Associate Professor, Political Science

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Pascal Lupien is Assistant Professor of Political Science at Brock University. He is also a Fellow at the Centre for Research on Latin America and the Caribbean (CERLAC, York University), an Associated Researcher with the Groupe de recherche en communication politique (GRCP, Université Laval) and co-coordinator of the Groupe de recherche Afriques-Amérique latine (GRAAL, University of Alberta). He holds a PhD in Political Science and an MA in Latin American Studies from the University of Guelph, a Master's in Information Studies (MIS) from the Université de Montréal, and a BA in Politics from McGill University.

Dr. Lupien's research interests revolve around participatory democracy, social movements, political communication and technology, and the factors that enhance or diminish the capacity of marginalized communities to participate in politics. He currently leads a SSHRC-funded project entitled "Indigenous Women and Information and Communication Technologies (ICTs): Supporting an Empowered and Resilient North-South Community". This transnational multidisciplinary project draws on a community-based approach in order to ensure that the direction of the research is guided by Indigenous women. Working across four jurisdictions (Bolivia, Chile, Ecuador and Canada's Yukon Territory), project participants seek to develop indigenized and gendered ICT solutions that will support Indigenous women's efforts to engage in the public sphere, and to facilitate sharing of stories and strategies across settler-imposed borders. He is working with both academics and Indigenous community leaders in the four jurisdictions. Lupien's previous SSHRC-funded project (2017-2019) examined the impact of ICTs such as social media on the capacity of Indigenous social movements to engage in politics in three Latin American countries.

Lupien's book, *Citizens' Power in Latin America: Theory and Practice* (SUNY Press, 2018), looks at how local communities use participatory democracy mechanisms to pursue collective social development goals. His research has also been published in journals such as *Democratization*; *Citizenship Studies*; *Political Science Quarterly*; *Information, Communication and Society*; *Social Media + Society*; *Gender, Place and Culture*; and *Latin American Perspectives*.

Dr. Lupien's teaching interests include the politics of Latin America, democracy and democratization, civil society and social movements, and comparative politics (particularly with respect to the Global South). He welcomes the opportunity to supervise graduate students in his areas of expertise.

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JOSHUA MANITOWABI

Assistant Professor, History

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Joshua Manitowabi (BA McMaster University, MA McMaster University, PhD Brock University) is an assistant professor of Indigenous history. His research has centered on Indigenous histories and Indigenous education. Josh's master's thesis, *It sometimes speaks to us: Decolonizing Education by Utilizing Our Elders' Knowledge*, explored the experiences and recommendations of elders in introducing Indigenous knowledge and teaching methods into the curricula of Anishinaabe schools. His doctoral dissertation, *Anishinaabek Knowledge and Power on Manitoulin Island*, is an ethnohistoric study of Odawa agency and perspectives regarding 18th and 19th century treaties made with the British Crown.

Josh's publications include *Wii Niiganabying (Looking Ahead): Rearticulating Indigenous Control of Education* in the Turtle Island Journal of Indigenous Health and a review of *Structures of Indifference: An Indigenous Life and Death in a Canadian City* in the Canadian Journal for the History of Science, Technology and Medicine. His current research project in collaboration with other Indigenous scholars is on the protection of water in First Nations communities. Josh has served as history consultant with Nelson Education on new primary and secondary education social studies textbooks and as a historical researcher and designer for Kenjgewin Teg Educational Institute in conjunction with the Truth and Reconciliation Report request for a post-secondary course on treaties. Josh is a member of the Indigenous scholars' Writers Circle with the First Nations with Schools Collective.

Josh's scholarship interests are directed toward providing historical evidence for attaining equity in treaty interpretation and in economics, education, and healthcare. His interests also include using ethnohistory, critical cartography and Indigenous mapping in a re-examination of Pontiac's War, the 1764 Treaty of Niagara, Indigenous participation in the War of 1812, and Indigenous peoples' political movements that organized in opposition to European colonialism during the 18th century.

