MA IN SOCIAL JUSTICE AND EQUITY STUDIES

Graduate Faculty and Student Handbook

2018 - 2019

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brocku.ca/social-sciences/departments-and-centres/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 https://brocku.ca/webcal/2018/graduate/ and on the Graduate Studies web site.
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SECTION I
PROGRAM DESCRIPTION

This innovative interdisciplinary MA 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 interdisciplinary, 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 ethicopolitical 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 2018-19 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 Brock’s sakai site: https://lms.brocku.ca/portal/site/Social_Justice_Equity_Studie

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, 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 Faculty of Graduate Studies 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. Normally, the nine faculty members include at least two people 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.
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 sakai website (https://lms.brocku.ca/portal/site/Social_Justice__Equity_Studies).

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 the sakai website). 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 annual 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 is 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 late summer. 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 a shared sakai 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 Faculty of Graduate Studies website at https://brocku.ca/nextstep/programs/ma-in-social-justice-and-equity-studies/

The Faculty of Graduate Studies 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 annual 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: https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms

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/Graduate-Studies/Pages/Graduate-Council.aspx](https://brocku.sharepoint.com/Graduate-Studies/Pages/Graduate-Council.aspx)

- **Senate Graduate Studies Committee** - [https://brocku.ca/university-secretariat/about-the-senate/senate-committees-agendas-and--2](https://brocku.ca/university-secretariat/about-the-senate/senate-committees-agendas-and--2)

**Graduate Students Association**

[https://brocku.ca/graduate-students-association/](https://brocku.ca/graduate-students-association/)
Contact: gsaoffice@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 enrol 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 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.

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**

([https://brocku.ca/webcal/current/graduate/](https://brocku.ca/webcal/current/graduate/))

**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.

Courses Eligible to Count Toward Degree Requirements

(2017-18 Graduate Calendar, Academic Regulations Section 6.6.b)

No graduate courses ten or more years old may count toward degree requirements. Graduate Programs will determine if courses taken within the ten-year period are eligible to count toward degree requirements. Graduate programs and/or the Faculty of Graduate Studies are under no obligation to reinstate students who voluntarily withdrew or were required to withdraw.

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 supervisor will determine style guidelines for the MRP/thesis.

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/departments-and-centres/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 (see Appendix E for a sample or download at https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms), 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 four weeks prior to the date of the defence.

The Graduate Program Director should 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.

2018-19 Graduate Calendar, Section 15

The external examiner must be someone who is sufficiently knowledgeable in the field to be able to assess the work adequately. The External Examiner must be a person, preferably external to Brock, who has not participated previously in the thesis project and will be principally responsible for provision of an independent and objective evaluation of the academic quality of the thesis. The external examiner would normally be an associate or full professor and a member of the faculty of graduate studies at her or his university, or eligible for membership in the faculty of graduate studies if her or his university does not have such a faculty. In special cases, the external examiner does not have to have a university appointment, but he or she must have an understanding of the academic environment that would allow her or him to evaluate the quality of the thesis.

In exceptional circumstances, an external examiner who is external to the supervisory committee but internal to the program may be appointed. Such an examiner will have to be approved by both the Faculty Dean and the Dean of Graduate Studies.

The External Examiner must write a letter to the Faculty of Social Sciences Associate Dean of Graduate Studies and Research at least one week before the scheduled date of the thesis defence stating whether the Examiner feels that the thesis is of sufficient quality to be ready for examination. The letter will be made available to the candidate and the Thesis Supervisor before the defence takes place. If this letter is not received at least one week before the scheduled date of the thesis defence, the defence might not take place as scheduled.
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 excepting 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 thesis supervisor 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/new-students/student-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.

Further Information on Thesis Defences
(2018-19 Graduate Calendar, Academic Regulations, Section 15)

a) Graduate thesis defences will normally be open defences. A request for a closed defence must be approved by the Dean of Graduate Studies and will be based on certified medical or compassionate grounds.

b) The arrangements for a thesis defence will commence once all members of the supervisory committee have signed off indicating their approval that the student and the thesis are ready for defence.

c) The examination committee of a master's thesis defence will minimally comprise the supervisory committee and an external examiner from outside the university or from outside the program but within the University. The approval of the external examiner is the responsibility of the Faculty Dean or designate. In exceptional circumstances, an external examiner who is external to the supervisory committee but internal to the program may be appointed. Such an examiner will have to be approved by both the Faculty Dean and the Dean of Graduate Studies.
d) The examination committee of a doctoral defence will minimally comprise the supervisory committee, an internal examiner (from outside the graduate program but within Brock University) and an external examiner. The approval of the external examiner is the responsibility of the Dean of Graduate Studies or designate.

e) Typically a thesis defence will occur four to six weeks following the external examiner's receipt of the thesis document. External examiners shall submit their report no later than one week prior to the defence. External examiners shall as part of their report identify whether the thesis is ready for defence and whether the thesis is to be recommended for submission to internal/external thesis award competitions.

f) If the external examiner reports that the thesis is not ready for defence, the student must revise the thesis within a reasonable period of time in response to the examiner's comments and the thesis will then be resubmitted to the external examiner. A decision by the external examiner that the thesis is not ready for defence is binding.

g) A change of external examiner, in exceptional circumstances, must be justified in writing to the Faculty Dean or designate for a master's thesis and the Dean of Graduate Studies or designate for a doctoral thesis.

h) The external examiner's report will be shared with the examination committee and the graduate student prior to the defence.

i) The recommended format and procedures for a master's thesis defence are outlined by the Faculty of Graduate Studies. Each graduate program will publish their approved master's defence procedures. The Faculty Dean or designate will chair master's defences.

j) The required format and procedures for a doctoral defence are outlined by the Faculty of Graduate Studies. The Dean of Graduate Studies or designate will chair doctoral defences.

k) If a student is unable to attend the defence, or having begun the defence is unable to complete it for reasons of ill-health, a deferred defence will be granted provided adequate supporting documentation has been submitted. Requests for a deferral of a defence will be considered on the basis of compassionate grounds or other extenuating circumstances and will be judged on a case-by-case basis by the Dean of Graduate Studies. The defence will normally be re-scheduled within one month of the original defence date.

l) Students should typically be given two to four weeks to complete minor revisions which are to be approved by the graduate supervisor and four to twelve weeks to complete major revisions which are to be approved by the graduate supervisor and chair of the defence.

m) Extraordinary exceptions to thesis defence procedures must be approved by the Dean of Graduate Studies.

Faculty Handbook 14.8.4

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, 14.9.2)

Grading System for Graduate Courses

Grade Reports/Final course grades must be approved by the Graduate Program Director and then submitted to the Faculty of Graduate Studies 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 Faculty of Graduate Studies.

| a. | Major research paper and project grades shall be reported to the Faculty of Graduate Studies 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 Faculty of Graduate Studies 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 agree 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 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. |
| 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.
**Final Submission Guidelines for the Thesis**
(2018-19 Graduate Calendar, Section 16)

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.

| a. | A candidate submitting a thesis in partial fulfillment of the requirements governing the award of advanced degrees must deposit the approved thesis with the Brock University Digital Repository before the degree will be conferred. |
| b. | When the thesis is in its final form (following defence), has been approved by the graduate program, and meets Faculty of Graduate Studies Thesis Format Specifications, the student will submit the thesis to the Brock University Digital Repository. The student must also submit the Certificate of Approval, the Library and Archives Canada (LAC) Non-Exclusive License to Reproduce Theses and the Brock University Library Thesis and Major Research Paper Copyright License to the Faculty of Graduate Studies. |
| c. | 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. |

**Formatting Guidelines for Final Submission of Thesis**

Theses must adhere to the format guidelines set out by the Faculty of Graduate Studies (FGS eThesis Format Specifications) at [https://brocku.ca/graduate-studies/mrpthesis-preparation/](https://brocku.ca/graduate-studies/mrpthesis-preparation/)

**Colloquium and Social Justice Forum**

Each year, the Program sponsors and/or co-sponsors speakers and events at Brock University. The Program also organizes the Social Justice Forum bi-annually or annually if possible. Faculty and students are expected to participate in initiating and attending these events, which represent an important aspect of the intellectual climate of the Program.
**SJES Program Learning Outcomes**
From Self-Study Document for the 2012 Cyclic Academic Review

