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# More News



In-person Course in Full Swing at TMI.

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### **Anatomy of a Course Design: Jane Eyre and Her Heirs - An interview with Charlotte Boatner-Doane**

*"I start the interview with "Why Jane Eyre?" Charlotte responds by pulling out her copy of the book. I needn't have asked the question. The physical book immediately shows me that this course springs from love." Full article on p.5.*

### **Facilitating Engaging Discussion and Making a Difference in the Lives of Montreal's Seniors: TMI's Volunteer Leaders in the Seniors Outreach Program**

*"Year after year you meet with the same people and share conversation with them. What's particularly rewarding is how important the program is to the participants. It is often one of the highlights of their week." Full article on p.6.*

### **TMI Volunteer Profile With Moira Carley: Walking Through Open Doors**

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### **A Tribute to Judith Gray: Student, Course Leader & Designer, and Past President**

*"She was the type of person to see a need and to step up and offer help," comments Anne Fitzpatrick, who was Board Chair at the time. "Everyone liked Judith; she didn't stand on ceremony, and she had a way of making things better." Full article on p.10.*

Fall Edition  
**2024**

## Upcoming Events

**TMI Open House**  
August 24th, 2024  
12:30 - 3:30 PM

**Fall Courses Start**  
Week of September  
16th, 2024

**Democracy In Crisis**  
**Discussion at TMI**  
October 29th, 2024

**Democracy In Crisis**  
**Conference at**  
**Concordia University**  
October 30th, 2024

**...and more**  
**to come!**

**For more**  
**details**  
**on these events,**  
**see p.12**

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# Fall Courses

This fall at TMI, we are proud to be offering 22 courses in the fields of Art and Art History, Classics, History, Literature, Philosophy, Social Science, Music, and Writing. Here are a few highlights to whet your appetite.

## Art History

### **A Stitch in Time**

One of the oldest art forms, textiles have been protecting and adorning us for millennia. In this course, we will explore the art of fabric, reading Kassia St. Clair's book, *The Golden Thread: How Fabric Changed History*, along with some works of fiction. What can we learn about economic history, about "women's work," and about the human achievements made possible by technological advances in fabric? This course is offered in partnership with the Visual Arts Centre; participants will get to practice working with textiles during two three-hour sessions with an instructor from the Centre.



## French

### **Littérature québécoise francophone: jaser en français**

Do you enjoy listening to French but wish you could speak more fluently? This course will give you a forum to practice your French skills in a fun and pressure-free atmosphere, while also reading interesting articles or pieces of short fiction from French newspapers and magazines. Venez nous rejoindre cet automne pour améliorer votre français!



## History

### **Mehmet Ali and the Rise of Modern Egypt**

After Napoleon's invasion of Egypt at the end of the 18th century, Egypt rose from its lethargy, energized by modernization plans orchestrated by Mohamed (Mehmet) Ali (1769-1849). How did this visionary take control of Egypt to found a dynasty that ruled for 150 years? How did he transform Egypt into a modern nation? What remains today of Mehmet Ali's dream?



### **Myths and Realities: The Russian-Ukrainian Conflict in Context**

This course will look at the role myths about a fatherland can play in shaping conflicts between nations. Throughout the years of the Soviet empire, Ukraine was considered by Moscow as part of the Soviet Union, despite the brutal Holodomor (mass starvation) that Stalin carried out against the Ukrainian people. This course will explore the relationship between Russia and Ukraine, seeking to understand the complex history of two nations that have so much, but not everything, in common.



# Fall Courses

## Literature

### **Jane Eyre and Her Heirs**

First published in 1847, *Jane Eyre* caused a sensation in Victorian literary circles, with the bold passionate voice of its female narrator and its incisive commentary on social issues. Some loved it, others were outraged. The novel is a perennial favourite and has inspired numerous literary works, from Daphne du Maurier's *Rebecca* to Jean Rhys's *Wild Sargasso Sea* to Jeanette Winterson's *Oranges Are Not the Only Fruit*. This course will look closely at Charlotte Brontë's novel and at those it inspired, asking what kinds of questions about gender, sexuality, and social class these novels raise and what new themes emerge in later workings of *Jane Eyre*. For more, see the interview with course designer Charlotte Boatner-Doane on p. 5.



