

The King's University

Academic Program Review

4-year Bachelor of Arts, Politics, History, Economics

31 October 2016

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Executive Summary

In many ways, the Politics, History, and Economics major in the 4-year Bachelor of Arts program is emblematic of King's approach to university education. It is cross- and inter-disciplinary and capitalizes on strengths across disciplinary boundaries. It is also a program that is without a direct comparator program in Canada.

This review sought confirmation that the program is internally coherent, with appropriate – if somewhat nascent learning outcomes. It also sought to confirm that the program is managed well, and, though currently small, is positioned to grow.

The resulting recommendations seek to address several areas related to these concerns. Sound representation of the program in marketing is paired with the intent to routinely survey alumni on learning outcomes and post-graduation activities. Attention to quantitative methods is proposed without losing the intentional qualitative focus. Attention will be paid to the balance of faculty resources in the three disciplines. And finally the program will engage with the wider institutional efforts on student success and career development.

Self-Study

1. Department Profile

1.1. Objectives and Goals

In keeping with The King's University's Mission and Goals, the 4-year "Politics, History & Economics" (PHE) major deepens students' understanding of contemporary public life and equips them to live out their faith in public life in service of their neighbours. The PHE Program trains students to understand and contribute to the common good from out of a specifically Christian world-and-life view. It encourages students to seek wisdom and greater justice for our contemporary economically-divided and culturally-plural society. The PHE Program provides teaching in Politics, History and Economics that enables students "to fulfil their calling to develop the earth and to serve God and their neighbour." It does so by explicitly recognising both the effects of "human disobedience" as well as renewal of "life through the Holy Spirit" in all human cultural formation.

The PHE program concept brings a distinctive learning format to King's because it combines the strength of a multidisciplinary major with disciplinary depth. A central strength of the PHE Program is that it produces well-rounded generalists, rather than very focused specialists. This is accomplished both through the liberal arts emphasis of TKU as well as the unique structure of the PHE major. The major focuses on the central unifying theme of *public life*, that is, the public confluence of politics, government, civil society, and economics. The PHE program brings together some of the most important approaches to understanding the political, economic and cultural context in which we live. The PHE program develops in students a deep sense of historical consciousness, awareness of Canadian and world history, sensitivity to key issues in public life, awareness of and ideas for solving central issues in contemporary culture, and the political and economic skills required to function in public leadership jobs. The parallel study of these three related disciplines greatly enhances the students' understanding of each discipline, bringing added dimensions of understanding and perspective.

1.2. Staffing

Faculty	Position	Tenure	FTE Teaching
Dr Michael DeMoor	Associate Professor of Social Philosophy in Politics, History, Economics	Tenured	1.0
Dr John Hiemstra	Professor of Political Science	Tenured	1.0
Dr Gerda Kits	Assistant Professor of Economics	Tenure Track	1.0
Dr Mark Sandle	Professor of History	Tenured	1.0
Dr William Van Arragon	Associate Professor of History	Tenured	1.0
Dr Richard Vaudry	Professor of History	Tenured	1.0

Retired Faculty:

Faculty	Position	Status
Dr Elwil Beukes	Professor of Economics	Emeritus

1.3. Other Resources

There are no other resources particular to the PHE program to note here.

1.4. Scholarly Activity (particularly involving students)

Please see the Appendix for a publication and scholarly activity list for PHE faculty.

2. Program(s)

2.1. Program Description and Requirements

The Bachelor of Arts in Politics, History, Economics is a 4-year (123 credit) degree consisting of

- Foundations: 24 (BA) credits in English, History, Philosophy and Theology.
- Breadth: 18 (BA) credits in Fine Arts/Languages, Natural Science with lab, and Social Science
- Interdisciplinary Studies: 3 credits consisting of six 2 day pan-institutional conferences that explore both foundational and integrative topics.
- 75 credits in the major
- Electives up to 123 credits

Please see section 3 for further explanation of the foundations and breadth requirements.

The major requirements are as follows.

75 Credits made up of:

- All of (24 credits)
 - ECON 203 Principles of Economics I
 - ECON 204 Principles of Economics II
 - HIST 202 Western Civilization: European History from the Classical Age to 1648
 - HIST 204 The West and the World, 1500-Present
 - POLI 205 Invitation to Politics and Government
 - PHES 201 Engaging the World: Faith and Public Life
 - PHES 495 Senior PHES Seminar
 - PHES 498 Special Topics in Politics, History, and Economics
- 6 credits of
 - HIST 370 Historiography and Historical Methods
 - SSCI 309 Methods of Inquiry and Analysis in the Social Sciences
 - STAT 300 Introduction to Statistics
- 3 credits of
 - POLI 320 Canadian Government and Politics
 - POLI 380 World Politics
- At least 18 additional credits in each of two PHES disciplines (may not include HIST 370)
- At least 6 additional credits in the 3rd PHES discipline (may not include HIST 370)
- At least 6 of the credits specified above must be theory courses from
 - ECON 330 Behind the Market: Property, Value, Exchange
 - ECON 331 History of Economic Thought
 - POLI 310 History of Political Thought I: Classical and Medieval Political Thought
 - POLI 311 History of Political Thought II: Modern Political Thought

Within the requirements of the major, students may pursue one of the following streams. Streams are not notated on the transcript but are used to focus course selection.

Standard

- POLI/HIST 317
- HIST 382
- at least 3 credits of POLI 320, 380
- at least 3 credits of ECON 300, 301, 325
- at least 3 credits of ECON 309, 310, 315
- at least 3 credits of HIST 351, 352, 360, 361, 460
- at least 3 credits of HIST 344, 345, 347, 348 or 311, 314, 316, 318, 380

Atlantic Studies

24 credits consisting of:

- 3 credits of ECON 300, 301, 309, 310, 461
- 3 credits of HIST 360, 361, 460
- 3 credits of HIST 344, 345, 346, 347, 348
- 3 credits of HIST 351, 352
- 6 credits of POLI 317, 320, HIST/POLI 353
- 6 credits in any of the above courses

International Studies

36 credits consisting of:

- POLI 380
- HIST 325, 382, 390, 391
- 6 credits of ECON 301, 325, 461
- 6 credits of HIST 314, 316, 318, 321, 322, 324, 344, 345, 346, 347, 348, 380
- 3 credits of POLI 319 (further courses in development)
- 6 credits of any of the above courses

Public Policy Studies

24 credits consisting of:

- POLI 327
- 6 credits of POLI 319, 320, 353, 380,
- 3 credits of ECON 309, 310
- 3 credits of HIST 360, 361, 460
- 9 credits of any of the above courses

2.2. Program Outcomes

The PHE program seeks to develop students who:

- bring a reconciling and transforming Christian vision into public life, nationally and internationally
- become leading voices and agents within the public square, taking on careers in important private and public institutions from which they can influence public opinion and shape public policy
- act for justice and stewardship within government, NGOs, business, public administration, media, law, civil society, and the church
- hone new, biblically-based ideas that can replace or renew the deeply polarized ideas currently dominating public discourse

In order to achieve these outcomes, the program seeks to ensure that students will achieve the following:

Depth and Breadth of Knowledge:

- Students will gain a rich understanding of the social structures, institutions, and social practices that constitute “public life” in its diversity and inter-relatedness
- Students will gain a critical and historically informed understanding of the array of ideologies, philosophies, values and assumptions that underlie and direct human action within public life
- Students will gain a philosophically, theologically and historically informed understanding of Christian approaches to public life, its nature, its task and its direction; particularly of the Biblical call to justice and stewardship.
- Students will gain specialized knowledge in various parts of each discipline appropriate to their program stream, vocational goals, and interests.
- In their classes in *politics*, students will have an in-depth understanding of the policy issues that governments deal with on a daily basis by giving them an understanding of power relations in society, the ideologies and structures that shape them, and the role of government in resolving them. It will introduce students to politics and governments on the local, national, and international level as well as the process of making, and the content of, public policies and laws.
- In their classes in *history*, students will come to understand the roots of western and world civilisations, the nature of cultural formation, the manner in which powerful economic and political actors shape public life, and the ideological and religious character of the times in which they live and work. They will gain a specialized knowledge of certain selected areas and themes of North America, British, European and World History.
- In their classes in *economics*, students will gain an understanding of the powerful drive exerted on society and its institutions by economic choices and processes. This will include a solid understanding of mainstream microeconomic and macroeconomic theory, as well as important critical and heterodox approaches (including ecological, behavioural, and institutional schools, and the history of economic thought). Students will come to both understand how these theories can help us understand and shape economic events and policies, and to take a critical perspective on the limitations of these theories.

Methodologies and Research:

- Students will understand and be able to employ various research methods developed in the constituent disciplines and those common to them, including statistics and general social scientific research methods.
- Students will understand the assumptions and values that underlie these methods and be able to use that knowledge to critically appraise the appropriateness of different methods of inquiry.
- Students will gain the ability to do research using both primary and secondary sources, making use of libraries, data-bases and other information sources. They will learn how to sort, synthesize and critically analyze information and arguments and to formulate their own arguments on that basis.
- Students will be able to analyze issues and phenomena in public life at multiple “levels:” first, the level of “concrete social facts;” second, the level of “the institutional framework of society” and hence the “structural causes” of issues and phenomena; third, the “cultural and spiritual reasons”¹ lying behind the first two.
- In *politics*, students will become gain a critical appreciation of institutionalist, public choice, behaviourist, comparative, and other such methodological approaches. They will also gain a deep understanding of political theory, which will equip them to understand and critique the assumptions built into those methodological approaches.
- In *history*, students will learn to think critically and conduct research at an advanced level by learning to frame appropriate questions, identify relevant sources, and develop skills in the discovery, evaluation, understanding of primary source materials (and in some courses to develop skills in the techniques of oral history). They will also gain an understanding of the variety of philosophical and methodological approaches to the study of the past and to evaluate critically the debates these have engendered.
- In *economics*, students will understand and be able to implement theoretical, empirical, and historical approaches to explain economic phenomena, and critically discuss the advantages and disadvantages of each approach as well as the relationships between them.

Application of Knowledge:

- Students will have the ability to use their knowledge and research skills to address “real world” problems and issues by formulating clear and incisive questions, applying the three-level analysis discussed above, and proposing practicable, re-orienting measures to address these problems at their roots.
- Students will have had exposure to and the opportunity to participate in community-engaged research, study-abroad or internship programs that bring together their academic learning with concrete social institutions and issues.
- Students will understand how different actors and institutions in public life bring their particular identities, strengths and perspectives to bear on addressing social issues, and in particular how these various actors can co-ordinate or co-operate together.

¹ Goudzwaard “Economics, Christianity, and the Crisis”.

- Students will gain experience and confidence engaging directly with key actors in public life in a variety of fora; e.g., meeting with public officials to discuss policy, organizing and participating in public debates or discussions, participating in committee meetings or political campaigns, etc.
- In *politics*, students will understand and engage in public policy analysis, understand the role of law and jurisprudence in shaping our public life and culture, and understand and have the opportunity to participate in political organization and campaigning in both party politics and through public interest groups.
- In *economics*, students will be able to explain the causes and significance of current economic events and trends, predict the future impacts of such events, and critically engage in debates on economic policies.
- In *history*, students will gain the skills and knowledge to contribute to a wide variety of social institutions, agencies, and movements in forms such as public history, institutional history, archival research, history education and the like.

Communication skills:

- Students will have the ability to communicate effectively both orally and in a variety of written styles.
- Students will have experience writing:
 - Short persuasive pieces (e.g., “op-eds”)
 - Policy briefs
 - Briefing notes
 - Long-form research papers
 - Reflective essays
 - Argumentative essays
- Students will have experience making oral presentations of research for both specialist and non-specialist audiences, engaging in debates, organizing and participating in public consultations on issues, and making persuasive speeches.

* As the learning outcomes spreadsheet on page 11 makes clear, the PHE program has not yet succeeded in formally including community engaged research (CER) or an internship into its program requirements or into its own course offerings. There are three primary reasons for this: (1) it was decided at the program proposal stage not to require an internship for all PHE students on the grounds that the program did not have sufficient administrative support to make coordinating internships for all students feasible (this remains the case); (2) given the variety of vocational goals and opportunities for future study that the program opens up, it may not be appropriate for every student to be required to do an internship; (3) King’s only recently hired a faculty member to develop and direct a CER program, which would first focus on developing CER initiatives in Sociology and Psychology and only then broaden out to other programs, including PHE.