<table>
<thead>
<tr>
<th>1) Depth and breadth of knowledge</th>
<th>Masters Graduate Degree-Level Expectations, Faculty of Social Science</th>
<th>SJES Program Learning Outcomes</th>
<th>Outcome Assessment Measures</th>
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| “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” | Students who graduate with a Masters in Social Justice & Equity Studies will be able to: | 1a: demonstrate a broad, interdisciplinary understanding of social justice and equity through an examination of various theoretical perspectives and texts. 1b: demonstrate critical awareness of, and new insights into, problems related to social justice and equity. 1c: critically analyze the social positions they occupy and the implications of social positions for participation in social justice/equity struggles. | • 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.  
• At the annual retreat, the program will receive and discuss feedback from two students representing the first-year and upper-year cohorts |
<table>
<thead>
<tr>
<th>Masters Graduate Degree-Level Expectations, Faculty of Social Science</th>
<th>SJES Program Learning Outcomes</th>
<th>Outcome Assessment Measures</th>
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<tr>
<td><strong>2) Research and scholarship</strong></td>
<td>Students who graduate with a Masters in Social Justice &amp; Equity Studies will be able to:</td>
<td>• Students will successfully complete SJES 5P03: “Research Methods in Social Justice and Equity Studies”.</td>
</tr>
<tr>
<td>“A conceptual understanding and methodological competence that • 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 the area of study or area of professional competence; and • enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following: a) the development and support of a sustained argument in written form; or b) originality in the application of knowledge”</td>
<td>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. 2b: examine issues of social justice and equity through interdisciplinary research processes that draw on, or innovate with, established principles and techniques. 2c: theorize and investigate processes operating at, and across, a range of geographical scales, from the local to the global. 2d: recognize an emancipatory politics of knowledge through favouring voices and perspectives that have been historically marginalized.</td>
<td>• 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 of SJES students and alumni. • 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.</td>
</tr>
<tr>
<td>Masters Graduate Degree-Level Expectations, Faculty of Social Science</td>
<td>SJES Program Learning Outcomes</td>
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<td><strong>3) Application of knowledge</strong>&lt;br&gt;“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”</td>
<td>Students who graduate with a Masters in Social Justice &amp; Equity Studies will be able to:</td>
<td>• Students will successfully complete required and elective course options. &lt;br&gt;• 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).</td>
</tr>
<tr>
<td><strong>4) Scholarly/Professional capacity/autonomy</strong>&lt;br&gt;“Independent scholarly/professional activities, including:&lt;br&gt;• the exercise of initiative and of personal responsibility and accountability; and&lt;br&gt;• decision-making in complex situations; and&lt;br&gt;• the intellectual independence required for continuing professional development;&lt;br&gt;• the ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and&lt;br&gt;• the ability to appreciate the broader implications of applying knowledge to particular contexts”</td>
<td>3: apply and critically engage with an existing body of knowledge in their examinations of new questions, problems or issues.</td>
<td>• Students will create their supervisory committee. &lt;br&gt;• Students will initiate and complete an MRP or independent research project (thesis). &lt;br&gt;• Students will hand in tri-annual progress reports. Progress Reports are prepared by students three times per year and handed in once each semester. &lt;br&gt;• If relevant, students will apply for and receive clearance from the Research Ethics Board before undergoing any research project involving human subjects. &lt;br&gt;• Students will successfully complete the graduate seminar (SJES 5P01). &lt;br&gt;• 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.</td>
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<td>5) Communication skills</td>
<td>Masters Graduate Degree-Level Expectations, Faculty of Social Science</td>
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<tr>
<td>“The ability to communicate ideas, issues and conclusions clearly”</td>
<td>SJES Program Learning Outcomes</td>
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<tr>
<td>Students who graduate with a Masters in Social Justice &amp; Equity Studies will be able to:</td>
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<td>5: communicate ideas, issues and conclusions through high quality writing and oral presentations that effectively develop an argument.</td>
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<tr>
<td>• Students will complete written and oral presentations within required and elective courses.</td>
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<tr>
<td>• Students will compose a well-written MRP or thesis.</td>
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<td>• Thesis students will orally defend their thesis.</td>
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<th>6) Awareness of limits of knowledge</th>
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<td>“Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and areas of study.”</td>
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<tr>
<td>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.</td>
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<tr>
<td>• Students will successfully complete the required course, SJES 5P02 “Theorizing Social Justice and Equity Studies”.</td>
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<tr>
<td>• Students will successfully complete elective courses across a range of disciplines.</td>
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<tr>
<td>• Students will evaluate a breadth of relevant literature as a component of an MRP or thesis.</td>
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<td>• The program will conduct periodic surveys of SJES students and alumni.</td>
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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 5P20: Domination and Resistance
SJES 5P25: Social Justice and the City
SJES 5P30: Social Justice and Environment
SJES 5P35: Animal Liberation and Social Justice
SJES 5P40: Gender and Sexuality
SJES 5P45: Active Voice: Social Justice and the News Media
SJES 5P50: Family, Households and Social Justice
SJES 5P55: Labour, Workers and Social Justice
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
SJES 5V80-89: Selected Topics in Social Justice and Equity Studies

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
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 [https://brocku.ca/registrar/guides-and-timetable/graduate-students](https://brocku.ca/registrar/guides-and-timetable/graduate-students)
   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.
   d. A graduate course at another Ontario university (requires a Letter of Permission). See Letters of Permission at [https://brocku.ca/graduate-studies/new-students/student-forms/#registration](https://brocku.ca/graduate-studies/new-students/student-forms/#registration)

Major Research Paper/Thesis Completion Fee Reduction (“Final Stage Status”)
(2018-19 Graduate Calendar, Academic Regulations, Section 7)  
[https://brocku.ca/webcal/2018/graduate/acad.html#sec7](https://brocku.ca/webcal/2018/graduate/acad.html#sec7)

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

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 Faculty of Graduate Studies by the date specified by the Faculty of Graduate Studies (sample form may be found in Appendix E and downloaded at [https://brocku.ca/graduate-studies/new-students/student-forms/](https://brocku.ca/graduate-studies/new-students/student-forms/)).
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
(2018-19 Graduate Calendar, Academic Regulations, Section 7)
https://brocku.ca/webcal/2018/graduate/acad.html#sec7

A full-time graduate student, with the permission of his/her Graduate Program Director, may take up to one extra graduate or undergraduate credit course (including audit status courses) that are not directly related to their graduate degree program. Students must declare a course to be Extra prior to the last day of withdrawal; however the declaration is typically made at the point 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.

Audit Courses
(2018-19 Graduate Calendar, Academic Regulations, Section 7)
https://brocku.ca/webcal/2018/graduate/acad.html#sec7

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 Faculty of Graduate Studies 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 Graduate Studies website at https://brocku.ca/graduate-studies/

Continuous Registration in Graduate Programs and Student Leaves
(2018-19 Graduate Calendar, Section 7)
https://brocku.ca/webcal/2018/graduate/acad.html#sec7-
a. Graduate students must maintain continuous registration in each successive term from the time of initial admission until degree requirements are complete. Students must be registered to the end of the term in which they complete the degree requirements, including the term during which the thesis defence is scheduled. Students are responsible for ensuring that they register at the appropriate time for each term, as indicated in the Graduate Calendar.

b. Students who fail to register for any term and who have not been granted inactive status or a leave of absence, are considered to have withdrawn from their program of study. The student will be required to apply for reinstatement into the program.

c. Inactive Status
If, for some acceptable reason, a student is unable to take courses in a specific term, the student's supervisor and Graduate Program Director may approve an inactive term. During an inactive term, the student pays the inactive fee and retains library privileges. Inactive terms do not extend the final completion date by which degree requirements must be completed. Normally, inactive terms may not be consecutive and no more than two inactive terms may be taken during any graduate degree program. Requests for Inactive Term forms are available from the Faculty of Graduate Studies or the Graduate Studies website (https://brocku.ca/graduate-studies/new-students/student-forms/#registration)

d. Leaves of Absence
A leave of absence from a graduate program will be granted only in exceptional circumstances, which will include parental and maternity leave, medical leave, compassionate leave, or work leave which requires the student to leave the geographic area. Cases will be considered on an individual basis and must have the approval of the supervisor (if applicable) and the Graduate Program Director before they are submitted to the Faculty of Graduate Studies for approval. A graduate student granted a leave of absence will not be registered and will not be required to pay fees for the duration of the leave. Students on leave will not be eligible to receive university fellowship support or other financial support from the University. In the case of funding by an external agency, the regulations of the granting agency will apply. The length of time for completion of the degree will be extended by the duration of the leave. While on leave students, will not normally be entitled to use University facilities and resources, or receive supervision. Leaves of absence are for a minimum of two consecutive terms and a maximum of three consecutive terms. Normally, a student will not be granted more than one leave of absence during a graduate degree program. A leave of absence cannot be followed by an inactive term.

Request for Leave of Absence forms are available from the Faculty of Graduate Studies or the Graduate Studies website (https://brocku.ca/graduate-studies/new-students/student-forms/#registration)

e. Personal Time Off
Students may take up to two weeks per year (14 Calendar days) in personal time off, plus statutory and non-statutory holidays during which the University is closed. This personal time off must be negotiated between student and supervisor and/or Graduate Program Director. Time off should not compromise the progress of a student's studies, including the fulfillment of course requirements. Students must ensure that laboratory activities and experimentation are either completed or arrangements made for others to continue ongoing work. Time sensitive deadlines must be taken into consideration. Time off cannot be carried forward from year to year. Time off should be requested as far in advance as possible.
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/departments-and-centres/social-justice-and-equity-studies/forms). 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 at https://brocku.ca/webcal/2018/graduate/sjes.html.

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 Faculty of Graduate Studies 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 Faculty of Graduate Studies 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 https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms.

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) 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 https://brocku.ca/webcal/2018/graduate/acad.html#sec69.

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) and an Ombuds Officer for Students (ombuds@busu.net – Ext. 4195). Students also have the opportunity to 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.

Continuation in a Graduate Program
(2018-19 Graduate Calendar, Academic Regulations, Section 10)
https://brocku.ca/webcal/2018/graduate/acad.html#sec10-

Students must achieve and maintain minimum 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. At minimum, graduate programs will ensure that there is a formal meeting of each graduate supervisory committee at least three times for full time students and once for part time students within the academic year (May-April). Each graduate supervisory committee must report on the student's progress to the Graduate Program Director. The report will formally document the supervisory committee's assessment of the progress of the student in the program.

Minimum Academic Performance and Academic Probation

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 automatically be placed on academic probation for the subsequent term by the Faculty of Graduate
Studies. Additionally, a graduate program may recommend required program withdrawal. A probationary student must achieve the 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 Dean of Graduate Studies. Each request will be reviewed and approved by the Dean of Graduate Studies in consultation with the Graduate Program Director and the Faculty Dean. 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 Faculty of Graduate Studies.
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 part time 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.

(2018-19 Graduate Calendar, Section 11)
https://brocku.ca/webcal/2018/graduate/acad.html#sec11

a) Appointment as a graduate supervisor will be in accordance with the graduate program's procedures for graduate supervision.

b) Each graduate program will articulate a process for mentoring new graduate supervisors.

c) The role of a supervisor is threefold: to advise, to monitor and to mentor.