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LIAM MIDZAIN-GOBIN

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Dr. Midzain-Gobin is a settler scholar whose research focuses on the production and continual remaking of settler coloniality, and Indigenous governance practices. His major research project studies the ways that settler colonial ordering is shaped and made possible by knowledge production, and contested by Indigenous ways of knowing.

Dr. Midzain-Gobin's broader research interests are drawn from his background in critical international relations theory, and especially decolonial theory. Working as a settler, Dr. Midzain-Gobin seeks to employ community-engaged methods to support Indigenous self-determination in order to build a decolonized future. He also has active research projects on the implementation of the UN Declaration on the Rights of Indigenous Peoples, Indigenous housing in Niagara, and Indigenous energy utilities, and is interested in supervising students in any area of Indigenous politics, settler colonialism, decolonial theory, and international politics more broadly.

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Christie Milliken is an Associate Professor of Film Studies in the Department of Communication, Popular Culture and Film. She teaches courses in international film history, gender and cinema, committed/social documentary, and ecocinema. She is the author of journal articles and book chapters on sex education film and video, 1960s cinema, AIDS video activism, ecodocumentary and human migration. She recently co-edited, with Steve S. Anderson, *Reclaiming Popular Documentary* (Indiana UP, 2021).

Christie is interested in supervising graduate students in SJES working on social justice and environmental documentary, or research on fiction and nonfiction media dealing with gender and sexuality.

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ROB MILLINGTON

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Rob Millington is an Assistant Professor in sport and social change and sport for development and peace. His research focuses on how international NGOs such as the United Nations and the International Olympic Committee mobilize sport for development in policy and practice in both historical and contemporary contexts.

More recently, his work has focused on the environmental component and sustainable development, to consider what role, if any, sport can play in an environmental context and in meeting sustainable development objectives, including the Sustainable Development Goals.

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SHANNON MOORE

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Shannon A. Moore is a Professor in the Department of Child and Youth Studies at Brock University. Dr. Moore's scholarship is rooted in transdisciplinary social justice and focusses on the intersections of restorative justice, mental health, well-being and human rights in theory, policy, practice and through university-community partnerships (<https://brocku.ca/social-justice-research-institute/smun/>). Dr. Moore holds a Ph.D. in Counselling Psychology and is a nationally registered clinical counsellor (since 2000) and a registered psychotherapist with the Ontario College of Psychotherapists (2017). Her practice-base experience extends across community, educational, social service, mental health and justice contexts in Canada and the UK.

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SCOTT NEUFELD

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Stigma, Substance Use, Housing and Homelessness, NIMBYism, Collective Identity, Social Representations, Community-Based Qualitative Research, Research Ethics
Broadly my research interests lie in how collective identities are represented and contested in the context of intergroup relations. I have explored this in the context of urban Indigenous community members' negotiation of their diverse cultural identities and representations of colonial history in an Indigenous culture-focused school, in the narratives of exclusion that often typify community resistance to planned social housing or homeless encampments, and most recently in how people who use drugs are represented in anti-stigma campaigns across Canada and the United States. Much of my research is community-based (i.e. community members are directly involved as collaborators in the research) and I primarily utilize qualitative research methods. A significant part of my work has also focused on research ethics from the perspective of heavily researched community members, for example in Vancouver's Downtown Eastside neighborhood.

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TRENT NEUMEYER

Associate Professor of Sociology and Women's and Gender Studies

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Trent Newmeyer teaches the sociology of leisure, research methods (primarily qualitative research design) and the HIV/AIDS pandemic. His research interests include the social history of tourism and

leisure, crafting as politics and issues around HIV/AIDS from pregnancy planning to the use of crafting (body mapping) in mediating cultural stigma around HIV.