### **Re-reading Kafka: 100 Years Later**

One hundred years after his death, Kafka's works continue to fascinate. Do his portraits of protagonists who are overcome with existential anxieties and guilt as they are confronted by overwhelming bureaucratic powers still speak to us today? We will read carefully "The Metamorphosis," "In the Penal Colony," several of his essays, and his novel *The Trial*. To what extent is our world still eerily Kafkaesque? Can Kafka's works help us to understand our own culture of mis- and disinformation?



### **The Rhetoric of Place: Writers from Atlantic Canada**

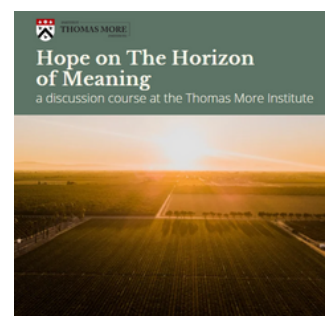
How does a sense of place pervade the works of writers from Atlantic Canada such as Wayne Johnston, Alistair MacLeod, David Adams Richards, and Sarah Mian? This course will provide a forum to examine in depth the writers of Canada's Atlantic coast, exploring how landscape and character intertwine in their writings to portray a unique way of life.



## Philosophy

### **Hope on the Horizon of Meaning**

Inspired by the radical uncertainty of our times, this course explores Jonathan Lear's fascinating work, *Radical Hope: Ethics in the Face of Cultural Devastation* and how it can help us to come to terms with our own sense of crisis. Using Lear's text as anchor, this course will ask what hope is. Is it a rational or an emotional posture? Can hope be an ethical stance? Can we continue to find hope even when our structures of meaning begin to give way? Might we find a way forward through hope?



# Fall Courses

## Social Science

### **Family Triangles and the Function of the Third**

The psychoanalytic concept of the “paternal function” was formulated at a time when the norm of the nuclear family had not yet been called into question. It was then claimed that the father occupies the position of “the third” relative to the primal dyad and comes to mediate the eventual psychic separation of mother and child, promoting the child’s individuation and emotional vitality. Does the concept of the father as the third become irrelevant when the biological father, for one reason or another, is not part of the family? Can the function of the third be taken up by another member of the family or a person in the family’s social world? What are we to make of the concept of the “Oedipal triangle” given that we now conceive of families in different ways?



## TMI and Our City

### **Discovering Art**

This four-week course will allow participants to engage with the Montreal art scene by taking in some of the many treasures of the Montreal Museum of Fine Arts. From an intimate look at the Museum’s “Cabinet of Curiosities,” to a review of some of its most beloved works by Rembrandt, Matisse, Picasso et al., art historian Anita Grants will open the door to one of Montreal’s treasures. Participants will enjoy two lectures at TMI, as well as visits to the museum.



### **Saturday Afternoons at the Opera**

This year’s Saturday Afternoons at the Opera will feature the New York Metropolitan Opera’s premiere of Jeanine Tesori’s *Grounded*, Verdi’s *Aida*, Strauss’s *Salome*, and others. For listening and discussion in preparation for the operas, this course will take place at TMI with the discussion team of Ossama el Naggar and Irene Menear. Participants will then be able to experience the operas at the Cineplex of their choice where the Met Opera HD is simulcast. Don’t miss this wonderful opportunity to immerse yourself in the world of opera!



## **BRING-A-FRIEND PROMOTION FOR 2024-25:**

This year, TMI is offering a discount to returning participants who bring a new student to TMI. Do you know someone who may want to attend a TMI course? Invite them to join and both you and your friend will receive the New Participant rate (\$100 plus a \$40 administrative fee). Don’t miss out on the opportunity and help spread the word about TMI! To find out if the courses you are interested in are eligible for this promotion, please call us at (514) 935-9585 or visit us in person at 3405 Atwater.

## Behind the Scenes of TMI Courses

### Anatomy of a Course Design: *Jane Eyre* and Her Heirs An interview with Charlotte Boatner-Doane

Prompted to think of TMI course designs in anatomical terms, I immediately zero in on the brain and the heart. In my interview with Charlotte Boatner-Doane about her upcoming course, *Jane Eyre* and her Heirs, it is clear that the impetus for the course comes from her heart, but that the working through of the design involved lots of brain-work—from initial curiosity to thorough research to the imaginative leaps required in bringing together in conversation seemingly disparate works.



When I first talked to Charlotte to arrange a time and place for this interview, Charlotte asked if she should bring anything. I didn't think she needed to, but suggested she bring in her copy of *Jane Eyre*, thinking we might want to look up a passage or quotation. I'm so glad she did.