- Supervisors should be sufficiently familiar with the area of research, or be willing to gain such familiarity, to ensure adequate student guidance is provided.

- Supervisors should be sensitive to power imbalances inherent in the student-supervisor relationship and ensure that power is exercised in a manner that serves the interests of the student. Conflicts of interest must be disclosed to the Graduate Program Director in a timely manner. A process for conflict resolution must be outlined in the program’s Faculty/Student Handbook.

- It is the responsibility of the supervisor and the university to ensure that the student’s research environment is safe, equitable, and free from harassment and discrimination.

- It is the responsibility of the supervisor and the university to consider whether the resources
necessary for the successful execution of the student’s thesis or major research paper are available.

d) The supervisor, with the student, is expected to develop a realistic timeline for the completion of the program. Normally, this will include milestones for measuring progress.
-Supervisors should thoroughly examine written material submitted by the student and make constructive suggestions in a timely manner (normally two to four weeks), preferably in writing. Feedback should be open, honest, fair and timely.

e) Supervisors and students have a mutual obligation to meet on a regular basis. The frequency of such meetings will depend on the discipline/field of study, type of program and the student’s progress. At least one, preferably several, meetings should be arranged in each academic term. Supervisors should also be reasonably accessible for meetings requested by their students.

f) Each graduate program will ensure that a graduate supervisor and supervisory committee are designated for each graduate student completing a required major research paper or thesis requirement.

g) The graduate student and supervisor will work in consultation to form a supervisory committee. The committee composition must be approved by the Graduate Program Director and must be in place and operational in a timeframe appropriate to program design and defined in the Faculty/Student Handbook (e.g. no later than the research proposal stage or before data collection commences).

h) A thesis supervisory committee must at minimum comprise three members: the graduate supervisor and two faculty members. At least one of the three must be a full-time Brock University faculty member. Any changes to the composition of the supervisory committee must be made in consultation with the graduate student and the Graduate Program Director. 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.

i) A major research paper supervisory committee must at minimum comprise the graduate supervisor and a second reader.

j) The supervisor is expected to work with the student and the supervisory committee to develop a plan for monitoring student progress. The plan must include the supervisory committee’s role in monitoring as well as the criteria that will be used to determine satisfactory student progress.

k) The supervisor will inform the student and the Graduate Program Director of any anticipated extended supervisor absence. In cases where the absence will be for a period of one month or more, supervisors will arrange for suitable communication methods and/or interim supervision e.g. through the use of supervisory committee members. Such arrangements will be communicated by the supervisor to the graduate student and the Graduate Program Director.

l) If a graduate student's supervisor leaves Brock University during the student's program, the Graduate Program Director has the responsibility to ensure that the student can exercise one of the following options:

i) Remain at Brock and change supervisor and perhaps major research paper or thesis topic.

ii) Remain at Brock and complete the existing major research paper or thesis even though the appropriate expertise may not be available at Brock for supervision. In this case, the supervisory committee may seek advice from experts off campus, or may arrange for the student to work off campus. It will be the responsibility of the supervisory committee (augmented, if necessary, by outside expertise), to advise the student on all matters regarding the major research paper or thesis preparation. The student is not precluded from seeking advice from the former Brock faculty member, but the former Brock faculty member has no privileged position with respect to the major research paper or thesis. The supervisory committee will take precedence in all cases.

iii) Apply to transfer to the university to which the student's former supervisor has moved.

iv) Any special arrangements described in ii) or iii) above must be approved by the Faculty Dean and the Dean of Graduate Studies.
m) If either the graduate student or supervisor wishes to initiate a change in supervisor and the change cannot be resolved at the graduate program level, a request must be presented in writing, with explanation, to the Graduate Program Director and approved by the Dean of Graduate Studies in consultation with the Faculty Dean and the Graduate Program Director.

n) The Policy on Integrity in Research and Scholarship requires graduate students and their supervisor to sign an Intellectual Property Form indicating their agreement with the University policies and guidelines or indicating any specific arrangements that have been made that differ from these policies and guidelines.

o) The supervisor should discuss with graduate students under their supervision, at an early stage of their program, authorship practices within the discipline and encourage the dissemination of research results by publication in scholarly and research journals, presentations at conferences and seminars.

p) The supervisor should discuss with graduate students under their supervision other relevant university policies, including the Respectful Work and Learning Environment Policy and the Occupational Health and Safety Policy.

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 https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms).

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 Research with Human Participants (if necessary) are followed before a student is permitted to begin working in any research capacity associated with the university. See web pages:
   Intellectual Property and Research with Human Participants policy: http://www.brocku.ca/research/policies-and-forms
   Ownership of student-created intellectual property policy: https://brocku.ca/webfm_send/41637
   Ethics policy: http://www.brocku.ca/research/ethics-and-research-reviews/human-ethics

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 his or her 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 his or her 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 (sample form can be found in Appendix E and downloaded at https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms), 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 (sample form can be found in Appendix E and downloaded at https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms), 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, Intellectual Property Form, 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 Research with Human Participants.  
http://www.brocku.ca/research/policies-and-forms  
http://www.brocku.ca/research/ethics-and-research-reviews/human-ethics  
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 Faculty of Graduate Studies, 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**  
https://brocku.ca/webcal/2018/graduate/acad.html#sec68

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/webfm_send/28409), 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 [2018-19 Graduate Calendar](#).
Admissions decisions are guided (in part) by a funding policy aimed at ensuring that all full-time graduate students in good standing are offered financial support of at least some minimum level. 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). Funding may be affected by changes in status. Part-time students are not eligible for fellowship support. However, part-time students with disabilities are eligible to apply for the Ontario Graduate Scholarship. See section below for more information.

Sources of financial support include amounts received from external and/or internal scholarships as well as teaching and/or research assistantships. The source of funds may vary over the period of graduate studies. Full-time students offered admission to the program are informed by the Faculty of Graduate Studies of the minimum total level of financial support that is promised.

Students are encouraged to browse the “Financial Aid” link on the Graduate Studies homepage (http://www.brocku.ca/graduate-studies/current-students) for information about other funding opportunities. A “Graduate Student Bursary”, sponsored by the Faculty of Graduate Studies, may be available to students with exceptional financial need (see https://brocku.ca/graduate-studies/wp-content/uploads/sites/28/Bursary-Request-Form-Sept-2017-FF.pdf). In addition, students may apply for 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. 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.

Internal fellowships are administered by the Faculty of Graduate Studies. Teaching Assistantships come from departmental teaching budgets administered by the Deans of Faculties. Research Assistantships are administered by individual faculty members and are subject to regulations of the granting agency.

**Graduate Teaching Assistantships**

Graduate 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 an average of ten (10) hours per week over an academic term, 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 students 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 Chairperson/s 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 her/his 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 15.02, Graduate Student Teaching Assistantship 22.01 (b), Workload Limits 22.04 (a) and Appendix D (in the CUPE Agreement).

The limit on employment hours to an average of no more than ten hours a week of university paid work in a given term (terms are sixteen weeks in length) includes the total number of hours employed as either a Teaching Assistant or Research Assistant (see below).

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

**Graduate Research Assistantships**

Some graduate students may be hired as Research Assistants on faculty research grants and contracts. When payment is for assistance with research not closely related to the student’s major research paper or thesis research, the average number of hours worked per week must not exceed ten (including TA hours, if applicable). Hours of work for such a Research Assistantship position must be negotiated with the faculty member holding the research grant or contract. Permission for a graduate student to work more than an average of 10 hours a week (160 hours per term) requires prior submission of a form signed by the supervisor, Graduate Program Director and the Dean of the Faculty of Graduate Studies. The form can be found @: https://brocku.ca/graduate-studies/wp-content/uploads/sites/28/REQUEST-FOR-APPROVAL-OF-EXTRA-ON-CAMPUS-EMPLOYMENT-HOURS-Feb-2017-FF.pdf

Additional work cannot be accepted until approval of this form is granted.

**Graduate Research Fellowships**

An exception to the limit of 10 hours per week is made for graduate Research Fellowships, which are considered stipends for research training. 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 Expenses**

There may be funds available through the SJES program to support major research paper- and thesis-research related expenses such as book purchases, photocopying and travel to conferences. Requests for such support should be made to the Graduate Administrative Coordinator who will know what funds may be available from year to year. The Request for Graduate Research Reimbursement Form must be completed and original receipts attached. This form and receipts are to be delivered to the Graduate Administrative Coordinator for processing (sample form can be viewed in Appendix E and downloaded from https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-
Please note that according to University regulations you must submit original receipts in order to be reimbursed for eligible expenses.

If presenting at a conference, students may also apply to the Faculty of Graduate Studies for travel to conference expenses up to $300. Access the Application for Travel Funds form at https://brocku.ca/graduate-studies/wp-content/uploads/sites/28/STUDENTTravelReimbursementInstruction_v5-Brandy.pdf

Note that the Faculty of Graduate Studies will provide funds only to students who have first accessed any conference travel funds available through the SJES program.

**Applying for External Research Funding**

Graduate students may be eligible for a variety of external fellowships and scholarships and should check the “Scholarships and Awards” section of the Graduate Studies home page frequently for possible funding opportunities. Two scholarships that all full-time students should think seriously about applying for are the Ontario Graduate Scholarship (OGS) and Social Sciences and Humanities Research Council (SSHRC) Graduate Scholarships. These scholarships are worth $15,000 and $17,500 respectively. These applications take some time to prepare and are due mid-Fall.

Canada Graduate Scholarship (SSHRC)

Ontario Graduate Scholarships Eligibility
https://brocku.ca/graduate-studies/scholarships-awards/external/#OGS

Ontario Graduate Scholarship Application

An Ontario Graduate Scholarship may be applied for by a student who is enrolled in a two or three term graduate program. The terms must be consecutive. The scholarship is $5,000 per term up to a maximum of $15,000.

