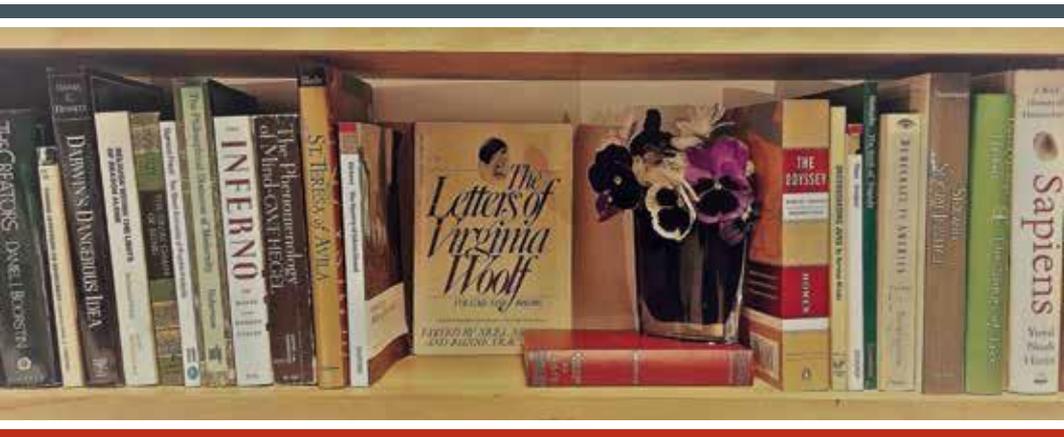


Course | 2017 | Calendrier Calendar | 2018 | des cours



Institut

THOMAS MORE

Institute



The Thomas More Institute (TMI) is a secular liberal arts academic institution that offers adults of all ages opportunities to explore a wide variety of topics in university-level discussion courses. Our discussions differ from lectures as group members are invited to participate collaboratively in a process of inquiry and reflection. At the centre of this process are carefully chosen readings representing different perspectives on the questions each group has come together to explore. Participants engage in dialogue with each other, and with readings that emphasize a multidisciplinary mix of the most recent scholarship and literary exploration on a given theme. At TMI, learning is understood to be driven by questioning, and questioning is taken as emerging out of encounter and exchange with the thinking of others.

L'Institut Thomas More est un établissement académique laïque d'arts libéraux qui offre à des adultes de tous âges l'occasion d'explorer une grande diversité de sujets dans des cours de discussion de niveau universitaire. Nos discussions diffèrent de cours magistraux dans la mesure où les membres d'un groupe sont invités à participer et à collaborer à un processus de recherche et de réflexion. Au centre de ce processus se trouvent des textes soigneusement choisis et qui représentent différentes perspectives sur les questions que chaque groupe a décidé d'explorer en commun. Les participants entrent en dialogue les uns avec les autres, et avec des textes qui font ressortir la multidisciplinarité de la recherche et l'exploration littéraire sur un thème donné. À Thomas More, on comprend l'étude comme guidée par un questionnement, et on voit ce questionnement comme émergeant de la rencontre et de l'échange avec la pensée des autres.

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Academic calendar 2017

- Sat | Sep 9**
Open House
- Thu | Sep 14**
President's Meeting
- Wed-Fri | Sep 13-15**
Academic Appointments
- Fri-Sat | Sep 15-16**
Leaders' training
- Mon | Sep 18**
Fall Term begins
- Mon | Oct 9**
Thanksgiving (closed)
- Mon | Dec 11**
Fall Term ends
- Wed | Dec 13**
Feast of Lights
- 2018**
- Sat | Jan 6**
Open House
- Mon | Jan 8**
Winter Term begins
- Fri | Mar 30**
Winter Term ends
- Mon | Apr 2**
Spring Term begins
- Mon | May 21**
Victoria Day (closed)
- Fri | Jun 22**
Spring Term ends
- June | tba**
Convocation

ART

Wednesdays
1:30 - 3:30 pm
5 weeks

First Session
September 20, 2017

Instructor
Ophra Benazon

Decoding Abstract Art

What can we bring to abstract works of visual art that will help us engage in a dialogue with the work? Quebec visual-arts theorist Fernande Saint-Martin differentiates between a work of art's verbal language (the story that can be told in words) and its visual language (composition, the interaction of form and colour, their affective meanings). Based on her theory, an educational approach has been devised that validates cognitive and affective responses to an art work's visual language. This approach is not judgmental and yet does not drift into relativism. In the first week of our five-week course, class members will be introduced to the approach. In subsequent weeks, we will make four museum visits (two each to the Montreal Museum of Fine Arts and the Musée d'art contemporain) to apply the approach to selected abstract works in their collections.

Please note that registration is limited to 8 participants.

ART

Wednesdays
6:15 - 8:15 pm
12 weeks

First Session
September 20, 2017

Instructors
Karen Etingin
Lilian Glesinger

Distilled Design: The Art of the Poster

What do posters do? What conditions encouraged the artistic and technical development of the poster? Who were its masters? And what do posters tell us about the times in which they were produced? Are posters most effective as marketing tools, as political or social statements, or as a little bit of all three? These and other questions will arise during this course, which surveys the heyday of poster art, specifically European, from the Belle Époque to Art Deco, a period stretching roughly from 1880 to 1940.

Readings will be drawn from works on art and art history and from historical, political, and other sources.

COURSE RESCHEDULED: IT WILL BE OFFERED IN THE SPRING 2018, WEDNESDAYS, 6:15-8:15 PM

CLASSICS

The Last Stand of the Roman Republic

Rome rose to greatness and domination as a republic, but attained the full extent of its power under emperors. We will look at the period of the 1st century BCE, when the Roman institutions that had endured for five centuries produced the strongest nation of that time, only to be overturned by a few strong individuals. What were the causes of the end of the Roman Republic? Did social conflicts within Rome and the expansion of Roman domination over the Mediterranean hasten its fall? What was the impact of dissent between ambitious military leaders like Pompey and Julius Caesar? Did the people of Rome have any influence on the course of events? We will read the classical historians, philosophers, and poets on these times, Julius Caesar, Sallust, Cicero, Catullus, Plutarch, Suetonius, Livy, Lucan, and others.

The Fall and Winter terms can be taken on their own.

