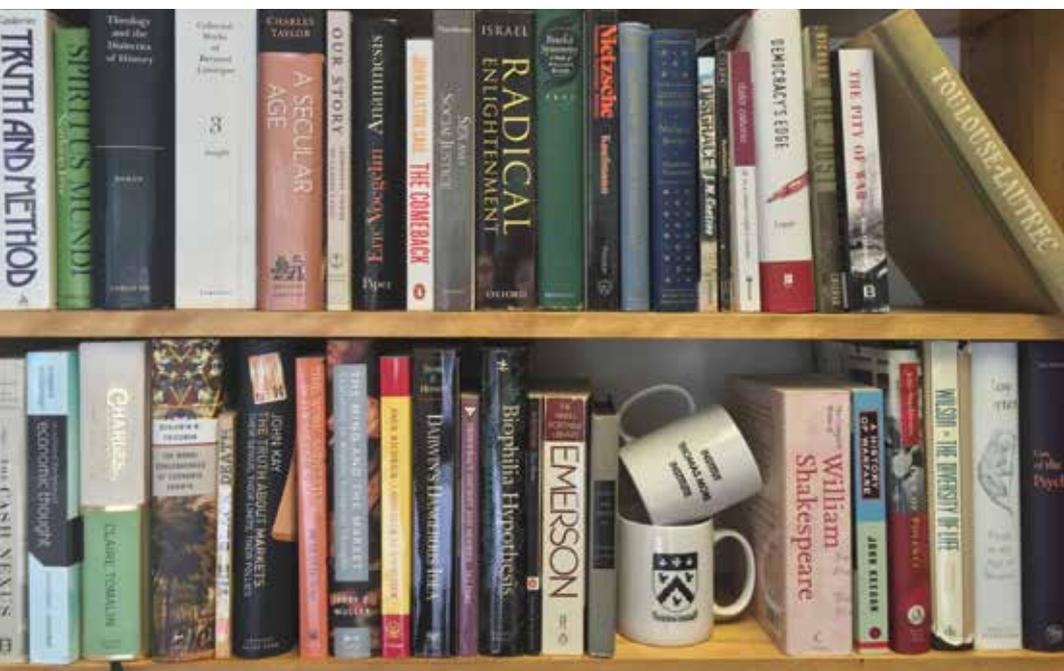


Course | 2016 | Calendrier Calendar | 2017 | des cours



The Thomas More Institute (TMI) is a 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 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 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.

TABLE OF CONTENTS

Courses by term and area of study	4
Fall course descriptions	6
Winter course descriptions	13
Spring course descriptions	18
TMI Pointe Claire	21
TMI Gatineau	22
Seniors Program	23
Registration and fees	24
Bursaries	24
B.A. Degree	25
Comprehensive Certificate	26
Committees	26
TMI Donors	27
Contacts	29
Thank you to our Course Designers	29
TMI Board of Directors	30
Members of the Institute	30
Governors Advisory Council	30
Course Calendar	31

ACADEMIC CALENDAR

2016
FRI-SAT SEP 9-10 Open House
TUE SEP 13 President's Meeting
WED-THU SEP 14-15 Academic Appointments
MON SEP 19 Fall Term begins
MON OCT 10 Thanksgiving (closed)
FRI DEC 9 Feast of Lights
MON DEC 12 Fall Term ends
2017
MON JAN 9 Winter Term begins
THU MAR 30 Winter Term ends
TUE APR 4 Spring Term begins
FRI APR 14 Good Friday (closed)
MON APR 17 Easter Monday (closed)
MON MAY 22 Victoria Day (closed)
JUNE TBA Convocation
THU JUN 22 Spring Term ends

THOMAS MORE INSTITUTE – TMI

3405 avenue Atwater Avenue | Montréal (Québec) H3H 1Y2

T 514.935.9585 | E info@thomasmore.qc.ca

www.thomasmore.qc.ca



T M I D O W N T O W N

ART

F Perspectives on 19th-Century Art 11

CINEMA

S Canada on Screen (6 weeks) 20

CLASSICS

F Lecture(s) de la *République* de Platon 8

W Reading(s) of Plato's *Republic* 15

W Living in Rome in and after the Year of the Four Emperors 16

HISTORY

F The Dark Ages 8

S The Sovereignty of Canadian First Nations:
From Assimilation to Self-Determination 18

LECTURE SERIES

Listening to Lonergan 17

LITERATURE

F In the Heat of Africa: Crime and Detection 7

F Men Writing Women: Stretching the Limits of the Literary Imagination 7

W Hamlet, Freud, and Jung: Intersections of Literature and Psychology 14

W Dickens Looking Out and Looking In:
Social Critique and Subjectivity in the Novel 14

W **S** Elena Ferrante: The Neapolitan Novels 15

S Women Writing Men: Stretching the Limits of the Literary Imagination 18

MUSIC

F **W** Pop Goes the World: Pop Music from the 20th Century to Now 11

F **W** Saturday Afternoon at the Opera 12

PHILOSOPHY

F Cursed or Blessed? Fate and Freedom in Emerson and Nietzsche 6

F The Search for Meaning: A Journey without a Destination 6

W The Gift and the Labour of Gratitude 13

RELIGIOUS STUDIES AND THEOLOGY

F Recovering the Soul 10

S Mystics of the Head, Mystics of the Heart: Exploring German Mysticism 20

SENIORS PROGRAM

F Snapshots of Family Life 23

SOCIAL SCIENCE

F Democracy by the Numbers 9

F The Ethics of War and Peace 9

F Current Events Roundtable 10

S Democracy and Demagogues 19

S Sustainability as a Way of Thinking 19

THEATRE

F **S** Curtain Up: Stages/Scenes 12

WALKING TOURS

S Rediscovering Montreal, Part Three: Celebrating the 375th Anniversary 21

WRITING

F Memoir Writing: Sharing Your Life Stories 13

W Basic Essay Writing 16

W Fiction Writing 17

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

HISTORY

F The Sovereignty of Canadian First Nations:
From Assimilation to Self-Determination 21