I start the interview with "Why *Jane Eyre*?" Charlotte responds by pulling out her copy of the book. I needn't have asked the question. The physical book immediately shows me that this course springs from love. Her copy of the book is well-worn, the cover has been torn and taped over many times, and the pages are thoroughly thumbed. There is a dedication on the inside cover written by her father when he gave her the book, her "first grown-up book," 20 years earlier.

*Jane Eyre* is Charlotte's favourite book. After reading and rereading and rereading it, she started to become interested in the afterlife of *Jane Eyre* in popular fiction. Charlotte started to think about designing a course that would include novels that are in conversation with *Jane Eyre*. As is so common with TMI course designs, the idea for the course had been percolating in her brain (and heart) for a long time.

When *Jane Eyre* was published, it was met with some praise, but with more moral outrage (stemming from fear?) because Jane behaves un-Christianly (she speaks critically to a preacher), and rebels against prevailing gender and class structures. Social class is important in this novel. Jane is an orphan; she has to work for a living. Her outspokenness was seen by many nervous upper-class critics as a reflection of the class revolts occurring in society at the time.

Charlotte explains the phenomenon of *Jane Eyre*-inspired novels (there are lots of them!) as having several motivations; the first is the continuing relevance of class and gender issues today. Another is simply that people still really like Gothic novels, especially ones with big houses and madwomen in an attic. What is unique about this Gothic novel is the voice of its protagonist. Jane is a strong proto-feminist character who stands up for herself and demands a rich life of her own.

## Behind the Scenes of TMI Courses (Continued)

When I ask Charlotte how she chose the three specific “afterlife” novels she wanted to include, she says simply that she liked these three the best. She deliberately included only one other Gothic novel (*Rebecca*), in order not to overdo the gothic aspect. The three novels speak to *Jane Eyre* in very different ways, making for a richer course design, and ideally leading to more vibrant and varied course discussions.

I ask Charlotte whether she feels these later novels do justice to *Jane Eyre*. She responds in a way that suggests this is not the right question. She says, “They do something different.” *Wide Sargasso Sea* gives the “madwoman in the attic” a voice. In *Jane Eyre*, this character is portrayed unsympathetically. She is often seen by critics as a representation of Jane’s inner rage at her social situation. Jean Rhys rewrites this compelling character with sympathy, portraying her madness as a consequence of her having been displaced from her home in the Caribbean. *Oranges Are Not the Only Fruit* is very different, but like *Jane Eyre*, it is a coming-of-age story that speaks to Bronte’s deep interest in relationships between women.

As in all TMI courses, supplementary readings are an essential feature, and finding appropriate ones takes a lot of research. Charlotte explains how she looked for the readings she selected, first by going back to the source book, *Jane Eyre*. She looked at articles about Bronte, about what she would have been reading, where her inspirations may have come from. When looking for material to support the later novels, Charlotte used a mixture of looking for specific ideas (e.g., articles that touched on her hunch that there were interesting, but not obvious, connections to be made between *Jane Eyre* and *Oranges*) and being open to serendipity, to finding articles that spoke to connections she hadn’t thought of.



Charlotte’s visible love for *Jane Eyre*, and enthusiasm for the way Bronte’s work still lives on today, have combined with her intellectual curiosity to create a fascinating and compelling course design. This will lead undoubtedly to a wonderful and exciting course.

## Behind the Scenes of the Senior’s Outreach Program

### Facilitating Engaging Discussion and Making a Difference in the Lives of Montreal’s Seniors: TMI’s Volunteer Leaders in the Seniors Outreach Program

Established in 1975, TMI’s Seniors Outreach Program was designed to allow TMI participants to continue reading, thinking, and discussing, when age made it difficult for them to get to TMI’s downtown classrooms. The program has come to be treasured for providing a forum for people who might otherwise be isolated to be part of a larger community. It has proved a remarkable success, enriching the lives of seniors, both those living in residences and those gathering at community centres.

## Behind the Scenes of the Senior's Outreach Program

Each year, TMI delivers an original 18-week discussion course designed specifically for seniors – the readings are shorter, the print is larger, but the topics are as rich for discussion as those in TMI's main courses.