Students must be full-time graduate students but must not be employed for more than 10 hours per week and must have an A- (80%) average in the last 20 credits and be a permanent resident, protected person or a temporary resident (Student Visa). However, students with disabilities may hold an OGS for part-time study. You may not apply if you are receiving OSAP and those who have defaulted on a student loan may not be eligible to apply for OGS.
SECTION VIII
POLICIES

Graduate Calendar
https://brocku.ca/webcal/current/graduate/

Research Policies and Procedures
https://brocku.ca/research-at-brock

Respectful Work and Learning Environment Policy
See Office of Human Rights and Equity Services
https://brocku.ca/human-rights/committees/

Conflict of Interest
https://brocku.ca/university-secretariat/university-secretariat/policies/current-policies

Academic Integrity
https://brocku.ca/webcal/2017/graduate/acad.html#sec68

Intellectual Property

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 more information on University Policies, please refer to the 2017-18 Graduate Calendar.
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 Faculty of Graduate Studies 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 Faculty of Graduate Studies 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/its/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 is for the use of MA Social Justice and Equity Studies graduate students only.

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 License Policy

   These policies and guidelines may be reviewed at http://www.brocku.ca/information-technology/contactus/policies-guidelines

i) Please print only essential items. The program cannot supply an unlimited amount of toner for the printer as the cost of the toner is quite substantial. The lab will be provided with one toner cartridge per term. After the toner has expired, you will need to print your material elsewhere, such as the library or Computer Commons.

j) 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

<table>
<thead>
<tr>
<th>4 Term Timelines</th>
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<tbody>
<tr>
<td><strong>September-December</strong> &lt;br&gt;<em>Fall term</em></td>
</tr>
<tr>
<td><strong>January-April</strong> &lt;br&gt;<em>Winter term</em></td>
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<tr>
<td><strong>April-May</strong> &lt;br&gt;<em>Spring term</em></td>
</tr>
<tr>
<td><strong>June-August</strong> &lt;br&gt;<em>Spring term</em></td>
</tr>
<tr>
<td><strong>September-November</strong> &lt;br&gt;<em>Fall term</em></td>
</tr>
<tr>
<td><strong>December</strong> &lt;br&gt;<em>Fall term</em></td>
</tr>
</tbody>
</table>

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.

1. **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](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. 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.

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 that person, a second reader. Students must submit a Composition of Supervisory Committee Form together with the Intellectual Property Form (sample forms can be found in Appendix E and downloaded at [https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms](https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms)) to the Graduate Program Director.

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 https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms). 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 (see http://www.brocku.ca/research/ethics-and-research-reviews/human-ethics).

8. **Submit mid-April progress report:** Submit to the Graduate Program Director, according to the guidelines (sample form can be found in Appendix E and downloaded at https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms).

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/](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 Faculty of Graduate Studies 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.
## 6 Term Timelines

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

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.

1. **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](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). 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.

3. **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. Students must submit a Composition of Supervisory Committee Form together with the Intellectual Property Form (sample forms can
be found in Appendix E and downloaded at https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms) to the Graduate Program Director.

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.

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.


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 at https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms). 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 http://www.brocku.ca/research/ethics-and-research-reviews/human-ethics).

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.


14. 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.

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 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.

17. **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).

18. **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 Faculty of Graduate Studies and the Registrar’s Office. You may then graduate.

19. **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.

**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 Timelines

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

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](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, two additional committee members. Submit the Composition of Supervisory Committee form together with the Intellectual Property form.
4. **Winter Term course work (second term):** Students will continue to take SJES 5P01 and add one required elective course.

5. **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 [https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms](https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms)), and submit an electronic version of your proposal to the Graduate Administrative Coordinator.

6. **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 [http://www.brocku.ca/research/ethics-and-research-reviews/human-ethics](http://www.brocku.ca/research/ethics-and-research-reviews/human-ethics)).

7. **Submit mid-April progress report:** Submit to the Graduate Program Director (sample form can be found in Appendix E and downloaded at [https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms](https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms)).

8. Spring term registration (third term): Same as Fall term registration. Late April.

9. **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.

10. **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.

11. **Fall/Winter term registration (fourth and fifth terms).** Same as Spring registration. Early July.

(sample forms can be found in Appendix E and downloaded at [https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms](https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms) to the Graduate Program Director. 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.)
12. **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 [https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms](https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms)).

13. **Spring term registration (sixth term, if required).** Same as Fall registration. Late April.

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/](https://brocku.ca/graduate-studies/new-students/apply-to-graduate/))

15. **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.

16. **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 [https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms](https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms)). 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.

17. **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.

18. **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.

19. **Electronic submission of thesis:** When the thesis is in its final form (following defence), has
been approved by the Graduate Program Director, and meets Faculty of Graduate Studies Thesis Format Specifications, the student will submit the thesis to the Brock University Digital Repository. The student must also submit to the Faculty of Graduate Studies 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.

20. **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.

21. **Progress Reports:** Progress reports (sample found in Appendix E and downloaded at [https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms](https://brocku.ca/social-sciences/departments-and-centres/social-justice-and-equity-studies/forms)) 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

eThesis Submission Checklist

When the thesis is in its final form (following the defence), has been approved by the graduate program and meets Faculty of Graduate Studies 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 Faculty of Graduate Studies:

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://brocku.ca/graduate-studies/mrptesis-preparation/

For complete thesis regulations please see the Academic Regulations section of the Graduate Calendar (https://brocku.ca/webcal/2018/graduate/acad.html).
APPENDIX E

IMPORTANT FORMS

IMPORTANT FORMS FOR FACULTY AND STUDENTS:

1. Composition of Supervisory Committee
2. Graduate Student Intellectual Property Form and Checklist
3. Thesis/MRP Proposal Approval
4. Progress Report
5. Final Stage Status
6. Appointment of External Examiner (or https://brocku.ca/node/23398)
7. Thesis Defence Notice (or https://brocku.ca/node/23433)
8. Graduate Research Reimbursement
9. Directed Study Agreement
10. Student Medical Certificate

Required Medical Documentation
The university endeavors to accommodate students whose studies become interrupted, or who may be unable to complete academic work, due to an incapacitating medical condition. In these situations, the student must complete the Student Medical Certificate, Brock University or Brock University Student Health Services Medical Certificate and include any relevant medical documentation to support his/her request for academic accommodation based on medical grounds. The university may, at its discretion, request more detailed documentation in certain cases.
SJES Composition of Supervisory Committee

Major research paper ☐      Thesis ☐

Student:

___________________________________________  _____________________________  ______
Name                                           Signature                                Date

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

Supervisor:

___________________________________________  _____________________________  ______
Name                                           Signature                                Date

Second Committee Member:

___________________________________________  _____________________________  ______
Name                                           Signature                                Date

For Thesis Only
Third Committee Member (attach brief rationale for inclusion of any third committee member not currently affiliated with the MA in SJES Program):

___________________________________________  _____________________________  ______
Name                                           Signature                                Date

Please return signed form to the Graduate Program Director
BROCK UNIVERSITY

INTELLECTUAL PROPERTY
Please complete form and return, with signatures, to the Research Services Office.

Name: ______________________________________ Department: _______________________________
Telephone No: ______________________________ Email: ________________________________

Please indicate your status:
☐ Undergraduate Research Assistant ☐ Undergraduate Honours Thesis Student
☐ Undergraduate Honours Project Student ☐ Graduate Student
☐ Post-Doctoral Fellow ☐ Research Assistant

I have read the document “Ownership of Student-created Intellectual Property” and agree with the Brock guidelines on Intellectual Property contained therein.

Researcher’s Signature: ___________________________ Date: ___________________________

Supervisor’s Signature: ___________________________ Date: ___________________________

My supervisor and I have made specific arrangements that differ from these policies in the following manner: (please attach separate sheet if required)


Order of names on publications: Researcher first: ☐ Supervisor first: ☐ Alphabetical: ☐ Other ☐ (specify order)
Approval of deviation from the policies as noted above:
RESEARCH SERVICES

Approval (required if specific arrangements are proposed)

Associate Vice-President Research: __________________________ Date: __________________

copies to: Department
          Graduate Studies Office

The following, taken from pages 106/7 of the 1997/2000 Collective Agreement between Brock University and the Brock University Faculty Association may also serve as a guideline for Faculty.

Agreement under the
Brock University Policy on Integrity in Research and Scholarship Pertaining to
"Intellectual Property" Understandings.

The University understands that this Agreement is a minimum requirement and expects that Departments may wish to develop more extensive documents that directly apply to their discipline. In this regard, the University understands that "research group" could be for any combination of faculty, staff or students engaged in a scholarly endeavour.

The statements that follow paraphrase the principles set down in Section 5.0 (Intellectual Property) of the Brock University Policy on Integrity in Research and Scholarship. In particular, the signatories to this Agreement understand and agree on the expected use and attributions of research ideas and data collected, including publication or commercial exploitation of the results, data deposition and public or other outside accessibility. We have appended any specific details of our understanding and agreements related to the points below, and forwarded copies to the Chair of the <>
Department of and to the Dean of the Faculty of <>

1. All members of our research group at Brock University (names, and titles listed below) have completed our annual review of group research initiatives (see attached material).

2. With respect to data from work done by undergraduate or graduate students for their theses, we have discussed authorship expectations on publications emerging from these data prior to the start of work, and undertake to continue discussion prior to submission for publication (see attached material).

3. We understand that all members of the research group are responsible for insuring proper acknowledgment of each member when the data are released in any form.

4. We acknowledge that a complete set of all original research data will be retained by the principal investigator for a period of five (5) years from the date of publication of results based on the data, and that research collaborators will have free access to the relevant data at all times.