We do, however, both informally and in cooperation with other institutions and agencies, make a fair number of internship and study-abroad programs available for PHE students and we have found ways of integrating those into our programs both on an ongoing and on a case-by-case basis. For example:

- We regularly have PHE students participate in the Laurentian Leadership Program in Ottawa, run by Trinity Western University. This program includes both courses in Canadian Politics and Political Ethics (which are transferable as POLI credits to the PHE program at King’s) and an internship with parliamentarians, government agencies, or NGOs.

- We have had a number of students participate in study-abroad programs offered by the Council for Christian Colleges and Universities – including the American Studies Program, the Latin American Studies Program, and the Middle Eastern Studies Program. Learning and experience in these program can be accepted for transfer credit in the PHE program, depending on content.
- The Micah Centre at King's offers a number of internship programs in International Development which a number of PHE students have participated in, in some cases as part of earning the Micah Studies Certificate alongside their PHE degree. Participation in these programs earns King's course credit as SSCI courses, but – combined with further learning and reflection – has on occasion been accepted for either POLI or ECON credits (and hence more directly applicable to the PHE degree).
- Through advising, networking and recommendations a significant number of PHE students do summer internships for a variety of organizations from political parties to community organizations and NGOs. Others do research work for King's professors on issues related by public life, public policy and the like. These internships do not always count for King's course credit, but are actively encouraged and supported by the program. More such opportunities may become available in the future.

We do not have comprehensive statistics about how many PHE students participate in Internship/Study-Abroad/CER programs over the course of their degree, but anecdotally it seems that roughly half of them do so.

The chart on the following page indicates how each course in the major relates to the program outcomes. Depth and Breadth, Methodologies and Research, and Application outcomes may be foregrounded or backgrounded. Foregrounding refers to primary content or skills taught in a course, backgrounding refers to subjects or skills taught to facilitate the primary content. Communication outcomes are identified as required or optional. Please see the appendix for examples of outcomes by course for 2015 graduates.

Program Outcomes by Course

Course Code	Title	Required	Program Element	Depth and Breadth				Methodologies and Research				Application				Communication					
				Public Life	Ideologies and Philosophies	Christianity, Justice, Stewardship	Specialized Knowledge in a Discipline	Research Methods	Assumptions and Values	Levels of Analysis	Research Tools and Sources	Social Issue and Problems	CEI/Internship	Actors and Institutions	Persuasive	Briefing/Defining Notes	Research Paper	Reflective Essays	Argumentative Essay	Oral Presentation	Debate
PHES495	Senior PHES Seminar	Y	C	f			b			f	b	b							r		
PHES498	Special Topics in Politics, History and Economics	Y	C	f			f												b		
ECON203	Principles of Economics I	Y	I	f			b		b	b											
ECON204	Principles of Economics II	Y	I	f			b		b	b											
HIST202	Western Civ: European Hist Classical Age to 1648	Y	I																		
HIST204	The West and the World, 1500-Present	Y	I																		
PHES201	Engaging the World: Faith and Public Life	Y	I	f	b				b	f		f		f	r				r		
POL1205	Invitation to Politics and Government	Y	I	f	f				f	f	f	f		f							
HIST370	Historiography and Historical Methods	N	M				b		f	b		b				r					
SSCI309	Methods of Inquiry & Analysis in Social Sciences	N	M		b	b			f	f				f							
STAT300	Introduction to Statistics	N	M						f							r					
POL1380	World Politics	N	P	b	b	b	b			b	b	b		b							
POL1320	Canadian Government and Politics	N	P	b	b	b	b		f		b	b		b				r		r	
ECON330	Behind the Market: Property, Value, Exchange	N	T	b					f	f	b	b		b				r	r		
ECON331	History of Economic Thought	N	T						f	b	b	b									
HIST304	History of Economic Thought	N	T				b		f	b	f	b									
POL1310	History of Political Thought I: Classical & Medieval	N	T	b					b	b	b	b						r	r		
POL1311	History of Political Thought II: Modern	N	T	b					b	b	b	b						r	r		
ECON300	Introduction to Canadian Political Economy	N		f	f				f	f	b	f				r				b	
ECON301	International Political Economy	N		f	f					b	b	f								b	
ECON309	Intermediate Applied Microeconomic Theory	N		b				f	f							b				b	
ECON310	Intermediate Applied Macroeconomic Theory	N		b				f	f							b				b	
ECON315	Ecological Economics	N		b							b	f								b	
ECON325	The Economics of Development	N		b						b	b	f								b	
ECON399	Special Topics in Economics	N												b							
ECON461	Opportunities and Issues in Globalization	N		f	b	b	b														
ECON499	Directed Studies in Economics	N																			
HIST308	A History of Modern Social Thought	N			b		f		f			b							r		
HIST309	Renaissance & Reformation Europe, 1348-1648	N		b	b			b			b	b							r		
HIST314	Nineteenth Century Europe	N										b									
HIST316	Europe in the Age of Enlightenment	N			b	f			b										r		
HIST317	Christian Social and Political Movements	N					f														
HIST318	Twentieth Century Europe	N									b								r		
HIST321	World History, 1500-1800	N		b	b	b	f	b	b	b	b	b									
HIST322	World History, 1800 - Present	N									b								r		
HIST324	Global Christianity Since 1500	N		b	b	f	f	b	b	b	b	b		b						b	
HIST325	The Cold War	N									b										
HIST344	Tudor Britain	N		b	f	f		b	b		b										
HIST345	Stuart Britain	N		b	f	f		b	b		b										
HIST346	Medicine & Society in Atlantic World: 1660-1918	N		b	b		f	b	b		b										
HIST347	Britain in the 18th Century	N		b	f	f		b	b		b										
HIST348	Victorian Britain and Empire	N		b	f	f		b	b		b										
HIST351	The Civil War: The United States to 1865	N		f	b	b	f	b	b	b	b	b		b							
HIST352	American Empire: The US, 1865-Present	N		f	b	b		b	b	b	b	b		b							
HIST353	Political History of the US, 1776-present	N		f	b	b	f	b	f	b	b	f		f	b						
HIST359	Environmental History of the Americas	N		b	b	b	f	b	f	b	b			b							
HIST360	Canada to Confederation	N					f	b	b		b	b									
HIST361	Canada Since Confederation	N		b	b	b	f	b	b	b	b	f		b							
HIST364	Futures in the Past: Historical Theology	N																			
HIST373	War and Peace	N		b		f	f	f		b		f									
HIST380	A History of Modern Russia	N									b								r		
HIST382	Stalinism: Terror, Progress and Belief	N									b										
HIST390	The Second World War	N									b								r		
HIST391	The First World War	N									b										
HIST399	Special Topics in History	N																	r		
HIST460	History of Christianity in Canada	N					b		b												
HIST497	Research Project	N						f													
HIST498	Research Project	N																			
HIST499	Directed Studies in History	N																			
PHES499	Directed Studies in PHE	N																			
POL1317	Christian Social and Political Movements	N		f	f	f	f					f									
POL1318	Democracy in Politics and Society	N		f	f	b			b	b	b	f									
POL1319	Human Rights	N		b	f	f	f		f	b	b	b	f					r	r	r	
POL1327	Public Policy Analysis	N		b	b	b		f	f			f		b							
POL1353	Political History of the US, 1776-present	N			b	b	f														
POL1373	War and Peace	N								b											
POL1399	Special Topics in Political Science	N																			
POL1499	Directed Studies in Political Science	N																			
				28	42	44	61	29	30	23	44	42	1	13	2	8	36	15	18	12	6
I -- Introductory Course				f -- outcome foregrounded in course								r -- required in course									
T -- Option for the "Theory" Requirement																					
M -- Option for the "Methods" Requirement																					
C -- Option for the "Capstone" Requirement																					
P -- Option for "Second Politics" Requirement																					