CLASSICS

La mythologie grecque : Une sagesse à retrouver

La mythologie grecque continue de nous fasciner et d'habiter même notre langage familier. Et pourtant la richesse de ces mythes mérite une lecture plus approfondie et plus attentive aux divers contextes où ils furent énoncés. Dans ce cours, nous tenterons de nous interroger sur les sens possibles de ces récits et de voir s'ils sont réactualisables pour nous aujourd'hui. Y a-t-il une sagesse du mythe? Pouvons-nous comprendre l'art de ces mythes avec ses contraintes et ses règles? Quelles grilles d'analyse pouvons-nous utiliser pour mieux les lire : historique, psychanalytique, féministe, structuraliste, ou autre? Par la lecture de quelques oeuvres classiques (*L'Odyssee* d'Homère, *La Théogonie* et *Les Travaux et les Jours* d'Hésiode, quelques Hymnes homériques, extraits de tragédies grecques) et des textes modernes, nous tenterons de nous approprier ces récits d'une façon nouvelle et de reprendre la question qui sous-tend tous ces mythes : qu'est-ce qu'une vie bonne pour les mortels?

Wednesdays
6:15 - 8:15 pm
12 weeks

First Session
September 20, 2017
Course continues in the Winter term

Discussion Team
Jerry Bures
Greg Peace
Christian Roy

Mardi
13h30 - 15h30
12 semaines

Première session
19 septembre 2017

Groupe de discussion
Germain Derome
Rina Kampeas
Monique Lucas

HISTORY

Mondays
6:15 - 8:15 pm
12 weeks

First Session
September 18, 2017

Discussion Team
Munirah Amra
Christine Jamieson
Brian McDonough

Islam: Visions, Voices, and Veils

Islam is the world's fastest-growing religion. How do we distinguish between the religion of Islam and the culture of Muslims? How does Islam fit in a secular society? This course will present both a historical background of Islam, as well as an exploration of its modern expressions. Classes will discuss Mohammed, the Qu'ran, the essential beliefs of Islam, the relationship between the monotheistic religions, and the competing versions of an Islamic worldview developed over fourteen hundred years.

Attention will be given to Islam's rich mystical tradition and how this has profoundly marked its music, literature, and architecture. We will consider controversial questions such as how women are viewed in different Islamic societies and how the modernity of the West affects certain Islamic thinkers. We will attempt to debunk certain myths, without evading the tough questions being posed today.

LITERATURE

Tuesdays
1:30 - 3:30 pm
12 weeks

First Session
September 19, 2017
Course continues in the
Spring 2018 term

Discussion Team
Anne Fitzpatrick
Penny Soper
Michael Tritt

American Dreams, American Nightmares: The Immigrant Experience in Literature

This course will focus on the American immigrant experience as reflected in short stories, novels, memoirs, and selected poems written between 1880 and 1950 (part 1), and 1950 and the present (part 2). These works dramatize – in the way that only literature can – the individual (and frequently collective) experience of immigrants from various backgrounds who travelled to the New World in search of a better life. Class discussion will centre on questions such as the following: To what degree do the expectations of immigrants mesh with their actual experiences in America? How successfully do immigrants reconcile Old World affiliations and values with those of the New World? What literary features of the writings make them most compelling?

Readings will include selections from such writers as Drude Krog Janson, Willa Cather, Anzia Yezierska, Kate Cleary, Sui Sin Far, Vladimir Nabokov, Gish Jen, Amy Tan, and Jhumpa Lahiri.

The Fall and Spring terms can be taken on their own.

LITERATURE

Detecting the Noir

This course will look at the genre of *noir* as it transitioned from the “hard-boiled” crime fiction to the noir thriller and film. What were the conditions in the postwar United States that generated this type of fiction, one that depicted ill-fated relationships between the protagonist and society? How has this genre that originated in Los Angeles and New York been translated into today's urban scene? In the thrillers that have been written since the '50s and '60s, have cities been brought into more critical focus? Cities are the focus of the publisher Akashic Noir, whose anthologies take place in all the major cities of the world. How are the various writers published in these anthologies responding to the social, political, and cultural aspects of their society?

Included in this course will be a novel by James Cain, regarded as one of the creators of the roman noir, as well as other works by contemporary authors of the genre. In addition, a main component of the course will include film noir, starting with *The Maltese Falcon* and moving to more modern interpretations.

LITERATURE

Goodbye, Great Britain?

Brexit plunged Great Britain into its greatest crisis since 1945. A decade ago the possibility of leaving the European Union would have been dismissed as the obsession of cranks and Conservative Euroskeptics. But now this possibility has become a reality with unforeseeable future consequences. Will the Brexit strategy end with “Goodbye, Great Britain” and “Hello, Little England”? Will British literature go Brexit, too? These are some of the questions this course will explore through readings taken from contemporary British fiction, drama, and journalism, which depict the unsettled condition of a country apparently divided against itself. The course readings will focus on the disenchantment with elites, globalization, immigration, and the City of London, which finally found startling expression in Brexit. Readings will include works by Mike Bartlett (*King Charles III*), John Lancaster (*Capital*), and Zadie Smith (*Fences: A Brexit Diary*), as well as Ali Smith's recently published *Autumn*, acclaimed as “the first serious Brexit novel.”

Tuesdays
10:00 am - Noon
12 weeks

First Session
September 19, 2017

Discussion Team
Munirah Amra
David Dussault
Irene Menear

Wednesdays
10:00 am - Noon
12 weeks

First Session
September 20, 2017

Discussion Team
Andrew Byers
Jennifer MacGregor
Diane Moreau

MUSIC

Fridays
10:00 am - Noon
10 weeks

First Session
September 22, 2017

Discussion Team
Susan Bramhall-
Toimil
Irene Menear

More About Opera

How has the perception of opera changed over the centuries? Does the advent of opera in high definition, whether in the cinema or on television, and the use of surtitles affect the way we react to opera? Have our expectations of this genre changed in light of such technological advances? How can we develop a critical ear or eye? This ten-week course will review the opera to be presented in *The Met: Live in HD* series (*Norma*, *Tosca*, *Cendrillon*, *Semiramide*, etc.), introduce the Montreal opera scene, and give a brief overview of opera from the 16th century to the present day. In class, we will explore the different opera genres (e.g., bel canto, verismo) and discover some of opera's major composers such as Mozart, Rossini, Bellini, Verdi, Wagner, and many more. Background information on the operas featured in the cinema season in the form of synopses, CDs, and video clips will be presented for discussion and review in class.

Participants should purchase their own subscription to *The Met: Live in HD* at the participating cinema of their choice.