T M I G A T I N E A U

SCIENCES SOCIALES

F Dans quel monde voulons-nous vivre? « L'économie de partage » 22

W Malaise dans la démocratie 22

F Fall
Automne

W Winter
Hiver

S Spring
Printemps

PHILOSOPHY

MONDAYS
6:15 - 8:15 PM
 12 weeks

FIRST SESSION
 September 19, 2016

DISCUSSION TEAM
 Imogen Brian
 Carol Fiedler
 Daniel Schouela

Cursed or Blessed? Fate and Freedom in Emerson and Nietzsche

“My formula for human greatness is *amor fati*: that you do not want anything to be different, not forwards, not backwards, not for all eternity. Not just to tolerate necessity, still less to conceal it, but to *love* it.” Nietzsche, *Ecce Homo*

While Emerson and Nietzsche – two intellectual giants of the 19th century – are commonly known as advocates of the freedom of the individual, they also acknowledged that human beings are unavoidably subject, and often painfully so, to factors outside their control. They recognized that we may feel, at different moments and to differing degrees, cursed or blessed about the twists and turns of our lives, and they offered perspectives that pointed their readers toward forms of life-affirmation. This course will explore the following questions by engaging the thought of Waldo and Fritz: Does the fact that we are fated effectively rule out the possibility of freedom? What kind of freedom do we have when we admit there are features of our lives that are unavoidable and irreversible? How shall we think about the link between suffering and creativity? What could Emerson have meant by “beautiful necessity” and Nietzsche by “amor fati” (the love of one’s fate)?

PHILOSOPHY

TUESDAYS
1:30 - 3:30 PM
 12 weeks

FIRST SESSION
 September 20, 2016

DISCUSSION TEAM
 Paris Arnopoulos
 Anthony Rustin
 Hari Thakur

The Search for Meaning: A Journey without a Destination

Endowed with reason and impelled by an insatiable curiosity, humankind has sought meaning in the world and beyond since the beginning of time. In the process, we have moved from magic to revelation to reasoning, and, ultimately, to experimentation. Guided by Charles Taylor’s seminal work, *A Secular Age*, we will explore this search for meaning, asking questions such as: What gives meaning to our lives? Can science take the place of the role traditionally occupied by religion in providing an understanding of the world around us and our place in it? Does spirituality offer a perspective lacking in the scientific approach? What are the consequences to humanity of life in a secular age? Our reading of Taylor’s book will be supplemented by works of well-known authors.

LITERATURE

In the Heat of Africa: Crime and Detection

This course will use crime fiction set in Africa as a lens to examine the search for identity in independent post-colonial African nation-states.

Detective novels investigate the human, experiential aspects of crime and social conflicts through details often missed by the media. Crime and its prevention are compelling concerns in developing African nations. How are they dealt with in fiction and reality? Does contemporary crime fiction provide illuminating historical and social commentary?

How has this genre looked at the issues of race, ethnicity, and nationality? J.M. Coetzee’s award-winning novel, *Disgrace*, for example, provides insight into South Africa’s struggle to forge a post-Apartheid identity. The quest for identity (the identity of the guilty party) provides the main motif in a detective story. Can African crime fiction also shine light on the new Africa’s search for identity?

LITERATURE

Men Writing Women: Stretching the Limits of the Literary Imagination

This course will focus upon the portrayal of women in classic works of 19th-century American, British, and French Literature by such authors as Nathaniel Hawthorne, Thomas Hardy, Gustave Flaubert, and others. Representing the experiences of heroines from radically different cultures, social strata, and backgrounds, the fictions offer a wide scope to explore 19th-century images of women and more particularly the depth and nuance of their characterization. Additional issues to be discussed will be, among others: Do these fictions transcend the historical moment in which they were published, speaking to universal experience, especially the experience of women? If the work is (even nominally) “tainted” by patriarchy, might the characterization and the work as a whole still be effective, moving, and deserving of accolades? How significant is gender in the writer’s ability to imagine a variety of characters and in the author’s overall vision of life? Can men write about women as well as women can?

TUESDAYS
10:00 AM - NOON
 12 weeks

FIRST SESSION
 September 20, 2016

DISCUSSION TEAM
 Munirah Amra
 Ron Fitzgerald
 Irene Menear

THURSDAYS
1:30 - 3:30 PM
 12 weeks

FIRST SESSION
 September 22, 2016

DISCUSSION TEAM
 Anne Fitzpatrick
 Penny-Anne Soper
 Michael Tritt

CLASSICS

TUESDAYS
6:15 - 8:15 PM
 12 weeks

FIRST SESSION
 September 20, 2016

DISCUSSION TEAM
 Germain Derome
 Rina Kampeas
 Monique Lucas

Lecture(s) de la *République* de Platon

Ce cours invite à explorer la richesse de l'expérience de lecture de la *République* de Platon. Une pluralité de lectures est particulièrement pertinente ici, puisque ce dialogue traverse les frontières habituelles de la philosophie et de la littérature et traite de sujets qui rejoignent des interrogations contemporaines. Par une lecture attentive du texte, nous aborderons des questions telles que : Quelle est la nature de la justice, dans la cité comme dans l'individu? Est-ce que la société (que Platon appelle la « cité idéale ») devrait être régie par des spécialistes de la gouvernance (les « rois-philosophes »), ce qui impliquerait une science du gouvernement, éclairée par la philosophie, distinguée de la sophistique? Est-ce que les étapes envisagées par Platon pour fonder la cité idéale (ex. égalité des hommes et des femmes, séparation des classes fonctionnelles par l'usage d'un « noble mensonge ») font de lui un protoféministe, tout comme le premier défenseur d'un État totalitaire? Que vaut la démocratie dans l'appréciation des différents régimes politiques? Notre compréhension de ces sujets sera complétée par d'autres textes, anciens et modernes.