3. Curriculum (required courses and general disciplinary offerings in the major, cognates, and roles played by foundations and breadth)

Politics, History, and Economics Courses (See appendix for course descriptions):

Course Code	Title
ECON203	Principles of Economics I
ECON204	Principles of Economics II
ECON300	Introduction to Canadian Political Economy
ECON301	International Political Economy
ECON309	Intermediate Applied Microeconomic Theory
ECON310	Intermediate Applied Macroeconomic Theory
ECON315	Ecological Economics
ECON325	The Economics of Development
ECON330	Behind the Market: Property, Value, Exchange
ECON331	History of Economic Thought
ECON399	Special Topics in Economics
ECON461	Opportunities and Issues in Globalization
ECON499	Directed Studies in Economics
HIST202	Western Civilization: European History from the Classical Age to 1648
HIST204	The West and the World, 1500-Present
HIST304	History of Economic Thought
HIST308	A History of Modern Social Thought
HIST309	Renaissance and Reformation Europe, 1348-1648
HIST314	Nineteenth Century Europe
HIST316	Europe in the Age of Enlightenment
HIST317	Christian Social and Political Movements
HIST318	Twentieth Century Europe
HIST321	World History, 1500-1800
HIST322	World History, 1800 - Present
HIST324	Global Christianity Since 1500
HIST325	The Cold War
HIST344	Tudor Britain
HIST345	Stuart Britain
HIST346	Medicine and Society in the Atlantic World: 1660-1918
HIST347	Britain in the 18th Century
HIST348	Victorian Britain and Empire
HIST351	The Civil War: The United States to 1865
HIST352	American Empire: The United States, 1865-Present

HIST353	Political History of the United States, 1776-present
HIST359	Environmental History of the Americas
HIST360	Canada to Confederation
HIST361	Canada Since Confederation
HIST364	Futures in the Past: Historical Theology
HIST370	Historiography and Historical Methods
HIST373	War and Peace
HIST380	A History of Modern Russia
HIST382	Stalinism: Terror, Progress and Belief
HIST390	The Second World War
HIST391	The First World War
HIST399	Special Topics in History
HIST460	History of Christianity in Canada
HIST497	Research Project
HIST498	Research Project
HIST499	Directed Studies in History
PHES201	Engaging the World: Faith and Public Life
PHES495	Senior PHES Seminar
PHES498	Special Topics In Politics, History and Economics
PHES499	Directed Studies in Politics, History and Economics
POLI205	Invitation to Politics and Government
POLI310	History of Political Thought I: Classical and Medieval Political Thought
POLI311	History of Political Thought II: Modern Political Thought
POLI317	Christian Social and Political Movements
POLI318	Democracy in Politics and Society
POLI319	Human Rights
POLI320	Canadian Government and Politics
POLI327	Public Policy Analysis
POLI353	Political History of the United States, 1776-present
POLI373	War and Peace
POLI380	World Politics
POLI399	Special Topics In Political Science
POLI499	Directed Studies in Political Science
SSCI309	Methods of Inquiry and Analysis in the Social Sciences
STAT300	Introduction to Statistics

Foundations and Breadth

The PHE exists in the context of King's liberal arts approach to university education. As a result these students also take courses in our Foundations and Breadth requirements.

The **Foundations courses** have the objective of enabling students to understand the underlying structures of reality and discourse, to develop a Christian perspective on learning aimed at transforming

culture, and to perceive that human beings actually make decisions that set the direction of their culture. Such courses should enable students to see that the various disciplines are ways of studying different aspects of creation. They should also prepare students to articulate a biblical model of the relation between faith and learning. Students should learn how one's faith commitment relates with learning and research. Such courses should also help students gain a historically informed, linguistically capable, critical and appreciative understanding of the "isms" of the age (e.g., relativism, naturalism, reductionism, etc.) which have shaped our culture's understanding of the academic enterprise and generated certain issues and problems common to all or several disciplines.

All PHE students will take:

Course Code	Course Title
ENGL204	Reading to Know, Writing to be Known: An Introduction To Literature I
ENGL205	Reading to Know, Writing to be Known: An Introduction to Literature II
HIST202	Western Civilization: European History from the Classical Age to 1648
HIST204	The West and the World, 1500-Present
PHIL230	Introduction to Philosophy
THEO250	Entering the Story: Introduction to the Bible

In addition, students will take a senior philosophy and senior theology course from a designated list of courses.

In sum, then, all students will have 24 credits in Foundations courses.

Breadth courses have the objective of providing students with the broad range of approaches to reality that is the classic goal of a baccalaureate degree. These courses balance disciplinary rigor with making students familiar with the aspect of creation represented by the discipline. This kind of course provides the general context of a student's education.