The title of this past year's course was "From Potter to Potter and Grimm to Disney: Exploring the Relationship Between Children's Literature and Childhood." The course looked at the development of children's literature and explored questions such as: "When did the modern notion of childhood first develop? Does children's literature present an authentic representation of childhood? How does children's literature reflect the times in which it was written? The course also explored the importance of reading to children and how it helps form bonds between generations." One participant remarked: "I found the readings of great interest. Having been very committed to encouraging my children to read, I had never really analyzed what they read. I learned a lot."

Program Coordinator Jennifer MacGregor commented on the joy of leading a seniors' group: "You get very attached. Year after year you meet with the same people and share conversation with them. What's particularly rewarding is how important the program is to the participants. It is often one of the highlights of their week. If they are meeting in a community centre, it gets them out of their house and allows them to socialize. For those in residences, it offers a different level of stimulation from some of the other activities available to them." To have a meaningful conversation about interesting readings with interesting people is a gift. As one participant told Jennifer: "I don't know how I would have made it through winter without these weekly meetings."

What do volunteers get out of this work? They get the challenge of thinking creatively about the readings and coming up with questions that will lead to rich discussion, and they get the joy of listening to the wonderful conversation that ensues. Patricia Sikender, who has led discussions at the Contactivity Centre in Westmount for the past 10 years comments: "While our efforts are to make the discussions interesting, seniors bring a lifetime's worth of experiences to share with the group, which enrich our readings. Participants look forward to our weekly discussions and they can evolve into a relaxed and friendly environment. There are lots of smiles."

The Seniors Outreach Program is an unqualified success. It takes place in 14 locations including an online option and is facilitated by a team of some 25 volunteer course leaders. Other residences and community centres are eager to be included, but the program's growth at this point is limited by the number of volunteers. Are you interested in volunteering? Do you love to read?



**Are you an empathetic person who would like to make a difference in the lives of seniors? If so, TMI needs you. Please contact the program coordinator [jmacgregor@thomasmore.qc.ca](mailto:jmacgregor@thomasmore.qc.ca) to talk about this opportunity and see if it would be a good fit for you.**

# TMI Volunteer Profile With Moira Carley

## Walking Through Open Doors

By Dominic Varvaro, July 2024

She shakes my hand with a vigour that contradicts the senior statesman my eyes record and she leads me to Manoir Westmount's courtyard. During the two hours of our meeting, we dance philosophically on the metaphysical fence that distinguishes organized religion from "that which is called God."

Moira Carley Ed.D. is a TMI student, course leader and designer, former curriculum committee member, and author [1] who describes the Institute as her "longtime lifeline." TMI Chair Carol Fiedler tells me Carley was named "Member of the Institute" in recognition of her many outstanding contributions.



Moira Carley, Ed.D

TMI collaborator Tony Joseph calls Carley "wise and insightful" and says "Moira's playfulness in exploring ideas, no matter the contents, always reminds me of her fierceness in searching for the 'truth'."

Carley's parents emigrated from Ireland a century ago, escaping "civil war and desperate poverty." She is the fifth of eight children raised in the working-class Verdun that was a "safe place to grow up... [a mix of] Irish, Scottish, and English families with the Catholic Church as the magnetic centre."

Her life's trajectory, which she describes as a series of doors opening in her path, is the fruit of a seed planted at a Young Christian Workers retreat. "If it is from God, you will find a way," the priest told her of her desire to "...make a bold statement of gospel values with my whole life." Three years later, 21-year-old Carley joined the Eucharistic Missionaries of St. Dominic in New Orleans. She explains of her twenty years of service that the women of the order lived in the community and not a convent; that they drove their cars to reach the public where they taught religion to children and adults, and visited the sick and dying.

"It was the best open door I ever walked through... the training program was surprisingly rich," she says, and recalls how she was given the gift of learning and that she "had been blessed with intelligence and freedom to learn all there is to know."

In the mid-1960s, the community asked her to study full time at New York State's cosmopolitan Manhattanville College [2]. This was a time of significant cultural change: campuses questioned government involvement in the Vietnam War, Pope John XXIII had initiated a renewal council dubbed Vatican II, and revived feminism accelerated the pace of women entering the workforce.

Carley's time in New York was foundational and "shook the religious securities of my youth." She completed a B.A. in Religion and studied the documents of Vatican II as well as Judaism, Hinduism, and Buddhism. She tells me of how she found herself enlivened by the college's community of young women who had means, influence, and informed opinions, where she was recognized as "religious woman with a free mind."

[1] Carley, Moira. *Creative Learning and Living: The Human Element*, TMI Papers, 2005.