HISTORY

THURSDAYS
6:15 - 8:15 PM
 12 weeks

FIRST SESSION
 September 22, 2016

DISCUSSION TEAM
 Susan
 Anastasopoulos
 Jerry Bures
 Mary Hughes

The Dark Ages

How dark were the Dark Ages? During this era (circa 350 AD-1000 AD), how did the post-Roman world experience “creative destruction”? What survived of the legacy of Rome in the turbulent world that emerged in the early medieval period? What disappeared? This course examines the radical changes occurring in virtually all fields of activity: economic, social, political, military, religious, intellectual, and artistic. What were the causes and outcomes of these transformations? How have historians interpreted developments in this distant time? Investigate the world of late Rome, the Germanic invasions, the Byzantine empire, the Arab caliphates, and the Vikings. How did Christianity and then Islam triumph, spread, and evolve? Explore the world of the Germanic kingdoms, of monks and missionaries, of serfdom and feudalism. Readings include primary sources, classical interpretations, and recent historical studies.

SOCIAL SCIENCE & SCIENTIFIC THOUGHT

Democracy by the Numbers

The Liberal Party of Canada promised that the 2015 federal election would be the last one to use the First-Past-the-Post system. It is unclear how the voting method will change, since the major parties disagree on the desired outcome. While there seems to be an appetite for change, since 2005, electoral reform referenda at the provincial level have failed in PEI, Ontario, and British Columbia (twice).

This course will explore questions such as: Is it possible to select our representatives in a fully just and equitable manner? How will changes to the system affect how we are governed? Why do Canadians express such dissatisfaction with the present system and yet resist change?

We will read writings on voting systems by ancient, modern, and contemporary thinkers. There will be a focus on the mathematical paradoxes that underlie almost any system and that can lead to strange results. Students will become familiar with various voting systems including First-Past-the-Post, List Proportional Representation, and many others. We will also look at the experiences of Western democracies that have changed their voting systems.

SOCIAL SCIENCE & SCIENTIFIC THOUGHT

The Ethics of War and Peace

This course examines the ethical issues that arise during wars and conflicts. Is it ever right to resort to armed conflict? Is it ethical to intervene in the affairs of other sovereign states? We will begin by examining the realist, liberal, and pacifist schools of thought, and then explore the elements of just war theory. Then we will focus on various conflicts in the 20th and 21st centuries, including wars of national liberation and struggles against oppressive regimes, as well as looking at terrorism and drone warfare. Some of the questions about specific conflicts will be: Was the war just? If there was outside intervention in the conflict, was it legitimate? Was the intervention carried out justly? Were both reconciliation and justice achieved when the conflict ended? We might also ask whether interventions led by the United Nations have been moral and/or effective.

MONDAYS
6:15 - 8:15 PM
 12 weeks

FIRST SESSION
 September 19, 2016

DISCUSSION TEAM
 Nusia Matura
 Greg Peace
 Heather Stephens

WEDNESDAYS
6:15 - 8:15 PM
 12 weeks

FIRST SESSION
 September 21, 2016

DISCUSSION TEAM
 Martin Baenninger
 Pamela Butler
 Penny-Anne Soper

SOCIAL SCIENCE & SCIENTIFIC THOUGHT

THURSDAYS
1:30 - 3:30 PM
 12 weeks

FIRST SESSION
 September 22, 2016

DISCUSSION TEAM
 Paris Arnopoulos
 Allan Flegg
 Tony Rustin

Current Events Roundtable

This current issues discussion group will look at contemporary world topics, particularly those of interest to and affecting Canadians. Some of the subjects on the table will be: religious radicalism, electoral reform, integrating immigrants, income inequality, euthanasia, and issues concerning First Nations peoples. Each subject will be allocated up to two consecutive weeks for discussion. Background information will be provided from sources such as government and Commission reports; major Canadian and international publications; as well as special programs from the CBC, BBC, and NPR. Participants will also be able to submit additional relevant information to the course leaders for possible inclusion.

RELIGIOUS STUDIES/THEOLOGY

THURSDAYS
6:15 - 8:15 PM
 12 weeks

FIRST SESSION
 September 22, 2016

DISCUSSION TEAM
 Valerie Broege
 Tony Joseph
 Barbara Rolston

Recovering the Soul

Living in the 21st century can sometimes feel more like a race to an uncertain goal than a meaningful journey. Why is this the case? Have advances in science and technology come at the cost of a sense of human purpose? Why has technological progress not been accompanied by a greater capacity for human flourishing? Has this progress led us to be increasingly captivated by ambitions that undermine our capacity for joy? In this course we will look at writings by theologians, philosophers, and scientists as they attempt to come to terms with the state of spirituality in the 21st century. Might recent explorations in neuroscience provide a reason for optimism in a search for spiritual meaning? Could they help us to recover our souls and perhaps discover a more vital way of living? We will explore these and other questions by looking at works by distinguished writers.

ART

Perspectives on 19th-Century Art

This course will explore three major artistic movements in 19th-century Western art, namely Romanticism, Realism, and Impressionism. We will begin with an overview of the movements that immediately preceded Romanticism, and then follow a chronological order in looking at specific artworks. Some of the themes that run across the movements to be discussed include the roles and representations of women in 19th-century art, "Orientalism" and the fascination with the exotic "Other," and the development of visual satire (caricature) as a tool for expression. We will look at slides of artworks in conjunction with readings that include primary material (art criticism written when the works were first exhibited, excerpts from artists' journals) and secondary material (art historical studies and analyses) that will provide us with challenging ways of thinking about the artworks. The aim is to look anew at some of the better-known works of 19th-century art and to discover lesser-known figures of the period in an environment that will stimulate and encourage wide-ranging discussion.