There are three categories of courses in which students must have credits. Generally, students in the Bachelor of Arts program will have 6 credits in each category. These categories are

Category	Fulfilled by
Natural science (with lab)	Any astronomy course, biology course with lab, chemistry course with lab, CMPT250, GEOG201, PHYS241, PHYS243
Fine Arts or Language other than English	Any art course; any art history course; any drama course except DRAM 320; CMNA 350, 395, 396; ENGL 391, 398, 498; any music course; any language other than English course.
Social Science	The social science breadth requirement may be met with the following courses: any economics course except ECON 331; EDUC 363; GEOG 310; any political science course except POLI 373; any sociology course, any psychology course except PSYC 327, 370, 375, 385 and PSYC 477. In the Environmental Studies program, students must take ECON 203, POLI 205, ECON 315, POLI 327. (This requirement will be met by courses in the PHE major)

4. Assessment

4.1. Statistical profile of population, course enrolments, degree conferrals

The following data is for all terms of the academic year, headcount is unduplicated. One full load is equal to 31 credits.

Figure 1 Unduplicated Headcount

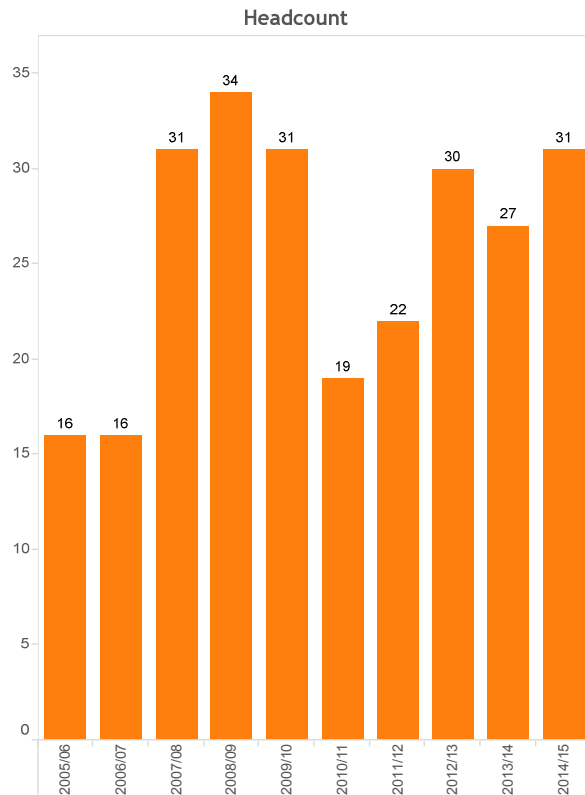


Figure 2 Full Load Equivalent

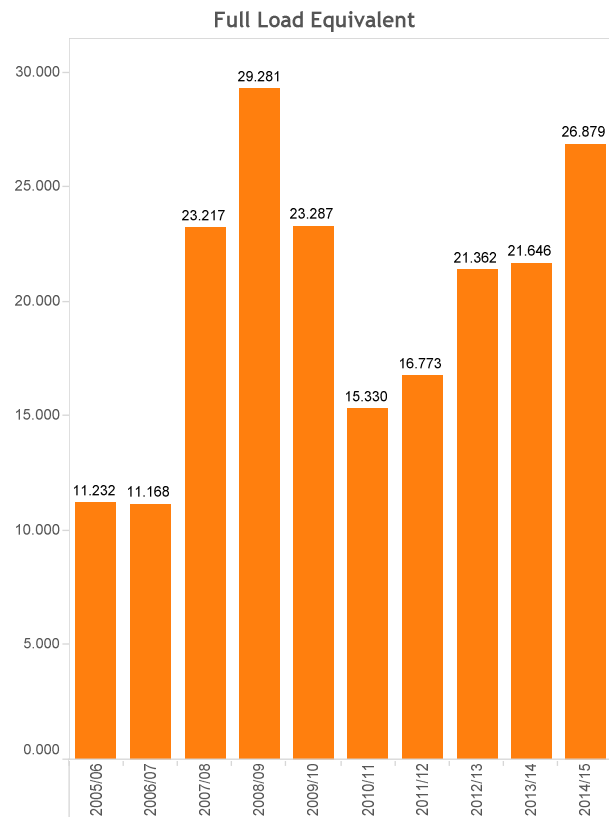
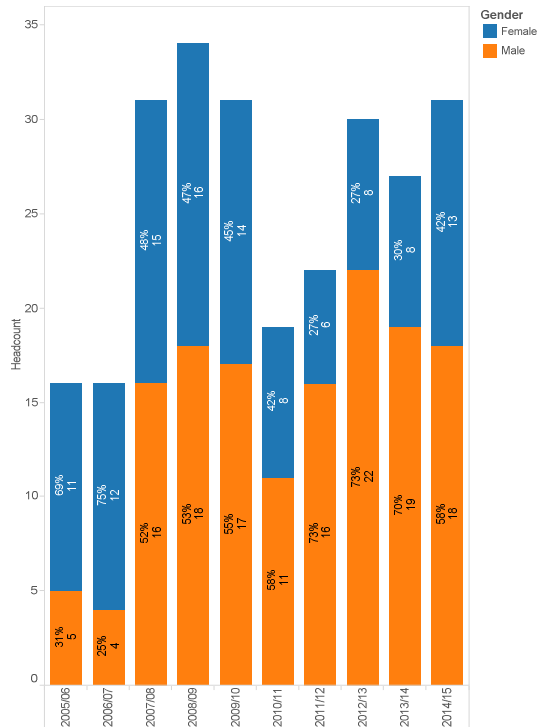


Figure 3 Gender



The average for the most recent 5 years is 66% male to 34% female. This is high compared to the institutional average of 42% male.

Figure 4 Year of Study

The following data is for the **Fall term only**.