MUSIC

Mondays
1:30 - 3:30 pm
12 weeks

First Session
September 18, 2017

Instructor
François Ouimet

Soli Deo Gloria: The Life and Times of J.S. Bach

Johann Sebastian Bach was the last of many generations of Bach musicians. Who was this towering genius who considered himself an artisan, a humble servant of God? Through a study of his life, we will discover what it was like to live in northern Germany in 1720. This will give us a better understanding of Bach's motivations and the deeper meaning of his musical masterpieces (of which there are many!). Listeners, discussions, and presentations by participants will fill our schedule.

PHILOSOPHY

After the Fall: When History Went Off Script

Twenty-five years ago we were being encouraged to think we were at *The End of History* (Fukuyama), that we had arrived at the apex of a progressive historical process. In the intervening years, this claim has been steadily walked back and today some fear the West is in decline. Others even claim *We Have Never Been Modern* (Latour).

Where do we now stand in the wake of widespread criticism levelled at the master narrative of Progress and the myth of the West's superiority? Have we genuinely and deeply metabolized the savagery perpetrated, ironically, in the name of Civilization? Is strife an unavoidable aspect of human experience and, if so, must it entail scapegoating and violence? Does our disillusionment and sense of loss require a disavowal of all the gains made and a rejection of any concept linked to the idea of development? In the face of all the current, bitter divisions between Us and Them, both at home and abroad, where can a direction forward be found?

Mondays
6:15 - 8:15 pm
12 weeks

First Session
September 18, 2017

Discussion Team
Imogen Brian
Carol Fiedler
Daniel Schouela

PHILOSOPHY

Democracy and Demagogues

Since at least the time of Plato, political philosophers have warned that vulnerability to the rhetoric of demagogues is one of the chief weaknesses of democratic government. Demagogues – charismatic speakers whose arguments appeal to emotion and prejudice rather than to reason – can gain the support of the people in a way that threatens the very democracies in which they come to power. How can democratic governments protect themselves from such leaders? Does the taming of a demagogue depend on the triumph of reason in the public sphere? Alternatively, is the danger of demagoguery limited by the existence of strong democratic institutions, such as the separation of powers and the free press? We will explore these and other questions by looking at the classical treatment of this issue in Plato's *Gorgias*, *The Federalist Papers*, and Tocqueville's *Democracy in America*, as well as looking at some American demagogues.

Thursdays
1:30 - 3:30 pm
12 weeks

First Session
September 21, 2017

Discussion Team
Martin Baenninger
Carol Fiedler
Rina Kampeas

RELIGIOUS STUDIES AND THEOLOGY

Thursdays
6:15 - 8:15 pm
 12 weeks

First Session
 September 21, 2017

Discussion Team
 Judith Gray
 Ferdinando Musano
 Barbara Rolston

New Religious Movements of the Roman Empire: Early Christianity and Rabbinic Judaism

Throughout its rich history, the Roman Empire acted as a melting pot for many cultures and religions, including Christianity and Judaism. In this course, we will focus on the genesis of these movements and the ways they came to be acknowledged and attain significance in the religious landscape. What characterized Roman attitudes toward early Christians and the followers of the mysterious Rabbinic movement that succeeded the second temple post-70 CE?

What attracted people to these movements? What were the socio-political forces driving their growth and change? Were members met with equanimity or contempt in Roman territories? What role did Roman attitudes toward religion in general play in the development of these movements?

RELIGIOUS STUDIES AND THEOLOGY

Wednesdays
1:30 - 3:30 pm
 12 weeks

First Session
 September 20, 2017

Discussion Team
 Moira Carley
 Larry Carpentier
 Nusia Matura

The Reformation: 500 Years Later

It has been 500 years since Martin Luther posted his famous 95 Theses in the German town of Wittenberg. What began as an ostensibly ordinary academic debate eventually triggered a profound schism in Western Christendom, the effects of which are still felt today. This course will explore the thoughts and writings of some of the most pivotal Reformation (Protestant) thinkers (Melancthon, Calvin, Zwingli), as well as the Counter-Reformation (Catholic) response.

Central questions discussed will include the following. What role does free will play in our salvation and in everyday life? Should Church governance be centralized or distributed? Can humans, tarnished by original sin, truly do good? Is it possible—or even desirable—to demarcate the distinction between politics and religion? How can we usefully articulate the deep interconnections between politics and religion? How is doctrine—religious, political, and intellectual—formed, and how should we weigh its value? How should we interpret the Bible, a text written thousands of years ago?

SOCIAL SCIENCES AND SCIENTIFIC THOUGHT

The Hidden Life of Trees

Are trees social beings? In his 2015 international best-seller, *The Hidden Life of Trees*, forester and author Peter Wohlleben makes the case that, yes, the forest is a social network. He draws on recent scientific discoveries to suggest that trees communicate with and care for each other, that trees share nutrients with those that are sick or struggling, and that they can warn each other of impending danger.

Earth scholar Thomas Berry argues that when Europeans arrived in North America, they saw “the white pine forests of New England, trees six feet in diameter, as forests ready to be transformed into lumber.” As inheritors of this way of seeing nature as something to be *used*, have we been blinded to the beauty of our planet? Can our study of trees restore to us a source of wonder, respect, and meaning? Could it allow us to become a life-enhancing species? What would that look like?

Tuesdays
3:45 - 5:45 pm
 12 weeks

First Session
 September 19, 2017

Discussion Team
 Janet Boeckh
 Bob Enright
 Clare Hallward
 Heather Stephens

SOCIAL SCIENCES AND SCIENTIFIC THOUGHT

Humanoid Robots: How Will Artificial Intelligence Reshape our Society and Economy?

In contrast to our intellect, computers double their performance every eighteen months. The danger is real that they could develop intelligence and take over the world.

—Stephen Hawking

The subject of humanoid robots, also known as artificial intelligence, is a source of growing interest, driven by imperatives of demography, cost reductions, and a desire to save human lives. Will artificial intelligence displace human beings, rendering them redundant? Or will it provide untold benefits? This course will explore the social and economic aspects of the changes and challenges resulting from artificial intelligence. What will it mean for the lives of individuals and societies to have robots which replicate or even surpass human intelligence? How will artificial intelligence affect politics? How has it already begun to transform warfare? What will the economic consequences be when robots take on increasingly more of the jobs humans once did? We will explore these and other questions and even witness a live robot in class.