MUSIC

Pop Goes the World: Pop Music from the 20th Century to Now

What is Pop music? While popular music has been around from time immemorial, Pop music is usually dated from the '50s onward. Where did it come from? How did it evolve? Is it still a thriving cultural force? In this **24-week course**, we will explore the evolution of Pop music, from the 1950s to 2016. The music itself, its sounds and its influences, will be our main area of focus. Here are a few topics and a few names: 1950s Rock and Roll and Elvis Presley; the British Invasion, with the Beatles and the Rolling Stones; the '60s and Bob Dylan; the California sound of the Beach Boys; Motown; Hard rock; Glam; Disco; Punk music; '80s pop; Grunge in the '90s; The rise of Rap and Hip-Hop; Heavy Metal. We will also take a look at Canadian music. All that and more will be on our auditory plate.

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

WEDNESDAYS
6:15 - 8:15 PM
 12 weeks

FIRST SESSION
 September 21, 2016

INSTRUCTOR
 Ery Contogouris

MONDAYS
1:30 - 3:30 PM
 24 weeks

FIRST SESSION
 September 19, 2016
 Course continues
 in the winter term

INSTRUCTOR
 François Ouimet

MUSIC

SATURDAYS
1:30 PM
 12 weeks

FIRST SESSION
 October 1, 2016
 Course continues
 in the winter term

DISCUSSION TEAM
 Susan
 Bramhall-Toimil
 Irene Menear

Saturday Afternoon at the Opera

A highlight of our continuing course *The Met Live* in HD at Banque Scotia Cinema will be the premiere of the new Robert Lepage production of Finnish composer Kaija Saariaho's *L'Amour de loin*. Also there will be new productions of Wagner's *Tristan und Isolde*, Gounod's *Roméo et Juliette*, Dvořák's *Rusalka*, and Strauss's *Der Rosenkavalier*.

The class will also attend a production by the Opéra de Montréal. Our first session will be at the Institute on Saturday, October 1, 2016 at 1:30 pm to review the season ahead. The series begins on October 8 with a broadcast of Wagner's *Tristan und Isolde*. The remaining sessions will be at the cinema for the showings, interspersed with classes at the Institute for listening and discussion. Since registration is limited, please register early.

THEATRE

TUESDAYS
6:15 - 8:15 PM
 16 weeks

FIRST SESSION
 September 27, 2016
 Course continues
 in the spring term

DISCUSSION TEAM
 Greg Peace
 Len Richman
 Katia
 Toimil-Bramhall

In collaboration with
 internship students
 from Concordia
 University's Theatre
 Program

Curtain Up: Stages/Scenes

This course will draw together theatre neophytes, seasoned theatre-goers, and serious practitioners of the theatrical arts. We will consider some of theatre's many facets, asking questions like: What is the purpose of live theatre? What is the value of theatre beyond mere entertainment? What are some of the historical antecedents of theatrical performance? What does it mean to dedicate oneself to the theatre, as a playwright, director, designer, or actor? What can theatre teach us about the creative impulse?

To help us sharpen our thinking about the theatre, we will read a variety of texts, including theatrical criticism and theoretical reflections on the meaning of theatrical performance. We will also invite outstanding practitioners from Montreal's theatre community to participate in our conversation, giving us the benefit of their unique perspectives. Subject to availability and interest, we will also attend some plays in Montreal, the experience of which will enrich our conversation even further.

WRITING

Memoir Writing: Sharing your Life Stories

What makes a good personal memoir? In writing a memoir, where should 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, first, help you to identify the stories that you most want to tell. Then we will discuss how 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 memories 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 16.

THURSDAYS
6:15 - 8:15 PM
 12 weeks

FIRST SESSION
 September 22, 2016

INSTRUCTORS
 Pauline Beauchamp
 Karen Nesbitt

Winter | Hiver 2016

W

PHILOSOPHY

The Gift and the Labour of Gratitude

"A gift that has the power to change us awakens a part of the soul. But we cannot receive the gift until we meet it as an equal." Lewis Hyde, *The Gift*

We have grown accustomed to reminding ourselves, and others, especially in the face of misfortune or setback, that we ought to count our blessings and thank our lucky stars. At these moments, though, can feeling thankful be more of a challenge than we'd like to admit? Don't we also recognize or intuit a deeper form of thankfulness that eludes us, or that we dodge, much of the time? This course will look at the complexity of gratitude as a psychic state and at the ambivalence we may feel in relation to gifts bestowed upon us. We will consider why it is that we sometimes feel hurt by being on the receiving end and whether our growth is a function of our receptivity to gifts that surprise and beckon us toward higher, fuller, and more powerful versions of ourselves.

MONDAYS
6:15 - 8:15 PM
 12 weeks

FIRST SESSION
 January 9, 2017

DISCUSSION TEAM
 Moira Carley
 Bob Enright
 Daniel Schouela

LITERATURE

TUESDAYS
6:15 - 8:15 PM
12 weeks

FIRST SESSION
January 10, 2017

DISCUSSION TEAM
Imogen Brian
Murray Shugar
David Tabakow

Hamlet, Freud, and Jung: Intersections of Literature and Psychology

Psychology has always been an important element in literature; motivation, character, growth, and development are perennial subjects of interest to authors. Since about 1900, the ideas of Freud and Jung have permeated Western culture and Western literature to an extraordinary degree. In what ways have their notions – psychological concepts such as the Oedipus Complex and the Shadow – been adopted by poets and writers of imaginative fiction? What were the key literary influences that helped shape the theories of Freud and Jung? More generally, how have psychology and authorial practices influenced each other since these psychological theories were first developed?

In this course, we will examine a number of literary masterpieces – including *Hamlet*, *Heart of Darkness*, poetry by Blake and Eliot, among others.