## TMI Volunteer Profile

In New York, however, Carley started to question the cultural structure of the Catholic Church, which she now recognized as “created by human beings, not God.” She returned to the Archdiocese of New Orleans in 1968 to direct the adult religious education program while completing a Masters in Religious Education at Notre Dame Seminary to be “the first woman to share classes with the young men studying for the priesthood.”

Courageously candid when our conversation turns to her religious vows, she believes that the struggles of change brought by Vatican II led to her conviction “that the form of religious life that I was living was no longer where I belonged.” Seven years later, she made the painful decision to apply for dispensation from her vows and returned to her family in Quebec.

In Montreal, there were serendipitous intersections of educating and faith. For two years she worked as a religious education consultant at elementary schools in Lachine and Lasalle. She taught an evening course for teachers in the new approach to religious education for children. Doctor Thomas Francoeur suggested that she apply for a teaching position which had just opened up in the Education Faculty at McGill.

After listening to Bernard Lonergan’s convocation lecture at TMI in June 1975, Carley enrolled in a TMI course where she learned of Lonergan’s cognitional theory. This transforming experience influenced her method of teaching for the next thirteen years as a member of McGill’s Department of Religion and Philosophy in Education and led to a life-long study of Lonergan’s work.

When a colleague suggested she apply to Harvard’s doctoral program, Carley felt it would be “out of my league,” but submitted the application anyway and was surprised when she was accepted. Her doctoral thesis was an application of Lonergan’s cognitional theory to the practice of teaching. The core of Lonergan’s theory, she wrote, is “the discovery of oneself as a consciously free knower, an intelligent person, willing and able to engage in creative learning and living in our times.” [3]

We slide into a discussion about the controversies of learning and artificial intelligence. She’s emphatic that “human minds should always be in charge” and says that she is grateful that the use of artificial intelligence in medicine, when it extended beyond her individual doctor’s specializations, saves her life through three rounds of cancer treatment. Then she reinforces the primacy of human thought with Lonergan’s transcendental precepts: “be attentive, be intelligent, be reasonable, be responsible.”

[2] Now Manhattanville University

[3] Carley, Moira. *Creative Learning & Living: The Human Element*, Thomas More Institute Papers, 2005, p.6

[4] Lonergan University College, In existence from 1979-2003

## TMI Volunteer Profile

Carley explains that TMI's method of discussion-based learning is inspired by Lonergan's theory and that human learning occurs best when there is a real question stirring the desire to know. "Ultimately teachers and students must evolve beyond a demand for measurable responses and focus on the underlying core of a simmering question. You're not always looking for factual answers," she insists.

"Human learning flourishes when teachers and students collaborate creatively in the teaching-learning process" as she puts in her book inspired by the twelve years of teaching "The Creative Self" course at Concordia's Lonergan College.

Carley tells me of her most recent birthday gathering where 35 members of her tribe, as she calls them, came from near and far to celebrate her ninety years. "They think I've had a very interesting life," she states with a mix of surprise and pride.

It occurs to me that few have had the courage to step through so many doors. I ask about her juncture at Manoir Westmount. "It's a nice way to end your days," she responds and I find her answer stoic. Then I remember that, far from stoic, she has no qualms sharing her opinions. She'd confessed that her mother once told her, "You're the worst of the eight for answering back." Perhaps this is the true origin of her love of questioning everything.

*Dominic Varvaro is a writer, photographer, and TMI student. His foodie creations can be found at [@thesauceison](#). You can read more of his writings in [Voices: A TMI Writers' Journal](#).*

## A Tribute to Judith Gray: Student, Course Leader & Designer, and Past President



On May 9, 2024, TMI past president Judith Gray passed away peacefully at 85 years old. Judith is remembered fondly as a brilliant woman known for her generosity, curiosity, and wit.

Born in St. Catharines, Ontario, Judith was the daughter of a working-class family from Scotland. She obtained her nursing degree from Women's College Hospital in Toronto, where she was valedictorian of her class. In the late 1950s, she married Ian Gray, with whom she had two children, Katy and Glenn (d. 1981). While in Toronto, Judith worked at the Toronto Psychiatric Hospital.

When Ian was transferred to Montreal, Judith became the coordinator of nurse training at Vanier College. She started to take courses at the Thomas More Institute shortly thereafter, seeking an outlet for her curiosity and intellect. In 1980, Judith earned her Bachelor of Arts Degree at Bishop's University through TMI. After graduation she became involved in the production of courses. In 1981 she took part in a TMI course on "Health, Well-Being, and Sanity" offered once a week during lunch hour at the Royal Bank Auditorium in Place Ville Marie.