Tuesdays
1:30 - 3:30 pm
 12 weeks

First Session
 September 19, 2017

Discussion Team
 Paul Billette
 James Sangster
 Hari Thakur

SOCIAL SCIENCES AND SCIENTIFIC THOUGHT

Thursdays
1:30 - 3:30 pm
 12 weeks

First Session
 September 21, 2017

Discussion Team
 Paris Arnopoulos
 Tony Joseph
 Jenny Patton

The Past and Future of Humankind

How did homo sapiens evolve from an “animal of no significance” into upright hunter-gatherers, into settled villagers, and finally into today’s sophisticated (yet destructive) citizens of planet Earth? In this course, we will accompany Israeli historian Yuval Noah Harari on an iconoclastic exploration of humankind’s past and future through his pair of books, *Sapiens: A Brief History of Humankind* and *Homo Deus: A Brief History of Tomorrow*, which approach history as a subject closely intertwined with psychology, sociology, and philosophy.

We will explore questions raised in *Sapiens* such as: Was the agricultural revolution an unequivocal boon for our species? How did our ancestors work together to create communities and civilizations? Did our invention of laws and money lead us to become controlled by bureaucracy and capitalism?

In the second half of the course, Harari’s sequel *Homo Deus* will serve as the basis for informed speculation about the future of humankind.

SOCIAL SCIENCES AND SCIENTIFIC THOUGHT

Wednesdays
1:30 - 3:30 pm
 12 weeks

First Session
 September 20, 2017

Discussion Team
 Paris Arnopoulos
 Allan Flegg
 Tony Rustin

Social Issues Roundtable

This 12-week discussion course will explore some of the social issues concerning the world in general, and some of more specific concern to Europe and North America. Issues such as climate change/global warming and genetically modified foods have been controversial for years, while globalization vs. nationalism and the migrant/refugee challenge in Europe have risen to prominence more recently. Other issues of particular concern to North America include the legalization of marijuana, and multiculturalism vs. the “melting pot.”

Participants will receive extensive background material from various publications one week in advance of each discussion. Where possible the material will consist of conflicting points of view. It is unlikely that earth-shaking solutions will come out of the discussions but it is expected that participants will enjoy some very passionate moments as widely diverging opinions are voiced.

WRITING

Imaginative Poetry Writing

Where does poetry come from? The muse? Divine inspiration? Despite these romantic notions, poetry does not exist in a vacuum but rather springs forth from the world around us and from the literature that we read. In this sense, poetry “dialogues” with what has already been created. The premise of this course is that studying and imitating other poets’ works helps us to become stronger writers ourselves.

In this combined literature and creative writing workshop, inspired by the practice of New York School writers Kenneth Koch and Paul Violi, students will hone their style by reading and imitating a wide range of short texts by traditional and contemporary poets. In each course, we will discuss texts of poets who came before us, and workshop students’ own poems inspired by these texts.

Fridays
6:15 - 8:15 pm
 12 weeks

First Session
 September 22, 2017

Instructor
 Greg Santos

WRITING

Creative Non-Fiction Writing Workshop

Are you an aspiring writer? If you have stories to share and are curious about the people and places you encounter, we’d love to have you join us in the Creative Non-Fiction Writing Workshop.

Effective writing is both an art and a craft that can be continually developed. This course will give you the opportunity to stretch your writing “wings” by exploring many styles and genres of writing. Through weekly short assignments, readings, and in-class discussions, we will help you develop the skills of observing, thinking, organizing your thoughts, expressing them in clear prose, and practising the habits of good writers.

The dynamic world of creative non-fiction offers myriad possibilities. We will explore forms such as the profile and the arts review, as well as travel writing, culminating in a personal opinion essay.

Register early. The maximum number of students is 15.

Thursdays
6:15 - 8:15 pm
 12 weeks

First Session
 September 21, 2017

Instructor
 Pauline Beauchamp
 Karen Nesbitt

T M I P O I N T E C L A I R E

LITERATURE

Mondays
1:30 - 3:30 pm
12 weeks

First Session
September 11, 2017
A new course will be offered in the Winter term

Discussion Team
Peter Jankowski
Jennifer MacGregor
and another

Rewriting India: The Emerging Vision

This course explores India's recent history through the works of novelists and essayists who have followed in the wake of Salman Rushdie's novel *Midnight's Children*. As the historian John Keay has pointed out, it is difficult to get a clear picture of the stormy events that have punctuated Indian history since independence was achieved in 1947. However, just as the economic liberalization of the mid-1990s opened the way to greater prosperity, it also stimulated a literary reinterpretation of India's imaginary – the collective vision of its age-old institutions, values, and symbols. Has this reinterpretation helped to refresh this vision? Or does it pose an unsettling challenge? What vision appears to be emerging on the Indian horizon? These and other questions will arise in discussion during this course.

Reading will include fiction by Amitav Ghosh, Aravind Adiga, and Kiran Desai, as well as non-fiction selections.

T M I G A T I N E A U

SCIENCES SOCIALES

Mardi
19h00 - 21h00
12 semaines

Première session
19 septembre 2017

Animateur
Pierrot Lambert
Tél.: 819-665-9885
pierrotlambert@videotron.ca

Jusqu'où ira l'intelligence artificielle?

Les robots, que l'Union européenne envisage de désigner comme des "personnes électroniques," soulèvent des questions fondamentales. Comment l'intelligence artificielle sert de modèle à la conception de l'esprit humain? Les robots peuvent-ils être dotés d'une intelligence émotionnelle? La conscience humaine est-elle foncièrement différente de la machine "intelligente"? Qu'est-ce qu'une personne—une entité supérieure à une série d'algorithmes?

Ce cours de 12 semaines explorera les avancées de l'intelligence artificielle et les débats actuels sur la conscience psychologique et la conscience morale.

CLASSICS

The Last Stand of the Roman Republic

Rome rose to greatness and domination as a republic, but attained the full extent of its power under emperors. We will look at the period of the 1st century BCE, when the Roman institutions that had endured for five centuries produced the strongest nation of that time, only to be overturned by a few strong individuals. What were the causes of the end of the Roman Republic?

Did social conflicts within Rome and the expansion of Roman domination over the Mediterranean hasten its fall? What was the impact of dissent between ambitious military leaders like Pompey and Julius Caesar? Did the people of Rome have any influence on the course of events? We will read the classical historians, philosophers, and poets on these times, Julius Caesar, Sallust, Cicero, Catullus, Plutarch, Suetonius, Livy, Lucan, and others.