LITERATURE

THURSDAYS
6:15 - 8:15 PM
12 weeks

FIRST SESSION
January 12, 2017

DISCUSSION TEAM
Carol Channer
Rina Kampeas
And another

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*.” In this course we will seek both Orwell’s “generously angry” Dickens and a Dickens who explores subjectivity, that is, the sense of the inner self. In *Hard Times* Dickens is explicitly concerned with questions of social justice and social tension; in *Great Expectations* he adopts the first-person voice, creating a narrator who looks deep into himself. An exploration of these novels as well as supplementary texts will help us discuss such questions as: How does Dickens use the fabric of the novel to further social critique and explore inwardness? How do these novels shed light on the debate about whether using fiction for social critique undermines a work’s success as literature? Is Dickens more invested in social critique or the examination of subjectivity? To what extent can each of the two novels be viewed as harbouring both concerns?

LITERATURE

Elena Ferrante: The Neapolitan Novels

James Wood of *The New Yorker* has called Elena Ferrante “one of Italy’s best-known, least-known contemporary writers.” The pseudonymous author of the gripping Neapolitan Novels has captured the attention of the literary world despite her statement that “books, once they are written, have no need of their authors.” In this **18-week course**, we will explore the compelling story of the lives of two friends, Elena and Lila, as depicted in the four Neapolitan Novels: *My Brilliant Friend*, *The Story of a New Name*, *Those Who Leave and Those Who Stay*, and *The Story of the Lost Child*. What is the effect on the reader of entering the complex and often brutal world of two friends whose lives intertwine inexorably from childhood to old age? What do these books teach us about friendship, about its authenticity or lack thereof? Do they attempt to expose a new kind of feminine identity? Is the author really unknown or is her anonymity a literary *trompe-l’oeil*? We will explore these and other questions as we read the novels, supplemented by sociocultural studies and secondary source materials.

CLASSICS

Reading(s) of Plato’s *Republic*

This course is an invitation to explore the richness of the experience of reading Plato’s *Republic*. This dialogue is open to a multiplicity of readings, since it cuts across the usual boundaries of philosophy and literature, and treats of topics that resonate even in our day. Through a careful reading of the text, we will address such questions as: What is the nature of justice, in society and in the individual? Should society (the “ideal city,” Plato’s term) be ruled exclusively by specially trained persons (the so-called “philosopher-kings”), which would imply a science of government, enlightened by philosophy, as distinct from sophistry? Do the steps envisioned by Plato in the founding of the ideal city (e.g., equality of men and women, the separation of functional classes by use of a “noble lie”) make him a proto-feminist as well as the first advocate of a totalitarian state? How does democracy fare in the evaluation of the possible regimes? Our understanding of these and other issues will be supplemented by readings from both Plato’s and our time.

THURSDAYS
1:30 - 3:30 PM
18 weeks

FIRST SESSION
February 16, 2017
Course continues
in the spring term

DISCUSSION TEAM
Munirah Amra
Moira Carley
Anne Fitzpatrick
Rina Kampeas

TUESDAYS
6:15 - 8:15 PM
12 weeks

FIRST SESSION
January 10, 2017

DISCUSSION TEAM
Germain Derome
Carol Fiedler
Jonathan Powers

CLASSICS

WEDNESDAYS
6:15 - 8:15 PM
 12 weeks

FIRST SESSION
 January 11, 2017

DISCUSSION TEAM
 Paul Billette
 Jerry Bures
 Christian Roy

Living in Rome in and after the Year of the Four Emperors

The Year of the Four Emperors in 69 AD sees the transition from the Julio-Claudian dynasty, the heirs of Julius Caesar, to the advent of emperors from the provinces, and ultimately the rise of Vespasian, the great general who subjugated Judea during the Jewish rebellion of 66 AD. These years will also see the consolidation of a Roman heavy hand on the known world.

From Claudius through Nero to Vespasian and his sons, we will look at Roman life during these turbulent times. How did the Roman view of the world change in the period following this year of instability? What transpired between Rome and its neighbours, Britain, Germany, and Judea? What was the impact of stoic philosophy on this period? We will study what the Romans themselves made of this period by looking at the works of Suetonius, Tacitus, Josephus, Pliny the Elder, Plutarch, and Marcus Aurelius, among others.

WRITING

WEDNESDAYS
6:15 - 8:15 PM
 12 weeks

FIRST SESSION
 January 11, 2017

INSTRUCTOR
 tba

Basic Essay Writing

This course is designed as an essay writing workshop. The backbone of the course will be a series of varied, 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.

This course will focus on the skills necessary for successful essay writing, with modules such as the following: distillation and ramification of arguments, organizing progressions of ideas, streamlining our writing processes, delivering and harnessing constructive feedback, deploying poetic diction, and using oblique strategies for reinforcing an argument. We will learn how to construct mechanically better prose and how to think like a more persuasive writer, both of which will entail improving those executive and professional skills that support, supplement, and structure our writing.

WRITING

Fiction Writing

Are you an aspiring fiction writer? Whether you have works in progress or have only dreamed of telling a story, this workshop will help you become a better writer of fiction. Through weekly short assignments, readings, and in-class discussions, we will explore the many elements of good fiction, such as character, dialogue, setting, point of view, and plot. The final assignment, a short story, will build on and combine all of these elements.

LECTURE SERIES

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.

The opening session – a lecture-and-discussion on a specific theme – will be held at the Institute. A discussion class in the company of the previous week's lecturer will take place a week later at Concordia University's Theological Studies Department (2140 Bishop Street, Annex D). Readings for this session will counterpoint the theme of the previous week's lecture. Dates to be announced.

THURSDAYS
6:15 - 8:15 PM
 12 weeks

FIRST SESSION
 January 12, 2017

INSTRUCTORS
 Pauline Beauchamp
 Karen Nesbitt

SATURDAYS
10:00 AM - NOON

FIRST SESSION
 tba

LOCATIONS
 TMI (Lecture)

Concordia University
 Theological Studies
 Department
 2140 Bishop Street
 Annex D (Discussion)

LITERATURE

TUESDAYS
1:30 - 3:30 PM
12 weeks

FIRST SESSION
April 4, 2017

DISCUSSION TEAM
Anne Fitzpatrick
Penny-Anne Soper
Michael Tritt

Women Writing Men: Stretching the Limits of the Literary Imagination

This course will focus on the way in which women writers of the 19th and early 20th centuries have depicted men – husbands, fathers, brothers, and sons – in their fiction. To what extent does the portrayal of men reflect the patriarchal attitudes of the time? We will also look for reflections of the early (“first wave”) feminism of the period.