5. We agree to continue ongoing discussions concerning these matters and will provide an annual update on our understandings.
Principal Investigator:

Faculty Research Associate(s):

Staff Research Technician(s):

Post-doctoral Fellow(s):

Graduate Student(s):

Undergraduate Student(s):

Volunteer(s):
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 ___________________________

For Thesis Only
Third Committee Member:

Name ___________________________  Signature ___________________________

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**

<table>
<thead>
<tr>
<th>Month of this report (Apr./Aug./Dec.)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of entry into the program</td>
<td></td>
</tr>
<tr>
<td>Full or part-time status</td>
<td></td>
</tr>
<tr>
<td>Scheme (MRP, MRP with Co-op, or thesis)</td>
<td></td>
</tr>
<tr>
<td>Expected completion date</td>
<td></td>
</tr>
<tr>
<td>Supervisor’s name</td>
<td></td>
</tr>
<tr>
<td>Committee member #1</td>
<td></td>
</tr>
<tr>
<td>Committee member #2 (thesis only)</td>
<td></td>
</tr>
</tbody>
</table>

2. **Coursework**

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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Term (Fall/Winter/Spring)</th>
<th>Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SJES 5P01 Seminar</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>SJES 5P02 Theory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SJES 5P03 Methods</td>
<td></td>
<td></td>
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<tr>
<td>Elective:</td>
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<td></td>
</tr>
<tr>
<td>Elective:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.*

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Actual or Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRP/thesis proposal approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REB clearance received,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>including CORE certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRP/thesis first draft approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRP/thesis submitted for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grading or examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Projected</td>
</tr>
</tbody>
</table>

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 second reader/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).
# Final Stage Status Form

**Submission of Final Stage Status Form Deadline Dates**

<table>
<thead>
<tr>
<th>Student Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Number:</td>
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<tr>
<td>Student Name:</td>
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<table>
<thead>
<tr>
<th>Status in Canada:</th>
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<tbody>
<tr>
<td>☐ Canadian Citizen</td>
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<table>
<thead>
<tr>
<th>Graduate Program:</th>
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<tbody>
<tr>
<td>Degree Program:</td>
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</table>

<table>
<thead>
<tr>
<th>Date Graduate work started:</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Date First draft of thesis/major essay/major paper approved:</th>
</tr>
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<table>
<thead>
<tr>
<th>Graduate Supervisor’s Signature:</th>
<th>Date:</th>
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<table>
<thead>
<tr>
<th>Graduate Program Director’s Signature:</th>
<th>Date:</th>
</tr>
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</table>

<table>
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</tr>
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<table>
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<tr>
<th>Office Use:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Assessment</td>
</tr>
</tbody>
</table>

Page 1 of 1  
FGS April 2013
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.; and
  • a maximum of $300.00 for expenses incurred when presenting at a conference outside of Ontario.

Students may receive a maximum total of $360.00 of reimbursement throughout the course of their MA degree.

Students must include documentation that includes 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:  

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:  

MA Social Justice and Equity Studies Faculty/Student Handbook 2018/19
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 ___________________________
Student Medical Certificate
Brock University

To expedite the administration of medical certificates, Brock University requires that this certificate, or Student Health Services Medical Certificate, be used by students. When a medical condition requires special consideration for any academic activity (e.g. missed seminars or labs, assignment extensions or examination rescheduling), students and their physicians must complete this certificate.

The completed certificate must be submitted to the Administrative Assistant for the Department/Centre/Graduate Program within 3 working days of the End Date (**) noted below, in order to be considered.

The final acceptance of this medical certificate is at the discretion of the course instructor, department chair and/or graduate program director. It is the student’s responsibility to contact the instructor directly to make arrangements for medical accommodations.

To be completed by student PRIOR to seeing the physician:

Name: ___________________________________________                   Student number: ____________________

Instructor(s) Name: __________________________________         Course(s): _____________________________

Affected Work (assign #, test, etc.) and Due Date(s): ___________________________________________________

Signature: _________________________________________ Date: ______________________________

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. Direct any questions about this collection to the [contact position] of the [your department] at Brock University at (905) 688-5550, ext. [XXXX] or see www.brocku.ca/[your departmental/centre/website]

To be completed by physician

Physician’s Name: ________________________________________________     Official Stamp: __________________________________________

Contact phone no.: _________________________________________________

Date(s) examined:________________________________________________

Period: student’s academic work affected: From ______________________ to ______________________

I have examined this student and verify that his/her medical condition is sufficiently severe that it will affect his/her ability to perform academically. (Further details if necessary):

Signature: _________________________________________ Date: ______________________________

Any cost for this certificate must be paid by the patient

For Department/Centre use only:

Date original received: _________________________________ Received by: ________________________________

Administrative Assistant/Dept/Centre

Signature (instructor, chair/director or graduate program director): _____________________________________________

Date copy given to instructor, chair/director or graduate program director: _________________________________

10/18/07
## 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander</td>
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</table>
ROB ALEXANDER
Associate Professor of English Language and Literature
(ralexand@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.

http://www.brocku.ca/humanities/departments-and-centres/english-language-and-literature/Faculty-and-staff-el/robert-alexander
KATE BEZANSON
Associate Professor and Chair of Sociology
(kbezanson@brocku.ca, Ext. 3457)
Kate Bezanson works in the areas of social and labour market policy, comparative and Canadian political economy, welfare state theory and international development. Her research centres on the dynamics of the reconfiguration of the Canadian welfare state in relation to families and social policy. Dr. Bezanson's recent scholarship considers the ways in which new forms of Canadian federalism reconfigure the relationship between the state and social reproduction. Dr. Bezanson is also involved in food security and local food initiatives. http://www.brocku.ca/social-sciences/undergraduate-programs/sociology/Faculty-and-staff#katebezanson

ROBYN BOURGEOIS
Assistant Professor, Center for 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 Splits’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. https://brocku.ca/social-sciences/womens-studies/people/robyn-bourgeois/

MARY BREUNIG
Graduate Program Director, Social Justice and Equity Studies, Associate Professor of Recreation and Leisure Studies
(mbreunig@brocku.ca, Ext. 5387)
Mary Breunig teaches courses in social justice, experiential education, and outdoor/environmental education and leadership. She holds a Chancellor’s Chair for Teaching Excellence at Brock. Her main areas of research include: outdoor and experiential education and issues of social and environmental justice; critical pedagogy and Freirean praxis; and environmental education within the Ontario K-12 schools. Mary supervises graduate students in the Department of Recreation and Leisure Studies, the Faculty of Education, and the Social Justice and Equity Studies Program at Brock University and students at Prescott College in Arizona. She has authored several books with an international reputation. Mary is Past President of the Association for Experiential Education and continues to enjoy leading wilderness trips for the National Outdoor Leadership School and Brock University Recreation and Leisure Studies students. Visit her website at http://http://www.marybreunig.com http://www.brocku.ca/applied-health-sciences/Faculty-directory/recreation-leisure-studies/mary-breunig
DAVID BUTZ
Professor of 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 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. https://brocku.ca/social-sciences/departments-and-centres/geography/faculty/david-butz

DIANE COLLIER
Associate Professor of Education
(dcollier@brocku.ca, Ext. 6146)
Diane Collier conducts research in the areas of multimodalities and literacies with a special interest in connections across home and school. In particular, she looks to home and community to inform how out-of-school resources might be valued differently in schools. Current research projects use visual methods of working with children, educators, and families as they represent their imagined lives through visual texts and photographs. Using critical qualitative and ethnographic case study methodologies her work focuses on the processes of textmaking, how children use community resources (particularly, popular culture), and what can be learned from children about their consumption and production of texts. Her research interests also include ethical considerations of children’s participation in research, teaching for social justice, and the use of children's literature in classrooms. She studies how conceptions of inquiry and creativity are used in educational discourse. Her ethnographic research explores issues of gender and class as they related to valued literacy practices. Past projects include case studies of children’s textmaking at home and at school, a cross-Canada study of teachers using Canadian children’s literature to teach for social change, and translation of research about family literacy programs for practitioners. http://www.brocku.ca/education/directory/teachered/dr-diane-collier

JANET CONWAY
Canada Research Chair in Social Justice; Associate Professor of Sociology
(jconway@brocku.ca, Ext. 4196)
Janet Conway’s research agenda focuses on contemporary social justice movements and their significance for democratic social and political life in the context of transformations wrought by globalization. These transformations include neoliberal economic restructuring and its attendant crises and conflicts, the rising importance of the global South in world affairs, and the development and spread of digital information and communication technologies. The successive eruptions of anti-globalization, anti-austerity and pro-democracy movements in multiple world regions over the last
fifteen years are constituted in and through these transformative political-economic and technological processes while also contesting their terms and affecting their outcomes. However, globalizing processes and movements of resistance have genealogies that long predate the onset both of neoliberalism and global network society. My research situates these contemporary dynamics in the history of Western capitalist modernity and its constitutive relation with coloniality, posits that ours is a period of crisis in this longer historical process, and argues that contemporary social movements are harbingers of this transition and carriers of its latent possibilities. I am building on a decade of research on the World Social Forum, on feminist and indigenous positionalities in this process, on tensions between the politics of difference and solidarity, and on the problem of colonial difference in the global justice movements. This resulted in a recent book, Edges of Global Justice: The World Social Forum and Its ‘Others’, Routledge 2013. In my current work, I continue to ask how the emancipatory discourses of Western modernity (liberalism, socialism, anarchism, feminism) are being challenged and remade through their encounter with subaltern movements, e.g. peasant and indigenous movements. I am doing this through ongoing empirical studies as well as through more theoretical and conceptual work on social movements. I am currently engaged in two collaborative research projects: With Dominique Masson and Pascale Dufour, I am investigating the politics of solidarity in a transnational feminist network, the World March of Women, around food sovereignty. This involves study of the political dynamics of alliance between transnational feminist and peasant movements, and between urban and rural women’s groups, as they play out in different places and at multiple scales. This is a five-year project funded through a SSHRC Insight grant. With post-doctoral researcher Elise Thorburn, I am analyzing the wave of anti-austerity and pro-democracy social movements that appeared in 2011, from the Arab Spring to Occupy, including their transnational connectivity; their dis/continuity with the anti-globalization movements; their race, class and gender dynamics; their relation to macro-historical, macro-structural transformations, and the role and significance of digital and social media in constituting these movements.