The Fall and Winter terms can be taken on their own.

Wednesdays
6:15 - 8:15 pm
12 weeks

First Session
January 10, 2018
Continuation of course from the Fall term.

Discussion Team
Greg Peace
Christian Roy
Heather Stephens

CLASSICS

Greek Mythology: A Wisdom to Rediscover

Greek mythology continues to fascinate us and finds its way into our daily conversations and our efforts to make sense of our lives. Yet the richness and wide variety of these myths deserve new readings, ones that are more attentive to the contexts in which they were originally told. In this course, we will interrogate the possible meanings of some of these myths to see if and how they are still relevant for us today. Does myth have a special wisdom of its own? If so, how is this wisdom transmitted through its very particular artistry and through its unique rules and conventions? What analytic frameworks might we use to enhance our appreciation of these narratives: historical, psychoanalytic, feminist, structuralist? Through careful readings of classical works (Homer's *Odyssey*, Hesiod's *Theogony* and *Works and Days*, *Homeric Hymns*, excerpts from Greek tragedies) and modern interpretations, we will rediscover these tales and seek to recapture the answers offered to the question they most profoundly address: what is a good life for us mortals?

Thursdays
1:30 - 3:30 pm
12 weeks

First Session
January 11, 2018

Discussion Team
Ron Fitzgerald
Anne Fitzpatrick
Clare Godon

HISTORY

Tuesdays
1:30 - 3:30 pm
12 weeks

First Session
January 9, 2018

Discussion Team
Andrew Byers
Moirá Carley
Peter Jankowski

No Hiding Place: Ethics and Resistance

What are the ethical principles involved in resisting brutally imposed political authority? This course looks at different manifestations of resistance against Nazism in France and elsewhere in Western Europe during World War II. It delves into the motives of resisters who were driven to surmount the shame of national defeat, the collapse of democratic institutions, and the betrayal of military and political elites who collaborated with the victorious invaders. What drives resisters to reject the principle that “men would rather be secure than free”? Does such rejection in seeking the restoration of freedom and law and order always justify the methods and outcomes of resistance? When resistance ends, is there inevitably a painful residue of a sense of personal and collective ambiguity and guilt in the hearts of those engaged in resistance? The course explores these questions through fiction, film, and the philosophical reflections of Camus and Sartre.

HISTORY

Thursdays
6:15 - 8:15 pm
12 weeks

First Session
January 11, 2018

Discussion Team
Susan
Anastasopoulos
Jerry Bures
Mary Hughes

Where East Meets West: The Mediterranean World in the High Middle Ages

In the High Middle Ages (1000-1300 AD) there flourished numerous remarkably diverse cultures clustered around the Mediterranean “lake,” where once a common Roman culture prevailed. In this course, we will investigate these cultures, their histories, interactions and influence. We will explore Andalusia, Aragon-Catalonia, Occitania’s troubadours and Cathars in southern France, cosmopolitan Sicily under the Normans and Frederick II, Venice, the emerging Italian commercial cities, Byzantium’s golden age, Baghdad’s Abbasid caliphate, Seljuk Turks, Crusader states, Fatimid Egypt and the Maghreb’s Almoravids and Almohads.

How tolerant of diversity were these often-multicultural societies? During this age of Crusades, what interactions occurred with the north (England, France, etc.) and with the papacy? How was rich Islamic scholarship transmitted to Christendom? What stereotypical views did Muslims and Christians hold? Have recent historical studies revised any long-held views?

LITERATURE

Dickens Looking Out and Looking In: Social Critique and Subjectivity in the Novel

George Orwell wrote that in reading Dickens, he saw behind the page “the face of a man who is generously angry.” This course will examine Orwell’s “generously angry” Dickens, who attacks social wrongs, and a Dickens who explores subjectivity, the sense of the inner self. In *Hard Times* Dickens explicitly addresses questions of social justice and tension; in *Great Expectations* he adopts the first-person voice, creating a narrator who looks deep within. Reading these novels and supplementary texts, we will ask: How does Dickens use the fabric of the novel to further social critique and explore inwardness? How do these novels shed light on whether using fiction for social critique undermines its success as literature? Is Dickens invested more in social critique or in examining subjectivity? To what extent does each novel harbour both concerns?

MUSIC

The Classical Style: W. A. Mozart and Friends

On a cold autumn night in Salzburg, music pours out of the windows of the Mozart household.

As we peer into the window, we can see an amazing string quartet: Leopold Mozart (Wolfgang’s father), Joseph Haydn, and the young Wolfgang are heartily playing away. Haydn was not the only composer to befriend the precocious genius... On the muddy roads of late 18th-century Europe, we will follow the evolution of the child prodigy into one of the greatest composers our civilization has seen. London, Italy, Salzburg, Vienna will be our main stops on this journey.

Tuesdays
1:30 - 3:30 pm
12 weeks

First Session
January 9, 2018

Discussion Team
Rina Kampeas
Monique Lucas
and another

Mondays
1:30 - 3:30 pm
12 weeks

First Session
January 8, 2018

Instructor
François Ouimet

PHILOSOPHY

Mondays
6:15 - 8:15 pm
12 weeks

First Session
January 8, 2018

Discussion Team
Imogen Brian
Daniel Schouela
Murray Shugar

Passion Transmuted: The Work and Play of Sublimation

The idea of sublimation has been used in philosophy and psychoanalysis to formulate links within human lives between our instinctual energies and that which inspires our interest and imagination. It has been deployed to convey the developmental view that the most valued pursuits and achievements of human beings constitute psychic redirections and symbolic transformations of primal drives and passions.

What evidence supports the view that activities and accomplishments we especially cherish have their roots in and derive their energy from the often-unruly impulses and needs at the heart of our emotional lives? How does sublimation differ from repression and other ways human beings cope with their inner worlds? Under what conditions do individuals come to sublimate their passions and what does it take for a society to be good enough in facilitating this creative interweaving of emotionality and symbolization, of nature and culture?

RELIGIOUS STUDIES AND THEOLOGY

Thursdays
1:30 - 3:30 pm
12 weeks

First Session
January 11, 2018

Discussion Team
Jim Cullen
Irene Menear
Joseph Vietri

Reading Dante: A Pilgrim's Journey

The objective of this reading course is to explore the major works of Dante Alighieri in translation. Special emphasis will be given to his seminal text, *The Divine Comedy*. Through a careful reading of this opus, we will examine the influence Dante has had on modern society and culture.