Among the questions we will explore are: Have these women authors responded in kind to the unsavoury depictions of women by male authors, or have women been fairer in depicting the opposite gender? Do these writers reinforce or undermine commonly held stereotypes of men? How significant is gender in a writer’s overall vision of life and in the ability to imagine a variety of characters? To what extent are characterizations of even the most imaginative author constrained by the culture and the historical moment in which she is writing?

Readings will be selected from the works of the following authors: Jane Austen, Anne Bronte, George Sand, George Eliot, Kate Chopin, Edith Wharton, and Willa Cather.

HISTORY

THURSDAYS
1:30 - 3:30 PM
12 weeks

FIRST SESSION
April 6, 2017

DISCUSSION TEAM
Jim Cullen
Peter Jankowski
Elizabeth Steinson

The Sovereignty of Canadian First Nations: From Assimilation to Self-Determination

In 1876 the Canadian Government passed the Indian Act which, with amendments, is still in effect today. In 1887 John A. Macdonald declared the following:

The great aim of our legislation has been to do away with the tribal system and assimilate the Indian people in all respects with the other inhabitants of the Dominion as speedily as they are fit to change.

What were the immediate and long-term consequences of the Macdonald policy statement? Will the recently completed report of the Truth and Reconciliation Commission of Canada lead to significant change? What attempts are being made by Canadian First Nations toward self-determination? How have Indigenous approaches to storytelling and the arts contributed both to that self-determination and, more generally, to the tapestry of Canada?

SOCIAL SCIENCE AND SCIENTIFIC THOUGHT

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 – often charismatic speakers whose arguments appeal to emotion and prejudice rather than to reason – are able to 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 a free press, the separation of powers, and strong political parties? Might any of these so-called safeguards actually serve to aid the rise of a demagogue? 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*, among other works. We will then turn to historical analyses of two twentieth-century demagogues, Hitler and Joseph McCarthy, before considering contemporary figures.

SOCIAL SCIENCE AND SCIENTIFIC THOUGHT

Sustainability as a Way of Thinking

While politicians and bureaucrats routinely tout “sustainability” as the mode of the future, it often appears to be a lofty, perhaps unattainable, goal. What would it really mean to live according to a plan of “sustainable development”? In this course, we will eschew vague, politically motivated notions of sustainability in favour of viewing it as a way of thinking.

We will engage critically with sustainability on several fronts, including economics, agriculture, ethics, and design, asking questions such as: What is a policy or program of sustainability meant to sustain? On what grounds (if any) is sustainability justifiable? Which ideas and actions are the most important for achieving it? How exactly do thinking and acting inform one another? What if anything lies beyond sustainability? In pondering these questions, we will look at McDonough and Braungart’s, *Cradle to Cradle: Remaking the Way We Make Things*, novels by Kingsolver and Calvino, and articles by other thinkers.

TUESDAYS
6:15 - 8:15 PM
12 weeks

FIRST SESSION
April 4, 2017

DISCUSSION TEAM
Imogen Brian
Germain Derome
Carol Fiedler

WEDNESDAYS
6:15 - 8:15 PM
12 weeks

FIRST SESSION
April 5, 2017

DISCUSSION TEAM
Jonathan Powers
And two others

THEOLOGY AND RELIGIOUS STUDIES

WEDNESDAYS
6:15 - 8:15 PM
 12 weeks

FIRST SESSION
 April 5, 2017

DISCUSSION TEAM
 Valerie Broege
 Heather Stephens
 Estifanos Terefe
 Jonathan Widell

Mystics of the Head, Mystics of the Heart: Exploring German Mysticism

This course will look into German mysticism before and after the Reformation. The foremost pre-Reformation mystical work, which continued to be influential after the Reformation, was the anonymous *Theologia Germanica*. Written in the 14th century, it was a favourite of Martin Luther and of several later Lutheran theologians. We will study it, while also learning about the key figures of the pre-Reformation period, such as Hildegard of Bingen, Nicholas of Cusa, and Meister Eckhart, and the post-Reformation mystics, including Jacob Boehme, Angelus Silesius, and Heinrich Khunrath. The course will focus on the original texts of these writers and their reception by later German philosophers.

What makes German mysticism unique? How can it be distinguished from another important mystic tradition, Spanish mysticism? How did the Reformation transform and/or solidify the distinctiveness of this German tradition? In probing these and other questions we will test a key idea of the course: that the Reformation brought about a shift from ecstatic mysticism (mysticism of the heart) to theosophy (mysticism of the head).

CINEMA

WEDNESDAYS
1:30 - 3:30 PM
 6 weeks

FIRST SESSION
 April 5, 2017

DISCUSSION TEAM
 Janet Boeckh
 Kay Dunne
 Sara Pistoletti
 Nick Schnitzer

Canada on Screen

This recurring Spring course features six outstanding Canadian films, followed by discussions after each showing. Every year, we seek out the best in Canadian cinema, often focusing on films that receive significant critical attention, but less mass-market buzz. The schedule of the films will be announced by January 2017.

WALKING TOURS

Rediscovering Montreal, Part Three Celebrating the 375th Anniversary

This walkabout course, offered in celebration of Montreal's 375th anniversary in 2017, is the culmination of the three-year Thomas More Institute project to explore the unique character of Montreal. In spring 2015 we visited five foundational sites dating from the 17th century; the following year we visited historic sites and museums of the 18th and 19th centuries. This Spring 2017 course will highlight Montreal's treasures from the 20th and 21st centuries.