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CHRISTIANA OKYERE FOLSON

Assistant Professor, Child and Youth Studies

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Dr. Christiana Okyere Folson is an Assistant Professor in the Department of Child and Youth Studies and holds a Ph.D. in Rehabilitation Science from Queen's University. Following her Ph.D., she was selected for the Hegarty postdoctoral fellowship which provides training for post-doctoral researchers that have interests in the areas of intellectual and neurodevelopmental disabilities in the Department of Counseling, Educational Psychology and Special Education at Michigan State University. She also worked as a Research Associate at Can Child in the School of Rehabilitation Science at McMaster University on Partnering for Change (P4C) – a tiered needs-based model for the delivery of occupational therapy services to children in schools.

Broadly, her research seeks to promote the full inclusion of children and youth with disabilities and their families. Dr. Okyere Folson works to achieve this by engaging with children and youth with disabilities, their families and stakeholders across the education, employment and policy sectors. She explores perspectives and examines processes and outcomes of school and community-based services/interventions/programs. Ultimately, Dr. Okyere Folson's goal is to decrease systemic barriers often experienced by children and youth with disabilities and their families and advance their inclusion, equity and well-being globally.

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HIJIN PARK

Associate Professor, Sociology

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Hijin Park works in the area of anti-racist feminism. Her research and teaching interests include feminist criminology, refugee and migration studies, and securitization studies. She has published articles and book chapters on violence against racialized women, the criminalization of migration, and Canadian white settler nationalism. Her current research examines the violence of racialized female murderers in the context of Canadian white settler colonialism and neoliberalism.

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MARIA DEL CARMEN SUESCUN POZAS

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Maria del Carmen Suescun Pozas trained as a visual artist (B.F.A.), art historian (M.A. and Ph.D.), and historian (Ph.D.). Her teaching at the undergraduate level focuses on the social and cultural history of Latin America from the sixteenth century up to the present, in particular the Colonial and Republican periods; revolutions; and race, class and gender. At the fourth year and graduate level, her teaching focuses on Canada-Latin America and Caribbean relations; social change; narrative and the visual field; multi- and/or inter-disciplinary approaches; and comparative analysis.

Her publications explore the cultural history of 1930s-1940s Colombia; art, politics, and gender; memory and history; art, art history and history as complementary disciplines; grounded approaches to development issues; solidarity, empathy in art and culture; and Latin America and the Caribbean made in Canada. She has supervised graduate work of students at Brock and internationally in

History, History and Art History as complementary disciplines, and on Film and Literature in comparative perspective. She also supervises international exchange students. She welcomes directed graduate reading courses and graduate supervision in her disciplines and subjects of interest. She is also interested in supporting graduate students develop collaborative/team research and community partnerships locally and internationally, and get involved in helping advance knowledge, develop talent, and forge connections from an early stage of their training as junior scholars.

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REBECCA RABY

Professor, Child and Youth Studies

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Trained as a sociologist, I draw primarily on critical, feminist, post-structural, and post-humanist theorizing to study social justice in childhood and youth. My research and teaching investigate discrimination against young people, especially as age intersects with gender, race, class and sexual orientation; sociology of education, with a focus on school disciplinary and surveillance practices as well as sex education; constructions of childhood and adolescence, particularly how they are experienced by children and adolescents themselves; theories of rebellion, resistance and contestation among adolescents/youth; and children and youth as active participants in broader society. Shauna Pomerantz (Brock CHYS) and I recently published *Smart Girls: Success, School and the Myth of Post-Feminism* 2017, University of California Press). I have also published *School Rules: Discipline, Obedience and Elusive Democracy* (2012, UTP). I am also co-editor of the textbook *Power and Everyday Practices* (with Deborah Brock and Mark Thomas), which draws on Marxist and Foucauldian thinking in order to complicate everyday activities, and co-editor of *The Sociology of Childhood and Youth in Canada* (with Xiaobei Chen and Patrizia Albanese). Recent other projects include an investigation into participatory voice and social activist youth on Youtube (with Caroline Caron and Claudia Mitchell) and research into young people's very first part-time jobs. I am particularly interested in working with students who wish to bring a social justice lens to studying facets of childhood and youth.