Important questions raised will include: What is Christianity's understanding of heaven and hell, and how has Dante influenced this view? What ethical framework has Dante established, and can we still relate to it today? What role does femininity (mother, daughter, and lover) play in Dante's soteriology?

Discussions will revolve around the themes of love, free will, sin and salvation, pilgrimage, humanism, mythology, and political theory.

RELIGIOUS STUDIES AND THEOLOGY

How Ideas Advance: Creativity and Its Cultivation

How do we create new ideas and improve on old ones? Is it possible to generate genuinely novel insights, or are we always simply reframing old ideas? Can innovation be reduced to a formula? Can creativity be taught or coached? Is it more appropriate to speak of individual persons or of human groups as creative?

Our culture holds up innovation as both a necessity and an ideal, not only for businesses, but for all human organizations. We will begin by reading some contemporary accounts of creativity, which habitually culminate in practical advice on how to propitiate innovation. We will then read historical accounts of creative thought – specifically in the domains of rhetoric and the plastic arts – with an eye to understanding what our predecessors found curious, powerful, and problematic about creativity.

WRITING

Basic Essay Writing

This course is designed as an essay writing workshop. The backbone of the course will be a series of compact take-home writing assignments – approximately one per class meeting. We will read, critique, and rewrite our own and each other's works with an eye toward clarifying both the sense and the style of our writing. We will undertake, in short, a continual and intensive flow of reading, writing, critiquing, and rewriting.

Students will practise important essay writing skills, including brainstorming ideas, forming a thesis statement, creating an essay outline, structuring a paragraph, crafting an engaging introduction and a satisfying conclusion, respecting basic rules of style, crediting sources and avoiding plagiarism, and giving and receiving constructive feedback.

This course will introduce a broad spectrum of essay writing styles and purposes, including, with some overlap, narrative or expressive essays, expository or informative essays, and persuasive essays.

Tuesdays
6:15 - 8:15 pm
12 weeks

First Session
January 9, 2018

Discussion Team
Valerie Broege
Jonathan Powers
and another

Fridays
6:15 - 8:15 pm
12 weeks

First Session
January 12, 2018

Instructor
Greg Santos

WRITING

Thursdays
6:15 - 8:15 pm
 12 weeks

First Session
 January 11, 2018

Instructors
 Pauline Beauchamp
 Karen Nesbitt

Memoir Writing

What makes a good personal memoir? Where do we begin amidst the chaotic clutter of memories in our heads? How do we focus, shape, and give meaning to our narratives?

In this writing workshop, we will help you find the stories that you most want to tell and then to write them in clear, vivid, and entertaining prose. Through weekly readings, short written assignments and in-class discussions we will delve into our personal treasure troves of memory and consider how to express these, using all the tools of good writing and editing.

The final assignment, a short personal memoir, will grow out of the weekly exercises.

Register early. The maximum number of students is 15.

LECTURE SERIES

Saturdays
10:00 am - Noon

Ongoing

Locations
 TMI (Lecture)

Listening to Lonergan

The Thomas More Institute has been presenting a special lecture series – in the mode of exploratory encounters – that provides entry into the thought of the eminent Canadian philosopher, theologian, and economist Bernard Lonergan (1904-1984). Lonergan has significantly shaped the learning and questioning experience offered by the Institute. Sponsored by Concordia University, TMI, and the Thomas More Research Institute, the series features Lonergan scholars who consider specific themes arising from his thought.

SCIENCES SOCIALES

Le libre-échange, un gage de prospérité pour tous?

Depuis les débats sur le Grexit et le Brexit, et les déclarations du président des États-Unis contre les accords de libre-échange, nous sommes forcés de nous demander quels sont les enjeux actuels et les solutions de rechange pour le commerce international.

Quand est née l'idée du libre-échange économique? Si les consommateurs sont gagnants, qu'en est-il des producteurs? Est-ce que certains secteurs comme la culture et même l'agriculture devraient être protégés? Le libre-échange économique est-il l'instrument des multinationales?

Ce cours de 12 semaines couvrira l'histoire lointain et récent des zones de libre-échange, et explorera les débats qui ont cours actuellement, notamment en Amérique du Nord, en Europe et en Asie.

T M I G A T I N E A U

Mardi
19h00 - 21h00
 12 semaines

Première session
 19 janvier 2018

Animateur
 Pierrot Lambert
 Tél. : 819-665-9885
 pierrotlambert@videotron.ca

Spring | Printemps 2018

CINEMA

**Lunatics and Lovers:
Screwball versus Romantic Comedy**

In *Pursuits of Happiness*, the American philosopher Stanley Cavell salutes Frank Capra's *It Happened One Night*, Howard Hawk's *Bringing Up Baby*, Preston Sturges's *The Lady Eve*, and other lighter-than-air Hollywood romantic comedies of the 1930s and 1940s as "the inheritors of the preoccupations and discoveries of Shakespearean romantic comedy." This course traces this comic genre from its origins to its modern manifestation on the screen. Hollywood's screwball comedy, arguably the most popular variation of this genre, was only fitfully concerned with social and economic realities. So what was the appeal of its essential cast of characters and situations: madcap lovers caught in a cockeyed world of irate parents, sardonic servants, and interfering buffoons and busybodies? How did it emerge as a response by creative directors and writers to the imposition of Hollywood's censorship code in the mid-1930s? And why does its escapist and frivolous vision of the world still enchant us?

Thursdays
1:30 - 3:30 pm
 8 weeks

First Session
 May 3, 2018

Discussion Team
 Andrew Byers
 Kay Dunn

LITERATURE

Tuesdays
1:30 - 3:30 pm
 12 weeks

First Session
 April 3, 2018
 Continuation of course
 from the Fall term.

Discussion Team
 Anne Fitzpatrick
 Penny Soper
 Michael Tritt

American Dreams, American Nightmares: The Immigrant Experience in Literature

This course will focus on the American immigrant experience as reflected in short stories, novels, memoirs, and selected poems written between 1880 and 1950 (part 1), and 1950 and the present (part 2). These works dramatize – in the way that only literature can – the individual (and frequently collective) experience of immigrants from various backgrounds who travelled to the New World in search of a better life. Class discussion will centre on questions such as the following: To what degree do the expectations of immigrants mesh with their actual experiences in America? How successfully do immigrants reconcile Old World affiliations and values with those of the New World? What literary features of the writings make them most compelling?

The Fall and Spring terms can be taken on their own.