## A Tribute to Judith Gray (Continued)

She designed and/or led in dozens of courses at TMI, such as “Freud and Women” (1989), “Stalking the Human Good” (1994), “Meeting/À la rencontre de Bernard Lonergan” (2000), and “Gertrude and Alice—The Fiction of Autobiography” (1911).

Judith and Ian fell in love with the peace and beauty of the Eastern Townships. They eventually purchased a home in Foster, Québec, close to Knowlton, on 60 acres of woods. With retirement, they moved permanently to their beloved home in the country, but Judith remained involved at TMI, despite the distance.

In 2003, when she heard the Search Committee was having trouble finding a new president to replace Eileen de Neeve, Judith volunteered. “She was the type of person to see a need and to step up and offer help,” comments Anne Fitzpatrick, who was Board Chair at the time. “Everyone liked Judith; she didn’t stand on ceremony, and she had a way of making things better.” Barbara Rolston, who worked at TMI during Judith’s term (2003-06), considers Judith as among TMI’s finest presidents. “She was so upbeat, so curious. It was a fun time.” Being president wasn’t just about administration for Judith.



TIM SNOW THE GAZETTE  
Jacky Ross (left), Robin Nish and Thomas More Institute president Judith Gray at 60th anniversary gala.

She understood the mission of the Institute and encouraged every aspect of its work, from fundraising to course design. Judith came into office when some tension existed, and she was able to lighten the atmosphere. She clarified roles, letting staff know exactly what she needed of them. Diane Moreau, who also worked at TMI at this time, describes her as “courageous and gutsy.” She was “a straight shooter” who “always told the truth” and who found a way to do so diplomatically, often making use of her sharp wit and fine sense of humour.

Judith came into her own at TMI. The Institute provided a place where she could pursue her passions, engage her mind, and explore ideas where they led her. Diane Moreau notes that she had an exceptional talent for “mining a text.” Anne Fitzpatrick tells me she designed “wonderful courses.” Daniel Schouela, member of the TMI Board, speaks of her “warmth, humour, and probing intelligence.” “I really appreciated her passionate approach to [the Institute’s] commitment to shared inquiry,” he tells me.

In 2005, on the occasion of the celebration of TMI’s 60th Anniversary, Judith said this about the institute: “[The majority of students at TMI] come to share their own burning desires with other questioning souls. This method can be truly called lifelong learning because it leads to no definite conclusions but over and over again helps us to use the insights that arise through our reading/discussion to change our minds, read more deeply, listen with attention and cherish the curiosity we make central to our lives.” Judith understood the mission of TMI because she found it incarnated in herself.

Judith’s family will celebrate her life in a private ceremony to take place in late summer. In accordance with her wishes, they will travel to Canmore, Alberta to scatter her ashes at the grave of Judith and Ian’s son Glenn, who died there in a mountain climbing accident at the age of 21.

# Upcoming Events

## Open House

**August 24th, 2024 | 12:30 - 3:30 PM**

Do you know of TMI's courses but wonder about what they are like? Curious to know what we mean when we say "discussion courses"? Have a question for the leaders of this year's courses? TMI's annual Open House is the perfect opportunity to get your questions answered, discover our facilities, and learn more details about the course outlines. Spread the news to friends who love learning!

## Fall Courses Start

**Week of September 16th, 2024**

The Fall term for most Atwater courses begins on September 16th. Registrants will receive an email reminding them of the exact start date of their course.

## Democracy In Crisis: Discussion & Conference

**October 29th & 30th, 2024 (Time TBA)**

The proliferation of mis- and disinformation on social media, the decline of traditional sources of news, such as local newspapers, and the rise of populist authoritarian movements in places such as Hungary, India, and the United States have imperiled democratic governance throughout the world. How can we best understand this in the current moment? Is the current sense of crisis only a passing phase as society adjusts to a revolution in communication or does it testify to a real peril for governments based on the consent of the governed, the fundamental rights of all citizens, and the rule of law? TMI will host a discussion exploring these questions on October 29th, and will host a conference with Concordia University on these topics on October 30th. TMI is currently seeking papers for presentations to be given on October 30th! For more information, please email [info@thomasmore.qc.ca](mailto:info@thomasmore.qc.ca).



*See You in the Fall of 2024!*