http://www.brocku.ca/social-sciences/undergraduate-programs/sociology/faculty-and-staff - janetconway

NANCY COOK
Associate Professor of Sociology
(ncook@brocku.ca, Ext. 3176)
Nancy Cook teaches and supervises in the areas of gender and sexuality, qualitative research methodologies, imperialism and globalization, gender relations in Pakistan, critical mobilities studies, and feminist, postcolonial and poststructural theory. She has published a book and several articles on transcultural interactions between Western women development workers and local populations in northern Pakistan. An interest in transcultural interactions extends through more recent work on professional development workers who lived in Pakistan for an extended period of time to understanding how their experiences of working abroad have affected their lives back in Canada. In her current research she is studying the impacts of a newly opened road to Shimshal, northern Pakistan on women’s lives and gender relations in the village.
http://www.brocku.ca/social-sciences/graduate-programs/critical-sociology/Faculty/dr-nancy-cook

JUNE CORMAN
Professor of Sociology
(jcorman@brocku.ca, Ext. 4205)
June Corman teaches in the fields of work, gender and research design. She has served as Chair of Sociology and Director of both Women’s Studies and Labour Studies. She is co-author (with Meg Luxton) of Getting By in Hard Times: Gendered Labour At Home and on the Job (University of Toronto Press, 2001), which received Honourable Mention for the John Porter Prize 2002. Research
interests include: political economy, women and work, and social reproduction. She is author of articles on women working in the steel industry, in the education sector, and on farms. Housed in Sociology, she is also involved with the Social Justice Research Institute, Women's Studies and Labour Studies. She has held SSHRC research grants to examine how changes in employment have consequences for families in Hamilton and in Welland, as well as the employment and community relations of rural teachers.

https://brocku.ca/social-sciences/departments-and-centres/sociology/faculty-and-staff#June_Corman

LAUREN CORMAN
Associate Professor of Sociology
(leorman@brocku.ca, Ext. 5080)
Lauren Corman teaches in the areas of Critical Animal Studies and contemporary social theory. Her intersectional research draws on feminist, anti-racist, posthumanist, post/decolonial, and environmental approaches to the "question of the animal." Subsequent to her studies on slaughterhouse labour, Dr. Corman's Ph.D. focused on voice, politics, and the animal rights and liberation movements. Her current scholarship carries forward these threads to investigate ideas related to agency, resistance, and (interspecies) subjectivity. As such, her interdisciplinary work bridges the social and natural sciences through cognitive ethology, which explores nonhuman animal cultures and societies.

Broadly, Dr. Corman is interested in coalition-building across social, environmental, and animal movements, and links her work to larger anti-capitalist struggles. She maintains her longstanding commitments to critical pedagogy, and also publishes in this area. She hosted and produced the animal advocacy radio show, Animal Voices, for about a decade. She is currently collaborating with filmmaker Karol Orzechowski (Maximum Tolerated Dose) on a documentary about nonhuman animals and intersectionality.

http://www.brocku.ca/social-sciences/undergraduate-programs/sociology/faculty-and-staff#laurencorman

GALE COSKAN-JOHNSON
Director, Writing, Rhetoric and Discourse Studies Program; Assistant Professor of Writing and Rhetoric
(gcoskanjohnson@brocku.ca, Ext. 5001)
Gale Coskan-Johnson teaches courses on the history of rhetoric and the rhetorics of history, contemporary rhetorical theory, cultural rhetoric, travel writing and public writing. She is the director of the Writing, Rhetoric and Discourse Studies Program (WRDS). She has a BA in History from UW-Madison, an MA -TESOL from Northern Arizona University, and a PhD in Composition and Cultural Rhetoric from Syracuse University. Her research interests include rhetorical theory, critical theory, rhetorics of the border, the nation, immigration, and globalization, transnational feminism, postcolonial theory, ancient rhetoric and its modern reception, and writing and critical pedagogies. She is especially interested in the entangled rhetorics of sovereignty and transnational migration as they emerge in public, popular, and “official” discourses. She is currently working on a book project that explores the 2001 International Convention on the Protection of the Rights of all Transnational Migrant Workers and their Families, both as a product and as a collaborative writing process that brings into relief the ways that a rhetorics of sovereignty circulates in the deliberative discourses of the United Nations.

http://www.brocku.ca/humanities/departments-and-centres/english-language-and-literature/Faculty-and-staff-el/gale-coskan-johnson
KENDRA COULTER
Associate Professor of Labour Studies
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Kendra Coulter holds the Chancellor’s Chair for Research Excellence and is associate professor and department chair in labour studies. She is also a member of the Royal Society of Canada’s College of New Scholars, Artists and Scientists. Her research focuses on how to improve jobs and work-lives, and foster solidaristic, sustainable societies. A path-making analyst of labour involving animals, her most recent book is Animals, Work, and the Promise of Interspecies Solidarity (2016). Her current scholarship focuses on how to conceptualize, expand, and create humane jobs -- jobs that benefit both people and animals and continues. Her book Revolutionizing Retail: Workers, Political Action, and Social Change (2014) was awarded the Canadian Association for Work and Labour Studies 2015 Book Prize. Professor Coulter welcomes inquiries from dedicated students interested in humane jobs, human-animal studies and social justice/critical animal studies, feminist political economy, and work. https://brocku.ca/kcoulter

KERI CRONIN
Associate Professor of Visual Arts
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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.
http://kericronin.com/

RONALD CUMMINGS
Assistant Professor of English Language & Literature
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Ronald Cummings is an Assistant Professor in the Department of English Language and Literature at Brock. He teaches courses on Postcolonial Studies, Caribbean Literature, Queer Theory and Contemporary writing. His scholarly research focuses on questions of race, gender and sexuality with particular reference to Caribbean and Black Atlantic contexts. He is currently completing a monograph on Queer Jamaican Writing and co-editing a book project on Race, Historical Memory and Futures in Canada. He is part of the Leverhulme-funded International Research Network on Caribbean In/Securities and Creativity (CARISC).

DAN CUI
Assistant Professor of Child and Youth Studies
(dcui@brocku.ca, Ext. 4548)
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. https://brocku.ca/social-sciences/child-and-youth-studies/people-in-our-department/dan-cui/

HEVINA DASHWOOD
Associate Professor of Political Science
(hdashwood@brocku.ca, Ext. 3894)
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.
http://www.brocku.ca/social-sciences/undergraduate-programs/political-science/Faculty-and-staff/professors-by-area/hevina-dashwood

SPY DENOMME-WELCH
Assistant Professor of Education and Tecumseh Centre for Aboriginal Research and Education
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Dr. Spy Dénommé-Welch is an Assistant Professor in the Faculty of Education, cross-appointed in the Tecumseh Centre for Aboriginal Research and Education and the Department of Graduate and Undergraduate Studies in Education. Dr. Dénommé-Welch has taught various topics including arts education, aesthetics, drama and performance, and Indigenous and decolonizing methodologies. His research and teaching interests include: Arts education & curriculum; Indigenous studies & education; theatre & music; Indigenous music and opera; cross-cultural collaboration; community-based research; de/colonizing methodologies; Indigenous methodologies; interdisciplinary performance; autoethnography; aesthetics; arts-based & land-based research methods.
Dr. Dénommé-Welch has an active research and professional arts practice, working as a composer, writer/librettist, performer and producer. His research examines the intersections of cross-cultural/intercultural performance and production as a site for transformative pedagogy, and applies (auto)ethnographic strategies, arts-based and land-based methodologies to examine Indigenous creative expression and knowledge systems. As a professional artist, Dr. Dénommé-Welch has produced work in short film, theatre, and opera. His first opera, Giiwedin (trans. “north wind”), which he wrote and co-composed, premiered in a Native Earth Performing Arts and An Indie(n) Rights Reserve co-production on Theatre Passe-Muraille’s mainstage in 2010, and garnered two Dora award nominations. He has written a number of shorter works for chamber ensemble, and is now completing a music commission for Signal Theatre’s new dance opera, Bearing, as well as completing his second full-length opera with support from the Toronto Arts Council and Ontario
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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 has published widely on themes of gender/work/care; stay-at-home fathers and breadwinning mothers; masculinities, parental leave policies, embodiment, reflexivity, ‘responsible knowing’, and knowledge construction processes. Her book Do Men Mother? (University of Toronto Press) was awarded the 2007 John Porter Tradition of Excellence Book Award from the Canadian Sociology Association. She is also co-author of Gender Relations: Intersectionality and Beyond (with Janet Siltanen, Oxford, 2008; revised second edition forthcoming in 2016). Andrea approaches her teaching and research from an eclectic interdisciplinary perspective and background; she has degrees in political theory 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 and practices of care work has been influenced by her co-parenting of three daughters; her work on 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. She is currently exploring and writing about: ethics of care approaches to parental leave (with postdoctoral fellow Lindsey McKay); feminism, ecologies, and new materialism; entanglements of care, work and consumption; family photographs and family practices in a diversity of family forms (with post doctoral fellow Lisa-Jo van den Scott); genealogies of concepts; and performative approaches to narrative and visual methods. She is currently collaborating with two Banting post doctoral fellows at Brock: Robyn Lee (Sociology) and Rachel Epstein (Women’s and Gender Studies).
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HANNAH DYER
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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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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. https://brocku.ca/social-sciences/sociology/people/ifeanyi-ezeonu/