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HEATHER RAMEY

Associate Professor, Child and Youth Studies

Graduate Program Director

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Dr. Heather Ramey is an assistant faculty member and holds a PhD in Lifespan Development Psychology from Brock University. Her research is focused on youth engagement and youth adult partnerships, youth well being, activity participation, and child and youth care. She is the Research Director for the Centre of Excellence for Youth Engagement at the Students Commission. As a child and youth worker and former children's therapist, she is very interested in how youth engage with youth services. Rather than seeing children and youth as only recipients of services, however, she is particularly interested how child and youth advocate for themselves and others and shape the world around them, and in how children and youth help others and make positive contributions to others, communities, and the broader world.

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CRISTINA SANTOS

Associate Professor, Communications, Popular Culture and Film

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Cristina Santos research interests focus on sexuality and gender studies from an intersectional feminist

perspective in the construct of monstrous women from an interdisciplinary and multi-cultural approach as seen in literature, film, television, popular culture, and mythology. She also investigates the construct of political and social deviance and trauma in life narratives as the construction of a personal and communal sense of identity that challenges official history and patriarchy. Her teaching and research are informed by feminist theory, post-colonial discourse, theory of alterity and gender and sexuality studies and incorporates a transnational and multi-cultural approach that involves the questioning and deconstructing of fixed binaries and recognizing that the *in-between* space of these binaries is one occupied by various authentic iterations of “self” that may (and most often do) deviate from dominant discourses.

In *Unbecoming Female Monsters: Witches, Vampires and Virgins* (2016) she explores to the concept of female monstrosity as representative of a marginalized, denied, silenced, and censored feminine sexuality. Her most recent book in Interdisciplinary Gender Studies, *Untaming Girlhoods: Storytelling Female Adolescence* (2023), looks specifically at female adolescence and the processes of socialization and individuation in identity building for young girls in contemporary contexts that impede, classify, proscribe, and censor non-normative female identities.

Her current SSHRC funded project, *(Re)appearing the Desaparecidos: Testimonial Mural Art and Intergenerational Trauma of the Argentinean Dictatorship (1976-1983)* focuses on the authenticity of human experience of trauma, memory, and life vis-à-vis voices of past political prisoners and intergenerational testimonies of the disappeared.

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KAREN-LOUISE SMITH

Associate Professor, Communications, Popular Culture and Film

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Dr. Smith’s research explores the tensions between openness, privacy, and participation in technologically mediated culture. Some of Dr. Smith’s research is conducted in collaboration with Mozilla, a global non-profit committed to the open web. From 2013-2015, Dr. Smith conducted collaborative research with Mozilla to build the [Hive Toronto](#) digital literacy network. In 2017, Dr. Smith was awarded a [Mozilla Research Grant](#) for a project titled *Add-ons for Privacy: Open Source Advocacy Tactics for Internet Health*. Dr. Smith is also currently a collaborator on [The eQuality Project](#), a SSHRC funded research collaboration to examine digital economy issues such as privacy and cyberbullying that impact youth.

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SUSAN SPEAREY

Associate Professor, English Language and Literature

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Susan Spearey’s research interests focus on literary/cultural responses to contemporary histories of mass violence, on the one hand, and to projects of transitional justice and social reconstruction, on the other. She also works on pedagogy, witnessing and the ethics of reception. Courses taught include Literature of Trauma and Recovery, Postcolonial Literature, South African Literatures of Transition, Textualizing Post-conflict Histories, Social Justice and the Arts, literary theory and graduate seminars on research skills.

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NANCY TABER

Professor, Education

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Nancy Taber is an Associate Professor in the Faculty of Education at Brock University. Her research explores the ways in which learning, gender, and militarism interact in daily life, popular culture, academic institutions, and military organizations. Her work often draws on her own experiences serving in the Canadian military as a Sea King helicopter air navigator. Nancy also collaborates in research about the experiences of girls and women in media discussion clubs that engage in a societal gendered analysis. She is interested in feminist methodologies such as institutional ethnography, feminist discourse analysis, and life history. Nancy has published in journals such as *Women's Studies International Forum*, *Adult Education Quarterly*, *International Journal for Lifelong Education*, *Studies in Continuing Education*, *Gender and Education*, *Children's Literature in Education*, and *Qualitative Research*. She is currently editing a book about gender, education, and militarism in Canadian culture. Nancy is also active with the university's faculty union, BUFA.