WEDNESDAYS
1:30 - 4:00 PM
 6 weeks

FIRST SESSION
 May 3, 2017

DISCUSSION TEAM
 Hedwidge Asselin
 Cassie Cohoon
 Diane Moreau

HISTORY

TMI POINTE CLAIRE

The Sovereignty of Canadian First Nations: From Assimilation to Self-Determination

In 1876 the Canadian Government passed the Indian Act which, with amendments, is still in effect today. In 1887 John A. Macdonald declared the following:

The great aim of our legislation has been to do away with the tribal system and assimilate the Indian people in all respects with the other inhabitants of the Dominion as speedily as they are fit to change.

This course will examine the present-day consequences of this policy and look at the cultural and geographical situation of First Nations Peoples today, along with the legacy of the government of Canada's colonizing actions on the native population in the areas of education and culture.

What were the immediate and long-term consequences of the Macdonald policy statement? Will the recently completed report of the Truth and Reconciliation Commission of Canada lead to significant change? What attempts are being made by First Nations toward self-determination? How have Indigenous approaches to storytelling and the arts contributed both to that self-determination and, more generally, to the tapestry of Canada?

Readings will include *Our Story*, a short story compendium allowing readers to hear the voices of Indigenous people, along with guest speakers.

MONDAYS
1:30 - 3:30 PM
 12 weeks

FIRST SESSION
 September 19, 2016

DISCUSSION TEAM
 Peter Jankowski
 Jennifer MacGregor
 Bob Rondeau
 Elizabeth Steinson

MARDI
19H00 - 21H00
12 semaines

PREMIÈRE SESSION
20 septembre 2016

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

Dans quel monde voulons-nous vivre? L'« économie de partage »

Que représentent les phénomènes tels que Uber et Airbnb dans nos sociétés? L'« ubérisation » de certains services annonce-t-elle une simple modernisation, un pied de nez aux modèles corporatistes, ou une véritable économie de partage (économie collaborative)?

Que désignent les expressions « économie positive », « économie circulaire » ou « économie de rente »? Ces nouveaux modèles apportent-ils une solution aux excès du capitalisme ou seront-ils récupérés par une nouvelle forme de capitalisme anarchiste?

Ce cours d'une durée de douze semaines explorera ces questions à partir notamment d'ouvrages de Jacques Attali, Bruno Teboul et Thierry Picard, Matthieu Lietaert et Sophie Rabhi-Bouquet, Aurélie Duthoit et Anne-Laure Vincent, et de plusieurs autres.

MARDI
19H00 - 21H00
12 weeks

PREMIÈRE SESSION
17 janvier 2017

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

Malaise dans la démocratie

La démocratie que nous cherchons à imposer à d'autres peuples est-elle gage de liberté et d'épanouissement?

La liberté de la presse existe-t-elle vraiment? La concentration des médias ne favorise-t-elle pas un contrôle idéologique?

Les intérêts financiers et les partis politiques « fabriquent »-ils les consentements? Y a-t-il un endoctrinement dans la vie politique de nos « démocraties » qui se considèrent comme exemplaires?

D'autre part, le vivre-ensemble n'est-il pas menacé par la sacralisation des droits individuels?

Pendant ce cours de douze semaines, les participants réfléchiront sur les problèmes actuels des démocraties occidentales à la lumière des ouvrages de Noam Chomsky, de Bruno Bernardi, de Jean-Pierre Le Goff, de Frank Karsten et Karel Beckman, de Marcel Gauchet, de Cynthia Fleury et d'autres auteurs.

Snapshots of Family Life

This year's course will use short stories, memoirs, and other media to explore the family relationship, and to ask the following questions: What can present and future generations learn from storytelling? How do the various generations interact? Has our perception of childhood altered through the years? How do various cultures treat family? Through our readings and discussions, we will look at the family unit and turn snapshots into portraits of family life.

CONTACTIVITY CENTRE, 4695 de Maisonneuve Blvd. W., Westmount
(Fridays: 1:30 - 3:00 pm), starts **Oct 7**

DAWSON COMMUNITY CENTRE, 666 Woodland, Verdun
(Wednesdays: 10:00 - 11:15 am), starts **Oct 19**

LE SELECTION, 325 Chemin de la Pointe-Sud, Verdun
(Wednesdays: 1:30 - 3:00 pm), starts **Oct 12**

MAXWELL RESIDENCE, 678 Surrey, Baie-D'Ufré
(Mondays: 11:00 - 12:15 pm), starts **Oct 17**

MAISON DESAULNIERS, 574 Notre Dame St., St. Lambert
(Fridays: 2:00 - 3:30 pm), starts **Oct 14**

MANOIR WESTMOUNT, 4646 Sherbrooke St. W., Westmount
(Wednesdays: 2:00 - 3:00 pm), starts **Oct 5**

ST. AUGUSTINE DE CANTERBURY CHURCH
105 rue de Cherbourg, St. Bruno
(Mondays: 1:30 - 3:00 pm), starts **Oct 17**

ST. PATRICK SQUARE, 6767 Cote St. Luc Rd., Cote St. Luc
(Wednesdays: 1:30 - 3:00 pm), starts **Oct 5**

STEPHEN F. SHAAR COMMUNITY CENTRE, 394 Main, Hudson
(Thursdays: 1:30 - 3:00 pm), starts **Oct 13**

THE TEAPOT - SENIOR CENTRE, 2901 St. Joseph Blvd., Lachine
(Thursdays: 10:00 - 11:30 am), starts **Oct 13**

VILLA BEAUREPAIRE, 23 Fieldfare Ave., Beaconsfield
(Thursdays, 2:00 - 3:30 pm), starts **Oct 13**

VISTA, 5300 Côte St. Luc Rd., Montreal
(Tuesdays, 3:00 - 4:00 pm), starts **Oct 11**

THE WALDORF, 7500 Côte St. Luc Road, Montreal
(Tuesdays: 1:30 - 3:00 pm), starts **Oct 18**

LE WELLESLEY, 230 Hymus Blvd., Pointe-Claire
(Fridays: 1:45 - 3:15 pm), starts **Oct 14**