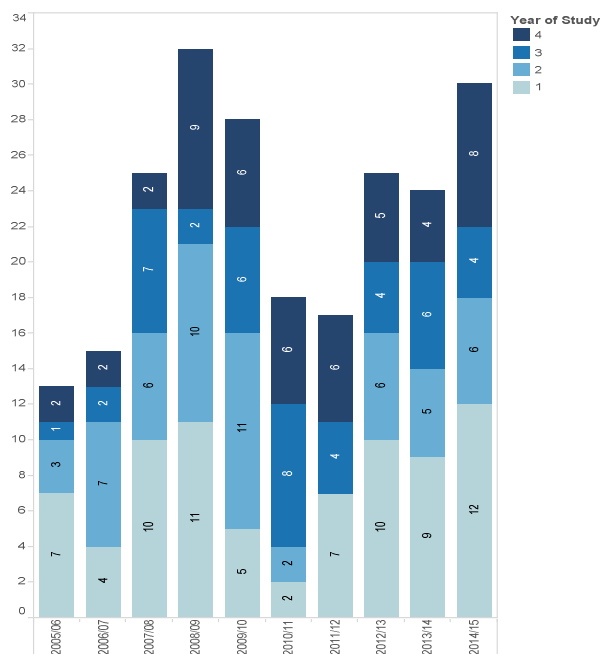
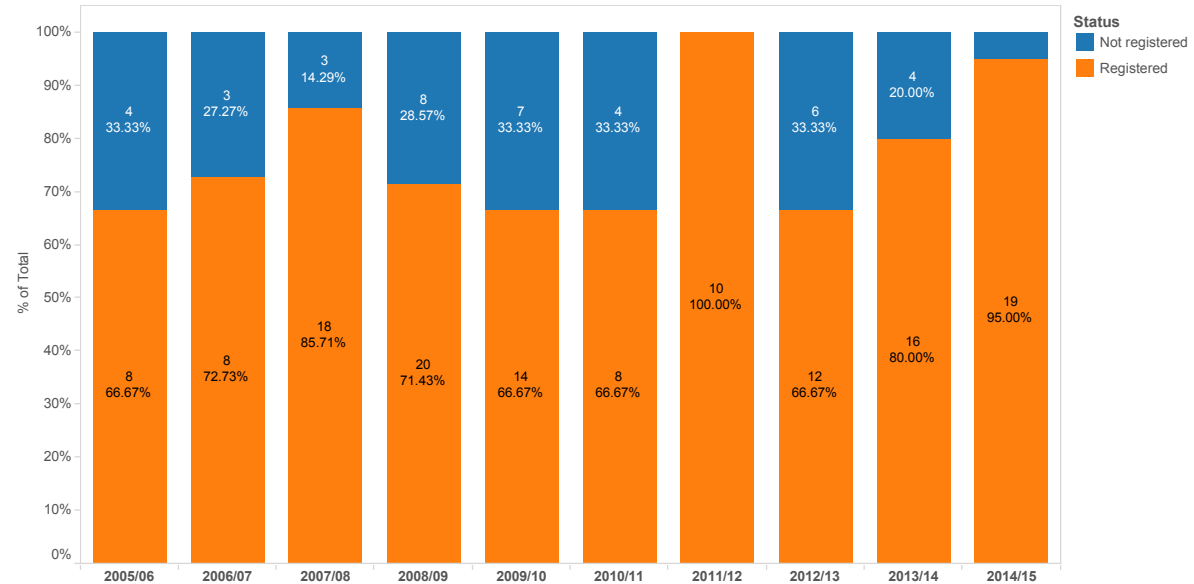


Figure 5 Retention

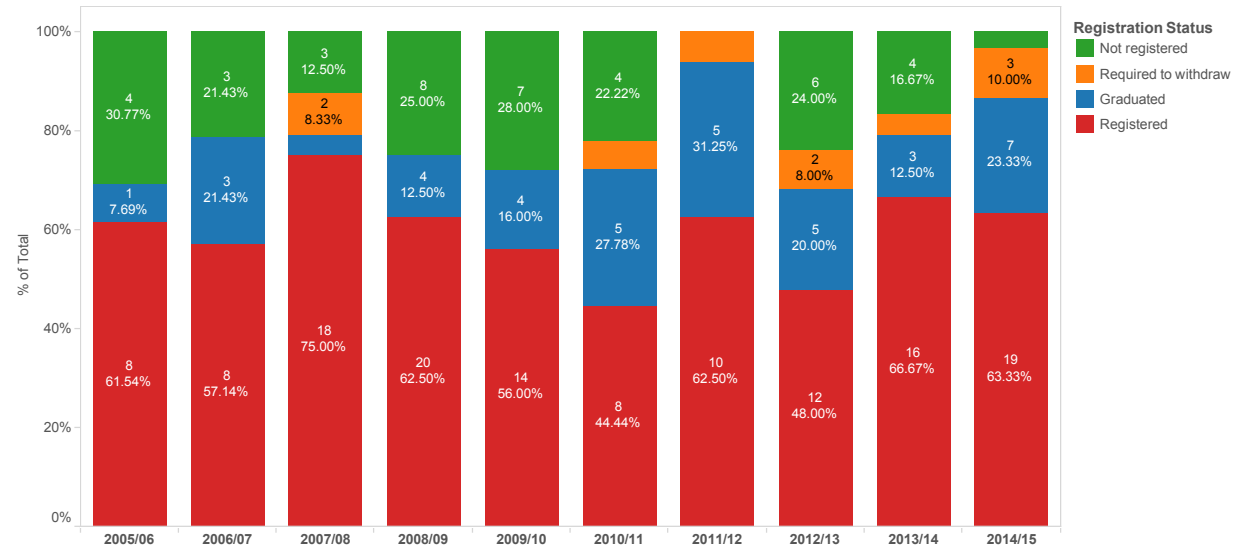
Retention

Excludes graduates and students who were required to withdraw



Raw Retention

Includes all students



The preceding charts show retention in the PHE program. The Retention number at the top is the classic retention calculation, excluding those who have been required to withdraw and those who graduate. The 5-year retention average for the PHE program is 82% compared to 77% for the entire institution.

The second chart shows Raw Retention number, which accounts for all the students in the previous year regardless of their eligibility to be retained.