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GÖKBÖRÜ SARP TANYILDIZ

Associate Professor, Sociology

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Gökbörü Sarp Tanyildiz's research focuses on the relationship between embodied social relations, formations, and subjectivities within contemporary capitalism through anti-racist, feminist, queer, and marxist social theories. His research demonstrates that the aporias frequently encountered in contemporary critical theories lay in the antinomies of classical sociology. In so doing, he emphasizes the necessity for sociological analyses that are commensurate to the social and political problems of our time.

Gökbörü's teaching interests are in the areas of political economy of gender, work, and social policy; sociology of genders, sexualities, and families; race and racialization; classical and contemporary social theories; history of sociological analysis; phenomenological sociology; global social movements; and urban sociology. He has published on social movements; refugees and state formation; feminist urban theory; and public spaces and virtual spaces. He co-edited a special issue of *Society and Space* on planetary urbanization. His most recent co-edited book volume on social reproduction and feminist urban theory is currently under review.

Gökbörü is enthusiastic about working with graduate students who are interested in researching different aspects of contemporary social and political problems through a variety of theoretical perspectives (including, but not limited to, Marxism's, feminisms, anti-racism, intersectionality, queer theories, phenomenology, and psychoanalysis) and methodological approaches (including, but not limited to, autoethnography, activist methodologies, institutional ethnography, and ethnomethodology).

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LEANNE TAYLOR

Associate Professor, Educational Studies

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Leanne Taylor teaches courses addressing the sociocultural contexts of education, including diversity and equity issues in schooling and the interrelationship between pedagogy, culture and identity. Her ongoing research explores the social construction of racialized identities; multiracial discourses and critiques of critical 'mixed race' theory; transnational and immigrant student aspirations; the experiences of marginalized and 'at risk' youth in secondary and postsecondary schools; and the

effects of school policies and teacher conduct on student experiences. A key focus of her work addresses how education that strives to be equitable and socially just must continually engage with the complexities of race and ethnicity, including multiracial experiences. She is currently investigating the use of digital media as a way of fostering teacher candidates' engagement with social justice and equity issues in education.

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LYN TRUDEAU

Assistant Professor, Women's and Gender Studies and Sociology

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Lyn Trudeau is from Sagamok Anishinawbek First Nation, Eagle Clan. She is cross-appointed with Women's and Gender Studies and Sociology, and affiliate of Social Justice and Equity Studies. Lyn's research is through a decolonial lens and feels it is important to honour her cultural background; therefore, embeds Indigenous knowledge and ways of being in her classrooms and research endeavours. Lyn is also an artistic scholar who engages creative expression, visual presence, and cultural representation within her works.

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DAWN TRUSSELL

Professor, Sport Management

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Broadly defined, my research focuses on leisure and sport culture in the lives of individuals, families, and communities. I seek to understand diverse social contexts and issues of power and social inclusion, particularly related to constructs of family, children and youth, gender and sexual diversity, and rurality. My work has a social justice orientation and is funded by the Social Sciences and Humanities Research Council of Canada and Sport Canada's Research Initiative. I am the President of The Canadian Association for Leisure Studies and serve on the Canadian Gender+ Equity in Sport Research Hub, Scientific Committee

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EBRU USTUNDAG

Associate Professor, Geography

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Ebru Ustundag is an Associate Professor of Geography at Brock University. Ebru got her PhD from York U and she has her MSc in Urban Planning and Bsc in Political Science and Public Administration from Middle East Technical University, Ankara Turkey. Her recent research project titled "Witnessing Social Citizenship: Microgeographies of street level sex workers in St. Catharines" where she collaborates with various local community organizations. Her areas of research are citizenship studies, feminist geographies, health geographies, geographies of inequalities and exclusion, and theories of social justice.

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