FIRST WINTER SESSIONS
Week of
Jan 15, 2017

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

LEADERS MEETING
tba

DISCUSSION LEADERS

Jennifer Anstead
Elke Attal
Ellen de Grandpré
Bob Enright
Ron Fitzgerald
Mary Hughes
Laura Grunberg
Peter Jankowski
Kathie Keefer
Joan Kremer
Joan Machnik
Nusia Matura
Irene Menear
Sheryl Mendritzki
Wolf Mendritzki
Barbara Miller
Margaret
Nicoll-Griffith
Sara Pistolessi
Erika Podesser-
Romwalter
Doris Rooney
Jacky Ross
Murray Shugar
Patricia Sikender
Elizabeth Steinson
Elizabeth Tomas

COORDINATOR

Jennifer MacGregor
Jmacgregor1801@bell.net

REGISTRATION AND FEES

REGISTRATION Students can register online at www.thomasmore.qc.ca, in person, or by telephone. The registration period is from August 1, 2016 to September 18, 2016. In addition, students can register at our Open House on Friday, September 9, 2016 (7 - 9 PM) and Saturday, September 10 (10 AM - 4 PM).

COURSE FEES These fees are as follows: \$290 for 24 sessions of two hours, and \$165 for 12 sessions of two hours. Fees are payable in full at the time of registration. 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.

The course fees are refundable in full before the second session. After the second session, an administrative fee of \$50 for the withdrawal will be applied.

Non-attendance does not constitute a withdrawal.

Fees for persons 65 years old and over, or 35 and under, reflect a discount on regular courses (excluding special fee courses): \$245 for 24 sessions of two hours each, and \$145 for 12 sessions of two hours each.

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

TMI students can earn a Bachelor of Arts Degree in the Liberal Arts conferred by Bishop's University. All degree students must meet to register formally each year by an appointment with the Admissions and Accreditation Committee. In 2016, the meetings will take place on Wednesday and Thursday, September 14 and 15. Contact Catalina Reid, Educational Services Officer, to arrange an appointment.

Students undertaking the B.A. are expected to have the CEGEP diploma (DEC) and are required to successfully complete 15 university-level courses (equivalent to 90 credits).

Students 21 years of age or over who do not have a college (CEGEP) diploma must complete three pre-requisite university courses, in addition to the above requirement, for a total of 18 university-level courses (108 credits) in eight areas of study.

The eight areas of study and the credit requirements for each area are: Philosophy 18 credits; Literature 24 (6 credits in French); Classical Culture 6 credits; History 6 credits; Social Science and Scientific Thought 12 credits; Mathematical Thought 6 credits; Religious Studies and Theology 12 credits; and Essay Writing 6 credits.

Full-time B.A. students usually take a total of 24 credits annually (part-time students, 12 credits annually). A one-semester course of 12 two-hour classes is worth three credits. Students are expected to spend at least four to six hours per week preparing for a class.

The standard writing requirement for credits within a 24-session course is two essays of 3,500 words each, one written in each term, or the equivalent in shorter writings. In some courses, a final examination may also be required. Active participation is an essential ingredient in the TMI methodology.

DEGREE REQUIREMENTS

ESSAYS, EXAMS, COURSE LOAD

COMPREHENSIVE CERTIFICATE

TMI students can earn a Comprehensive Certificate by entering a program of studies in a particular area. The Certificate, while not intended to confer a professional credential, will attest to the student's in-depth work in his or her chosen field. Its goal will be to provide personal enrichment, by enabling the exploration of a subject under the direction of an advisor.

Students accepted for this Certificate Program will work in consultation with an academic advisor to determine a plan of study. This plan comprises a minimum of six 12-week TMI courses in a chosen field, to be completed within a five-year period. Students wishing to register for this program are invited to contact Catalina Reid, Educational Services Officer to arrange for an appointment.

The student will be expected to pass these courses at an honours level, i.e., to achieve a grade of 75 or higher in each class. It will also entail the submission of a 4,000 word essay at the end of the sixth course, summing up ideas and insights gained through study and research.

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TMI DONORS

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, 2015 – May 31, 2016.

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Walter Duszara , President wduszara@thomasmore.qc.ca	ext. 101
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Catalina Reid , Educational Services Officer creid@thomasmore.qc.ca	ext. 102
Katia Toimil-Bramhall , Information Services Officer katia.tb@thomasmore.qc.ca	ext. 103

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TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
10:00 am – Noon		In the Heat of Africa: Crime and Detection				
1:30 - 3:30 pm	Pop Goes the World: Pop Music from the 20 th Century to Now TMI Pointe-Claire The Sovereignty of Canadian First Nations	The Search for Meaning: A Journey without a Destination Women Writing Men: Stretching the Limits of the Literary Imagination	Canada on Screen Rediscovering Montreal, Part Three: Celebrating the 375 th Anniversary	Men Writing Women: Stretching the Limits of the Literary Imagination Current Events Roundtable Elena Ferrante: The Neapolitan Novels The Sovereignty of Canadian First Nations		Saturday Afternoon at the Opera
6:15 - 8:15 pm	Cursed or Blessed? Fate and Freedom in Emerson and Nietzsche Democracy by the Numbers The Gift and the Labour of Gratitude	Lecture(s) de la <i>République</i> de Platon Curtain Up: Stages/Scenes Hamlet, Freud, and Jung: Intersections of Literature and Psychology Reading(s) of Plato's <i>Republic</i> Democracy and Demagogues	The Ethics of War and Peace Perspectives on 19 th -Century Art Living in Rome in and after the Year of the Four Emperors Basic Essay Writing Sustainability as a Way of Thinking Mystics of the Head, Mystics of the Heart: Exploring German Mysticism	Recovering the Soul Memoir Writing The Dark Ages Dickens Looking Out and Looking In Fiction Writing		



3405 avenue Atwater Avenue | Montréal (Québec) H3H 1Y2

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Open House
September 9 and 10, 2016

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