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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. https://brocku.ca/applied-health-sciences/sport-management/faculty-research/faculty-directory/curtis-fogel-phd-llm/
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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 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’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.
DEBRA HARWOOD
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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 interactive 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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Jane Helleiner was trained in social/cultural anthropology at the University of Toronto. She has conducted research in Ireland and Canada. Her newest research examines the expansion of Working Holiday migration and she is completing an earlier study of Canada/US border life. Areas of graduate supervision include global migration, border studies, racism/antiracism, gender and sexuality, childhood and youth.
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Dr. Wesley Helms is an Associate Professor of Strategic Management at Brock University’s Goodman School of Business in Ontario, Canada. Wesley’s research focuses on understanding how the strategies employed by economically and socially marginalized organizations define the meaning of their sometimes controversial practices. He has studied how a range of actors contest and overcome contestation regarding their practices in varied settings: the development of an international standard for corporate social responsibility (CSR), the emergence of combat sports (mixed martial arts), and cold climate winemaking in Ontario, Canada. His work has employed the lens of stigma to examine how organizations, their practices, and their actors are socially sanctioned as well as how actors overcome such barriers to become more accepted by those around them.
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Yasmine Kandil received an M.F.A. in Theatre Directing from the University of Victoria in 2006. Her thesis focused on the plays of Caryl Churchill (in particular Fen, and Top Girls), and their potential to examine capitalism, and the neo-liberal agenda and their perpetuation of class segregation, economic disparity, and gender inequality. Her Ph.D. in Applied Theatre (from the University of Victoria) examined the “Effective Methods of Theatre for Development Practice” with a focus on understanding the conditions that provide autonomy and empowerment for marginalized communities. Her theatre work has taken place in Egypt, in Cairo’s biggest slums, with young
garbage pickers; and in other areas of the country: with communities in rural cities, orphans on the outskirts of Cairo, children with special needs, and with adult educators both in Cairo and Alexandria. She has also worked in Canada with immigrant and refugee communities, both adults and children, and their service providers. Yasmine’s work has focused on using theatre as a tool for people to celebrate their livelihoods, and to reclaim their identity and space within their society. Presently she is examining the new wave of Applied Theatre initiatives taking place in Egypt, after the events of the 2011 uprising. She continues to collaborate with local organizations both in St. Catharines, and Victoria, to raise awareness about the struggles and aspirations of communities on the periphery of our society. Her publications can be found in the Research in Drama Education Journal, and the Applied Theatre Research Journal, amongst other sources. For a complete list of publications and projects see C.V at this link:
https://brocku.ca/miwsfpa/dramatic-arts/dr-yasmine-kandil/

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Dr. Tamari Kitossa is Associate Professor in the Sociology Department at Brock University. Areas of instruction: sociology of the criminal legal system, sociology of punishment, criminology as a science of morality and race and the war for drugs. Research interests include: counter-colonial perspective of criminology and racial profiling; Eurocentric bio-medical, cultural and religious sexualization of the African males; critical police studies. He is currently engaged in research with Dr. Katerina Deliovsky on interracial couples in Canada. With Drs. Philip Howard and Erica Lawson he is co-editor for Re/Visioning African Canadian Leadership: Perspectives: Perspectives on continuity, transition and transformation (2017, U of T Press).
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Gregor Kranjc (Ph.D. History, University of Toronto) teaches modern European history at Brock University. He has taught survey courses of modern European and global history, including first-year modules on the shattering of empires during and after World War I and the collapse of Communism in Eastern Europe, as well as upper-year and graduate courses on the history of World War II occupation, the modern history of East-Central Europe, and historiography. The geographic focus of his research lies in East-Central Europe and the Balkans, with broader thematic interests in war and society, the intersection between historical trauma and memory, and the history of the region’s ethnic and religious minorities. Before joining the History Department at Brock University, Kranjc served as senior historian with the Crimes against Humanity and War Crimes Section of the Canadian Department of Justice in Ottawa from 2007 to 2008. As a Balkan specialist, he was tasked with undertaking historical research on alleged war crimes that occurred in the former Yugoslavia during its violent disintegration in the 1990s. Kranjc was a Visiting Assistant Professor in the Department of History at The College of William & Mary from 2009 to 2011, and an Assistant Professor in the Department of History at the University of Massachusetts in Dartmouth from 2011 to 2012. Kranjc is the author of the monograph To Walk with the Devil: Slovene Collaboration and Axis Occupation, 1941-1945, (University of Toronto Press: 2013), which examined the controversial topic of Slovene collaboration with their German, Italian and Hungarian occupiers during World War II. Kranjc has also contributed a dozen book chapters and journal articles on topics as diverse as the image of women in collaborationist and resistance movements, the Jewish minority of Slovenia,
and the Conservative Party of Canada’s exploitation of the memory of the Cold War. Currently, in
addition to completing a study on military desertion and draft-dodging in occupied World War II
Yugoslavia, as well as team-revising an encyclopedia of Slovenia, he is also researching his next
book *In the Land of Ghosts: War, Memory and Reconciliation in Kočevje, Slovenia (1941-present)*.
*In the Land of Ghosts* is a micro-history of the Kočevje region of Slovenia from the outbreak of
World War II to the present, seeking to synthesize its local, national, regional and global historical
contexts through the themes of ethnic cleansing, war crimes and crimes against humanity, post-1945
Communist totalitarianism, suppressed memory and the region’s “rewilding”.
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Dr. Voula Marinos is an Associate Professor and holds a Ph.D in Criminology from the Centre of
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intellectual disabilities, law and the courts; and plea bargaining and sentencing of youth and adults.
She is a Member of the Canadian Centre for Lifespan Research at Brock University. She was part of
the 3Rs Rights, Respect and Responsibility Research Team at Brock, committed to research on
human rights for persons with intellectual disabilities. Much of her work involves interviews with
criminal justice professionals and court observations. She lectures widely to criminal justice
professionals, law students, and community-based organizations about her research and criminal
justice policy. Dr. Marinos teaches courses in the department relating to youth law (CHYS 3P39),
young offenders and youth justice (CHYS 3P40), sentencing and punishment of young offenders
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counsellor in British Columbia education, mental health and specialized foster-care for two decades.
His research and consultancy focus upon implementing the human rights of children and young
people within institutional and community-based settings. With colleague and partner Shannon A.
Moore, he has co-edited two volumes utilizing transdisciplinary thinking to
apply human rights in research and pedagogy: "Politics, Participation & Power Relations:
Transdisciplinary Approaches to Critical Citizenship in the Classroom and Community" (R.C.
Mitchell and S.A. Moore, Eds., 2012) and "Power, Pedagogy and Praxis: Social Justice in
the Globalized Classroom" (S.A. Moore and R.C. Mitchell, Eds., 2008) - both volumes with Sense
Publishers: Rotterdam, Boston and Taipei.
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Shannon Moore holds a PhD in Counseling Psychology from the University of Victoria. Her scholarship emphasizes community-based implementation of UN human rights and justice instruments. (e.g. UN Basic Principles for Restorative Justice, UN Convention on the Rights of the Child and the UN Convention on the Rights of Persons with Disabilities). This focus on social and transformational justice includes investigations that bridge education, critical theory, human rights and mental health. As a clinical counselor, Shannon Moore has practiced both privately and as a consultant within educational, social service, mental health and correctional service contexts in Canada and the United Kingdom.  
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Dr. Nash is a Professor in the Department of Geography, Brock University. Her research interests include digital geographies, sexuality/queer/ feminist and trans geographies, mobilities and resistances to LGBT recognition in Canada, the UK and Australia. Catherine examines contemporary and historical geographies of Toronto's gay village, queer women's bathhouse spaces, trans urban spaces, new LGBTQ neighbourhoods, new LGBT mobilities and digital spaces as well as methodological and pedagogical issues. Catherine is currently working with Dr. K. Browne and Dr. A. Gorman-Murray tracing transnational oppositions to LGBTQ rights in Canada and the UK and with Dr. Gorman-Murray on queer mobilities and changing LGBTQ neighbourhoods in Sydney, Australia and Toronto, Canada. She has published in a wide range of peer-reviewed journals. She is co-editor with Dr. Browne of *Queer Methods and Methodologies: Queer Theories in Social Science Research*. For further information, www.catherinejeannash.ca.  
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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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Joe Norris, recipient of the 2015 Tom Barone Award for Distinguished Contributions to Arts Based Educational Research from the Arts Based Educational Research SIG of the American Educational Research Association (AERA), teaches drama in education, applied theatre and research methods at Brock University. He advocates the arts as ways of knowing, doing and being and encourages playful, creative, participatory and socially aware stances toward self and Other. His book, “Playbuilding as Qualitative Research: A Participatory Arts-based Approach" purports that
playbuilding is a legitimate research methodology and received The AERA's Qualitative Research SIG's Outstanding Book Award in 2011. It documents how data generation, its interpretation, and its dissemination, all can be mediated through theatrical means. Using forum theatre he invites audiences to reconceptualize both the issues and themselves after the performance. His work with duoethnography furthers his interest in designing dialogic qualitative research methodologies that assist in the reconceptualization of the world and of self. His and Rick Sawyer’s book, ‘Understanding Qualitative Research: Duoethnography’, received the 2015 AERA Division D’s Significant Contribution to Educational Measurement and Research Methodology Award. His SSHRC funded research “Reuniting form and content: Generating, mediating, and disseminating social science research and arts-based performance genres through digital media” is expanding the understanding and use of video in research and his website, www.joenorrisplaybuilding.ca, contains videos of arts-based research performances of his own collaborative work and that of colleagues. Driving his research agendas is the belief that an unreflected-life is a life half-lived and that we need the Other to assist us in understanding that which we cannot comprehend alone.