LITERATURE

Thursdays
1:30 - 3:30 pm
 12 weeks

First Session
 April 5, 2018

Discussion Team
 Munirah Amra
 Sara Pistolesi
 And another

Virginia Woolf: Practitioner and Theorist of Literary Modernism

Virginia Woolf is deemed a modernist novelist for her pioneering use of techniques such as stream-of-consciousness to convey characters' thoughts, narrative fragmentation, and experimentation with the presentation of time's passing. In addition to writing major works of fiction, she wrote about novel writing and novel reading. In this course, we will read her novels *Mrs. Dalloway* (1925), *To the Lighthouse* (1927), and *The Waves* (1931), as well as her pamphlet "Mr. Bennett and Mrs. Brown" (1924) and selected essays from *The Constant Reader* (first and second series, 1925 and 1932). These readings of Woolf's own work will be supplemented by critical texts about modernism. As we read, we will ask these questions: Is Woolf's use of modernist methods a more effective way of evoking lived experience than could be achieved with traditional novelistic conventions? Is the claim that is sometimes made, that Woolf's specific approach to the stream-of-consciousness technique reflects her feminism, well founded? How did her theory and practice of novel writing differ from those of contemporary fellow modernists such as James Joyce?

PHILOSOPHY

Jung's Mysterious "Red Book"

Jung's mysterious "Red Book" was begun just after his acrimonious break from Freud (1912) at the cusp of World War I. At that time Jung experienced powerful encounters with the unconscious, which challenged him to revise then-current notions of how the human psyche works. The book, written in calligraphic script, illustrated with fantastical images and mandalas, and populated by strange characters, included extensive philosophical and mystical musings. The 15-year project would be the foundation of Jung's life and work, its contents locked in a Swiss vault for decades before its publication in 2010.

What forces shaped Jung's *Liber Novus* ("Red Book")? How would its seminal experiences develop over the following decades? Do his quest for his soul and a myth to live by still offer meaning for us? What links Jung to artists who have tapped the depths of the psyche for their creative works, such as Dante, Goethe, and Hesse? How did Jung attempt to reconcile religion and science, Christian and pagan influences, Eastern and Western thought?

PHILOSOPHY

Philosophy and the Tragic Vision

Since the revival of interest in the tragic perspective of the early Greeks in 19th-century German thought (Hegel, Schopenhauer, Nietzsche), tragedy has come to be seen not only as a literary contribution, but also as a philosophical position. This course will explore the tragic vision of philosophy in post-Enlightenment thought. What does it mean to see the human condition as fundamentally tragic? How can we understand our situation as tragic, given the technological and economic prowess of many of our societies? On the other hand, how, after the horrors of the 20th century, can one not see the fate of humankind as tragic? What would it mean to have a tragic philosophy? Is there an ethical position that can be found within or despite this tragic vision? We will reflect on these and other questions while reading Nietzsche's *Birth of Tragedy* and other works of 19th- and 20th-century thinkers.

Tuesdays
6:15 - 8:15 pm
 12 weeks

First Session
 April 3, 2018

Discussion Team
 Valerie Broege
 Brian McDonough
 Roman Rogulski
 Murray Shugar

Tuesdays
6:15 - 8:15 pm
 12 weeks

First Session
 April 3, 2018

Discussion Team
 Imogen Brian
 Carol Fiedler
 and another

SOCIAL SCIENCES AND SCIENTIFIC THOUGHT

Tuesdays
10:00 - Noon
12 weeks

First Session
April 3, 2018

Discussion Team
Rina Kampeas
Monique Lucas
Heather Stephens

Sur les traces de Darwin : Ses origines et sa filiation- A bilingual course

Everybody knows the name Darwin, but what do we really know of the man and his works, particularly his theory of natural selection? This bilingual science course will explore the world of Charles Darwin. We will begin our journey by looking at his magnum opus, *On the Origin of Species*, and go on to consider the following questions: In what familial, academic, and historical environment did Darwin live, and who influenced his work? How did he distinguish himself from the scientists of his time? En quoi son œuvre a-t-elle eu un impact original sur la pensée et les avancements scientifiques modernes?

Les lectures seront tirées de l'œuvre de Darwin, ainsi que de documents en français et en anglais de sources variées (Jean-Baptiste Lamarck, Janet Browne, Christopher Wills, Karl Popper, etc.).

Une visite guidée au musée Redpath et le visionnement du film *Creation* sont prévus.

Les participants pourront s'exprimer en français ou en anglais, mais devront avoir une connaissance suffisante des deux langues.

First Winter Sessions
Week of
Jan 15, 2018

Fees
\$30 full course
\$15 for 1 term only

Montreal Voices: Celebrating 375

Lights on the Jacques Cartier, tree stumps on the Mountain and Giants in the streets-there will be many ways to celebrate Montreal's 375th birthday. As we wander through time we will meet its earliest inhabitants, visit its vibrant neighborhoods, and discover many of its authors and artists. What makes Montreal quintessentially Montreal? What historical, literary, and artistic trends have contributed to making the city what it is today? During these 18 weeks, we will seek hidden stories and join our voices to the many others that make up the tapestry that is Montreal.

Please see opposite page for locations.

SENIORS PROGRAM

Montreal Voices: Celebrating 375 (cont.)

CONTACTIVITY CENTRE, 4695 de Maisonneuve Blvd. W., Westmount
(Fridays: 1:30 - 3:00 pm), starts **Oct 13**

DAWSON BOYS AND GIRLS CLUB, 666 Woodland, Verdun
(Wednesdays: 10:00 - 11:15 am), starts **Oct 18**

LASALLE D+D 50+ CENTRE
(Wednesdays: 2:00 - 3:30 pm), starts **Oct 11**

MAISON DESAULNIERS, 574 Notre Dame St., St. Lambert
(Fridays: 2:00 - 3:30 pm), starts **Oct 13**

MANOIR WESTMOUNT, 4646 Sherbrooke St. W., Westmount
(Wednesdays: 2:00 - 3:00 pm), starts **Oct 11**

MAXWELL RESIDENCE, 678 Surrey, Baie-D'Ufré
(Mondays: 11:00 - 12:15 pm), starts **Oct 16**

PLACE KENSINGTON, 4430 Saint-Catherine St, Westmount
(Mondays: 3:00 - 4:00 pm), starts **Oct 16**

ST. BRUNO, ST. AUGUSTINE DE CANTERBURY CHURCH
105 rue de Cherbourg, St. Bruno
(Mondays: 1:30 - 3:00 pm), starts **Oct 16**