Figure 6 PHES courses offered 2006-2015

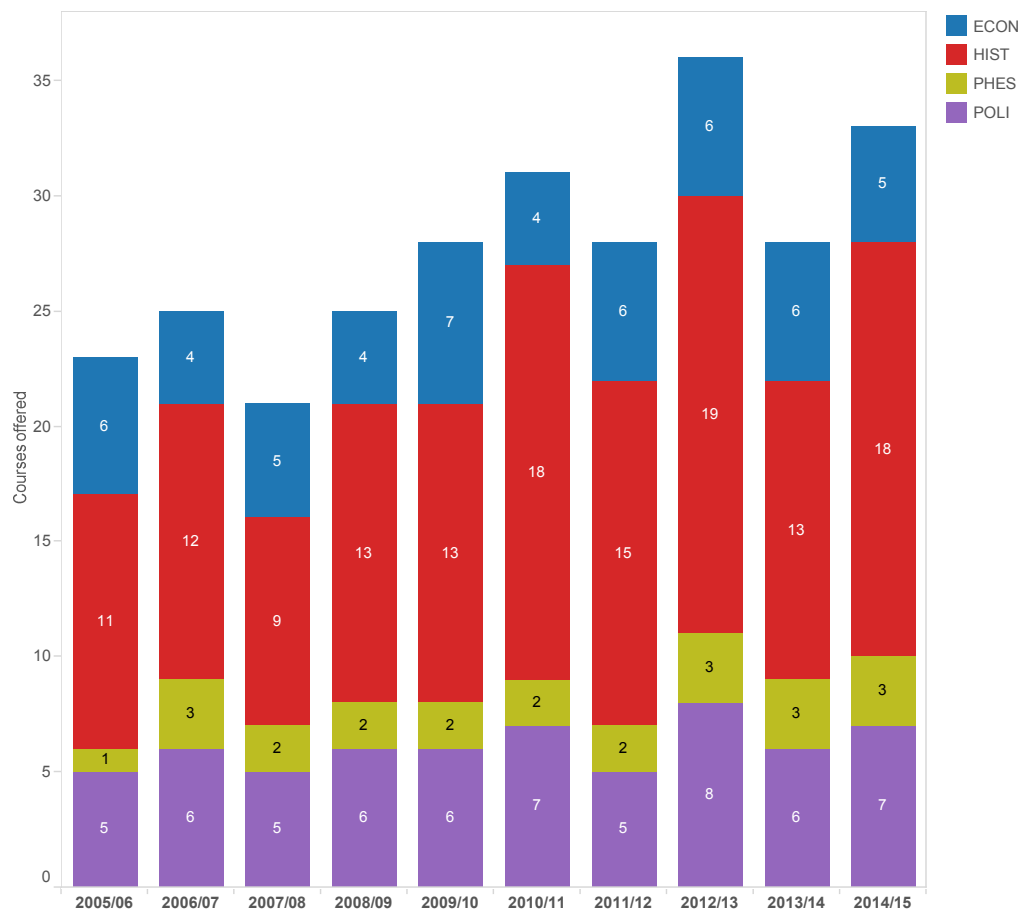


Figure 6 shows the number distinct courses offered in the PHE disciplines each year. Multiple sections are not counted.

Figures 7-10 show course registrations, sections, average class size, course averages and proportion of registrations from students the PHE program for economics, history, political science and politics, history, economics.

Introductory courses in political science, history and economics serve many programs at King's. HIST 202 and 204 are both required for all BA, BCOM and BMUS students and one of HIST 202 or 204 is required for BSc students. ECON 203 and POLI 205 are required for all students in the Environmental Studies programs and ECON 203 and 204 are required for students in the Bachelor of Commerce. As such anywhere from 60%-90% of registrations in 200 level courses may be from students outside of the PHES program. This ratio is lower at the 300 and 400 levels except in history where many of the registrations are from students in the BA history programs.

Course averages are in the normal range for 200 level courses in economics and politics, but are a little high at the 300 and 400 level in these disciplines and at all levels in history and politics, history, economics (PHES).

Figure 7 Economics (ECON)

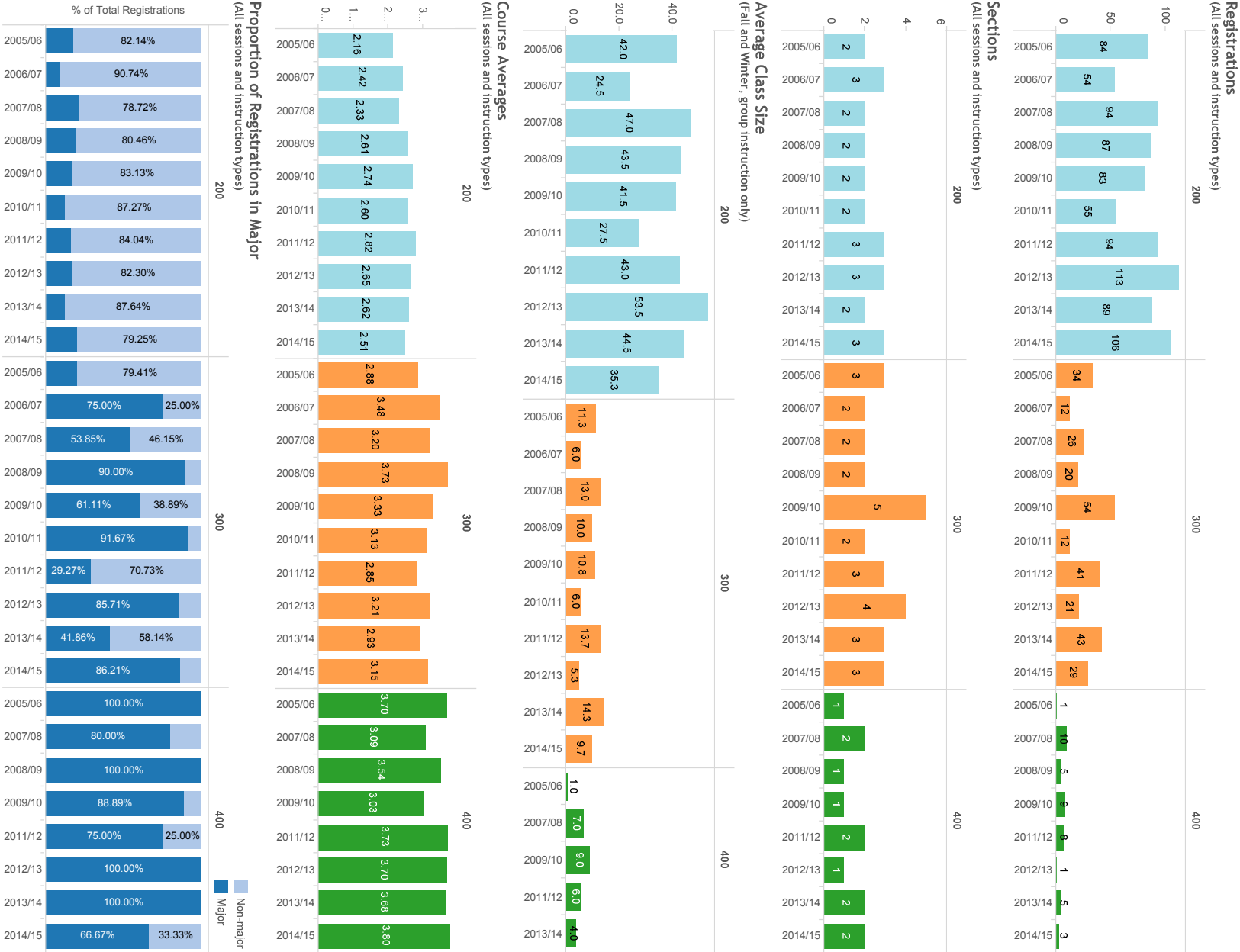
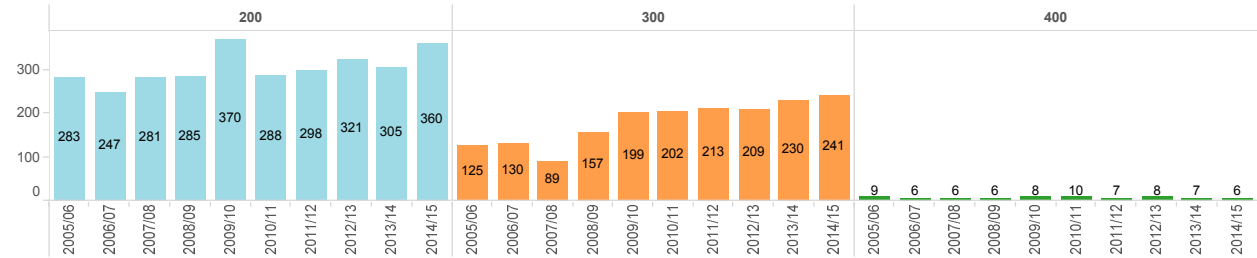