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Michael O’Sullivan is an Associate Professor in the Faculty of Education specializing in comparative and international education. He is currently serving as the Associate Dean, Graduate Student Support, Research & International. He recently completed two consecutive SSHRC-funded research projects on the impact on rural marginal villages in Central America of experiential educational visits by global northern students. Dr. O’Sullivan serves on numerous faculty and university-wide committees in his capacity as Associate Dean. He is a long-standing member of the executive of the Board of Directors of Casa-Canadiense/Pueblito Canada, an NGO that supports small-scale community development initiatives in Nicaragua and Guatemala and facilitates overseas experiential education opportunities for secondary- and post-secondary students in those countries. Dr. O’Sullivan’s research interests involve critical approaches to global education, global citizenship and effecting links of solidarity between global southern popular organization and progressive organizations in the global north. https://brocku.ca/education/faculty-and-staff/dr-michael-osullivan/

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Dr. Pendakis is an assistant professor of Theory and Rhetoric at Brock University and a research fellow at Shanghai University of Finance and Economics. In terms of methodology, Dr. Pendakis works within the tradition of critical theory, drawing particularly on Adorno and Benjamin, though he also draws broadly from the tradition of ancient and modern Western political philosophy, discourse analysis, and cultural studies. His research focuses on contemporary political and economic culture, with a special interest in the history and theory of modern centrisms. Writings on Badiou, Heidegger, Hegel and others or on topics ranging from the new entrepreneurialism to dialectics have been published or are forthcoming in Criticism, Imaginations, Politics and Culture, South Atlantic Quarterly, and Mediations. He is also a co-editor of Contemporary Marxist Theory: A Reader on Bloomsbury Press. Presently he is at work co-editing the Bloomsbury Companion to Marx and putting together a monograph on contemporary political centrisms entitled Critique of Centrist Reason. Andrew is open to supervising projects within the fields of critical theory, cultural studies, discourse analysis or Marxism especially projects with an eye to the linkages between cultural phenomena and neoliberalism.
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Dr. Pomerantz is interested in the discursive-material contexts within which young people produce and negotiate identities. Her research sits at the crossroads of sociology and cultural studies, with a particular focus on girlhood studies. She explores how young people use cultural texts, embodiment, language, and stories to make sense of themselves, each other, and the world around them, paying particular attention to the school, where teenagers negotiate complex social worlds and categories. She is committed to doing qualitative research with young people, including interviews and ethnography. Her past projects include *Girl Power*, a long-term study of girls’ expressions of empowerment and understandings of feminism, and *Dressing the Part*, an ethnographic study of how girls use style to negotiate their identities in an urban, multicultural high school. Her most recent book project (with Rebecca Raby), is entitled *Smart Girls: Negotiating Academic Success in a ‘Post-Feminist’ Era* (University of California Press). Shauna teaches in the areas of socio-cultural theory, sociology of childhood and youth, popular culture, social justice, and qualitative research methodologies. When not working, she likes to listen to indie rock, read popular teen novels, catch up on smart television shows, and hang out with her kids.

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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.

GYLLIAN RABY
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Gyllian Raby was the founding artistic director of One Yellow Rabbit Performance Theatre in Calgary (1981-88), chronicled in Martin Morrow’s book "Wild Theatre". AT OYR, she devised
original work using a creative process of "contracting audiences" while investigating the social functions of theatre. Her particular interests focus on Theatre about Science, on the group dynamics of devising, and on adapting classics to contemporary contexts in a "writing back" process. As artistic Director of Northern Light Theatre in Edmonton (1988-93), Gyllian did extended collaborations in these areas with Ray Bradbury and Robert Lepage. Following this, she worked across Canada and in the USA as a freelance director, dramaturge, and playwright/adaptor. She has taught these subjects on faculty at University of Manitoba, University of King's College and Dalhousie University, University of Cincinnati, Xavier University Ohio, and Queen's University. At Brock University since 2001, her SSHRC-funded project Commotion resulted in a documentary film that received the Prestige gold medal film award for educational documentary film, 2015. 

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Professor of 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. 

http://www.brocku.ca/social-sciences/undergraduate-programs/child-and-youth-studies/faculty-contacts/rebecca-raby

MARY-BETH RADDON
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Mary-Beth Raddon researches topics related to money and finance from the vantage points of social history, political economy and culture. She is especially interested in economic institutions, such as inheritance, charity, philanthropy, social welfare, households and cooperatives, whose primary logic is not market exchange. She has written a book on community currencies, which explores how new local exchange networks expose existing gendered patterns of reciprocity, work and shopping. Mary-Beth also studies civic participation, social activism, community-based research and action research. These interests dovetail with her work in service-learning, a method of teaching that combines formal learning with community engagement. Areas of supervision include economic sociology, critical pedagogy and qualitative research methods.

http://brocku.ca/social-sciences/departments-and-centres/sociology/Faculty-and-staff#marybethraddon
JENNIFER ROWSELL  
Canada Research Chair in Multiliteracies, Associate Professor of Education  
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Jennifer Rowsell is Professor and Canada Research Chair at Brock University’s Faculty of Education in Canada where she directs the Centre for Research in Multiliteracies. Her current research interests include: applying multimodal, arts-based practices with youth across formal and informal contexts; expanding research methodologies and theories of literacy for digital, immersive, and game-based research; and, longitudinal research with families examining ways of visualizing identities and redefining literacy in the home. Dr. Rowsell is currently involved in four federally funded research projects on a range of topics from Minecraft and Adolescent Thinking Through Game-based Design work to Multimodal Composition and Co-Production Work with Youth. She has authored and co-authored nineteen books in the areas of New Literacy Studies, multiliteracies, multimodality and digital literacies. Her most recent books include Schooling Zombies – Engaging with youth, popular culture and new pedagogies in a landscape of crisis (2015) with Victoria Carrington, Esther Priyadharsini, and Rebecca Westrup and the Routledge Handbook of Literacy Studies (2015) with Kate Pahl.  
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TRISH RUEBOTTOM  
Associate Professor of Strategic Management  
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Trish Ruebottom is an associate professor of strategic management in the Goodman School of Business. Her research interests lie at the intersection of social innovation and human agency. She explores the work of social entrepreneurship and organizations trying to create social change within a capitalist framework; the role of activism and entrepreneurship for marginalized actors, such as sex workers and disadvantaged youth; and she critiques the authority of those that are preventing challenges to the dominant capitalist systems. Drawing on institutional theory, her work typically analyzes the language used in these efforts—the stories, rhetoric or discourses used to legitimize, mobilize and defend.  
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KAREN-LOUISE SMITH  
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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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JOHN SORENSON  
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John Sorenson gives courses on nonhuman animals and human society and on corporate globalization. Much of his past research has been on war, nationalism and refugees and he was active in Third World solidarity groups and in humanitarian relief work in the Horn of Africa with the Eritrean Relief Association. His most recent books are *Critical Animal Studies: Towards Trans-Species Social Justice* (Rowman & Littlefield International), *Constructing Ecoterrorism: Capitalism, Speciesism and Animal Rights* (Fernwood), *Critical Animal Studies: Thinking the Unthinkable* (Canadian Scholars Press) and *Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation* (Peter Lang Publishers). Other books include *Animal Rights; Ape; Culture of Prejudice: Arguments in Critical Social Science; Ghosts and Shadows: Construction of Identity and Community in an African Diaspora; Imagining Ethiopia: Struggles for History and Identity in the Horn of Africa; Disaster and Development in the Horn of Africa; and African Refugees*. Current projects include a book about canid-human relations, SSHRC-sponsored research on animals and social work, and research on wildlife in Asia.  
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SUSAN SPEAREY  
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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.  
http://www.brocku.ca/humanities/departments-and-centres/english-language-and-literature/Faculty-and-staff-el/sue-spearey

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Donna Szoke is an Associate Professor in Visual Art, in the Marilyn I. Walker School of Fine and Performing Arts. As an artist-researcher, her practice includes video, animation, writing, installation, experimental collaboration, drawing and printmaking. Her work exhibits in public art, interactive video installation, outdoor site-specific video installation, film festivals and galleries. Her ideas investigate immanence, encounter, failure, haptic perception and non-visual knowledge in moving images. Her recent body of work includes locative media and site-specific interactive media art in public venues. This terrain of *art-as-encounter* resonates with dance, theatre and other multi-medial expressions in that it is located in the overlapping terrain between the body, the image and contemporary technology. Her work has shown in Canada, US, France, Germany, Hungary, Croatia, Cuba, UAE and Turkey. She has received numerous research awards and grants for her work, including SSHRC, BC Arts Council, Ontario Arts Council and Canada Council for the Arts.  
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NANCY TABER
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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, 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. http://www.brocku.ca/education/directory/undergradgradedstudies/ntaber

LEANNE TAYLOR
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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. http://www.brocku.ca/education/directory/undergradgradedstudies/ltaylor

SUSAN TILLEY
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Susan Tilley has worked as both teacher and curriculum coordinator in public school contexts. Her interest in social justice and equity became more formalized as a result of the critical ethnography she conducted with women attending a school while incarcerated in a federal-provincial prison. She teaches graduate courses in curriculum theory, contemporary issues in curriculum studies and qualitative research methodologies in the Faculty of Education. Her research interests include curriculum, teacher education, antiracism, critical white studies, pedagogical practices, research ethics, qualitative research, teacher research, critical ethnography and education in alternative sites. She served as Graduate Program Director of the MA in Social Justice and Equity Studies July 2010-June 2013. http://www.brocku.ca/education/directory/undergradgradedstudies/stilley

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My research interests focus 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.

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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.

http://brocku.ca/social-sciences/undergraduate-programs/geography/Faculty/ebru-ustundag