ST. PATRICK SQUARE, 6767 Cote St. Luc Rd., Cote St. Luc
(Wednesdays: 1:30 - 3:00 pm), starts **Oct 11**

STEPHEN F. SHAAR COMMUNITY CENTRE, 394 Main, Hudson
(Thursdays: 1:30 - 3:00 pm), starts **Oct 10**

THE TEAPOT - SENIOR CENTRE, 2901 St. Joseph Blvd., Lachine
(Thursdays: 10:00 - 11:30 am), starts **Oct 12**

VILLA BEAUREPAIRE, 23 Fieldfare Ave., Beaconsfield
(Thursdays: 2:00 - 3:30 pm), starts **Oct 12**

VISTA, 5300 Côte-St-Luc Road, Montreal
(Tuesdays: 3:00 - 4:00 pm), starts **Oct 10**

THE WALDORF, 7500 Côte-St-Luc Road, Montreal
(Tuesdays: 1:30 - 3:00 pm), starts **Oct 17**

THE WELLESLEY, 230 Hymus Blvd., Pointe Claire
(Fridays: 1:45 - 3:15 pm), starts **Oct 13**

WESTMOUNT ONE, 4800 Côte-St-Luc Rd, Montreal
(Thursdays: 2:00 - 3:00 pm), starts **Oct 12**

Discussion leaders

Jennifer Anstead
Alcida Boissonault
Bob Enright
Ron Fitzgerald
Michelle Gaudreault
Laura Grunberg
Mary Hughes
Peter Jankowski
Rina Kampeas
Carol Kremer
Joan Machnik
Irene Menear
Sheryl Mendritzki
Wolf Mendritzki
Barbara Miller
Nando Musano
Sara Pistolesi
Erika Podesser-
Romwalter
Helen Raspin
Doris Rooney
Murray Shugar
Patricia Sikender
Heather Stephens
Elizabeth Tomas
Jane Wright

Coordinator

Jennifer MacGregor
jmacgregor@thomasmore.qc.ca

Registration and fees

Registration Non-degree students can register online at www.thomasmore.qc.ca, in person, or by telephone. Degree students must register during academic appointments with the Admissions and Accreditation Committee. We encourage online registration and payment at www.thomasmore.qc.ca. Payment can also be made by cash, cheque, money order, debit or credit card.

Non-degree students can also register at our Open House on Saturday, September 9 (10AM-4 PM).

The course fees are refundable in full before the second session. Refunds will not be issued after the third session.

Non-attendance does not constitute a withdrawal.

Fees for persons of 65 years old and over, or 35 and under, reflect a discount on regular courses (excluding special fee courses).

Reading fees The fees for photocopied readings vary. Reading fees are paid at the time of registration.

Books It is recommended that students buy their own books, either online or through local bookstores. If some books are difficult to obtain, the Institute will purchase them for the students.

The core books are identified in the reading lists that are provided during the first week of classes.

Bursaries Bursaries are available upon written request addressed to the Educational Services Officer, Catalina Reid, at creid@thomasmore.qc.ca, or 514-935-9585, ext.102.

Each request will be evaluated on its merits.

B.A. degree

Information about the Bachelor of Arts Degree and the Comprehensive Certificate can be found on our website, at www.thomasmore.qc.ca

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Thank you to our Course Designers 2017-18

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The mission of the Thomas More Institute is to provide imaginative, lifelong learning to adults. Course fees cover approximately 20% of our costs; a Quebec grant 40%; and the balance must be raised through donations. For this reason, we encourage individual and corporate contributions. Donations may be made online at www.thomasmore.qc.ca, by mail, or by telephone using a credit card. Charitable donation receipts will be issued.

We gratefully acknowledge the ongoing support of the Quebec Department of Education, those corporations and individuals who responded to our financial appeal from June 1, 2016 – May 31, 2017.

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Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00 am – Noon		<ul style="list-style-type: none"> ● Detecting the Noir ● Sur les traces de Darwin A bilingual course 	<ul style="list-style-type: none"> ● Goodbye, Great Britain? 		<ul style="list-style-type: none"> ● More About Opera
1:30 – 3:30 pm	<ul style="list-style-type: none"> ● Soli Deo Gloria: The Life and Times of J.S. Bach ● The Classical Style: W.A. Mozart and friends ● TMI Pointe-Claire Rewriting India: The Emerging Vision 	<ul style="list-style-type: none"> ● La mythologie grecque: une sagesse à retrouver ● American Dreams, American Nightmares: The Immigrant Experience in Literature ● Humanoid Robots: How will Artificial Intelligence Reshape our Society and Economy? ● No Hiding Place: Ethics and Resistance ● Dickens Looking Out and Looking In: Social Critique and Subjectivity in the Novel 	<ul style="list-style-type: none"> ● Decoding Abstract Art ● Social Issues Roundtable ● The Reformation: 500 Years later 	<ul style="list-style-type: none"> ● Democracy and Demagogues ● The Past and Future of Humankind ● Greek Mythology: a wisdom to recover ● Reading Dante: A Pilgrim’s Journey ● Lunatics and Lovers: Screwball versus Romantic Comedy ● Virginia Woolf: Practitioner and Theorist of Literary Modernism 	
3:45 – 5:45 pm		<ul style="list-style-type: none"> ● The Hidden Life of Trees 			
6:15 – 8:15 pm	<ul style="list-style-type: none"> ● After the Fall: When History Went Off Script ● Islam: Visions, Voices and Veils ● Passion Transmuted: The Work and Play of Sublimation 	<ul style="list-style-type: none"> ● How Ideas Advance: Creativity and Its Cultivation ● Jung’s Mysterious “Red Book” ● Philosophy and the Tragic Vision 	<ul style="list-style-type: none"> ● Distilled Design: The Art of the Poster ● The Last Stand of the Roman Republic 	<ul style="list-style-type: none"> ● Writing Workshop: Non-Fiction ● New Religious Movements of the Roman Empire ● Where East meets West: The Mediterranean World in the High Middle Ages ● Memoir Writing 	<ul style="list-style-type: none"> ● Imaginative Poetry Writing ● Basic Essay Writing



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T 514.935.9585

E info@thomasmore.qc.ca | www.thomasmore.qc.ca

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OPEN HOUSE

September 9, 2017
and January 6, 2018

Register and pay online at

www.thomasmore.qc.ca