Figure 8 History (HIST)

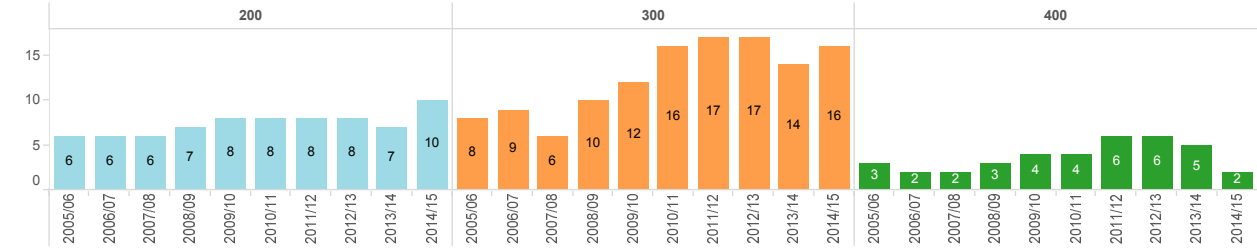
Registrations

(All sessions and instruction types)



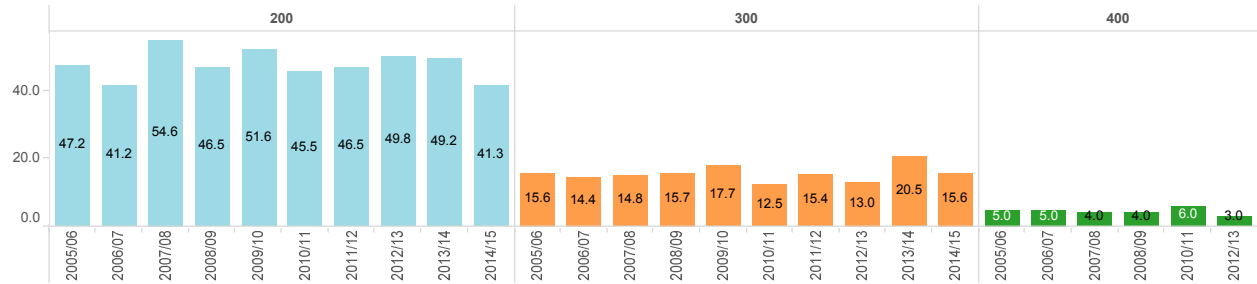
Sections

(All sessions and instruction types)



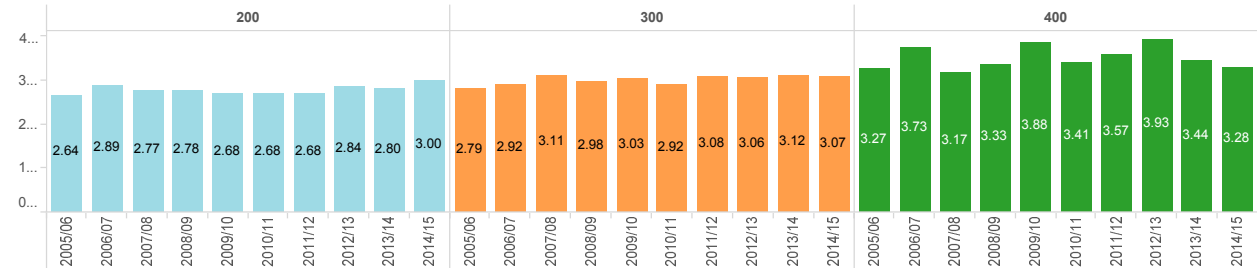
Average Class Size

(Fall and Winter, group instruction only)



Course Averages

(All sessions and instruction types)



Proportion of Registrations in Major

(All sessions and instruction types)

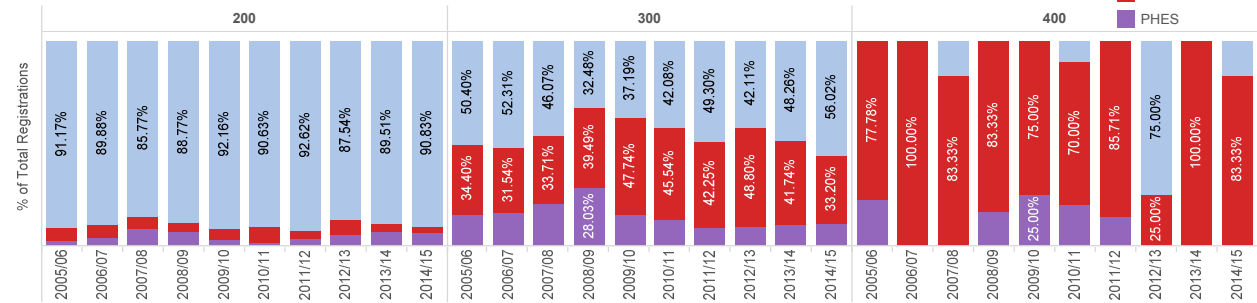


Figure 9 Political Science (POL)

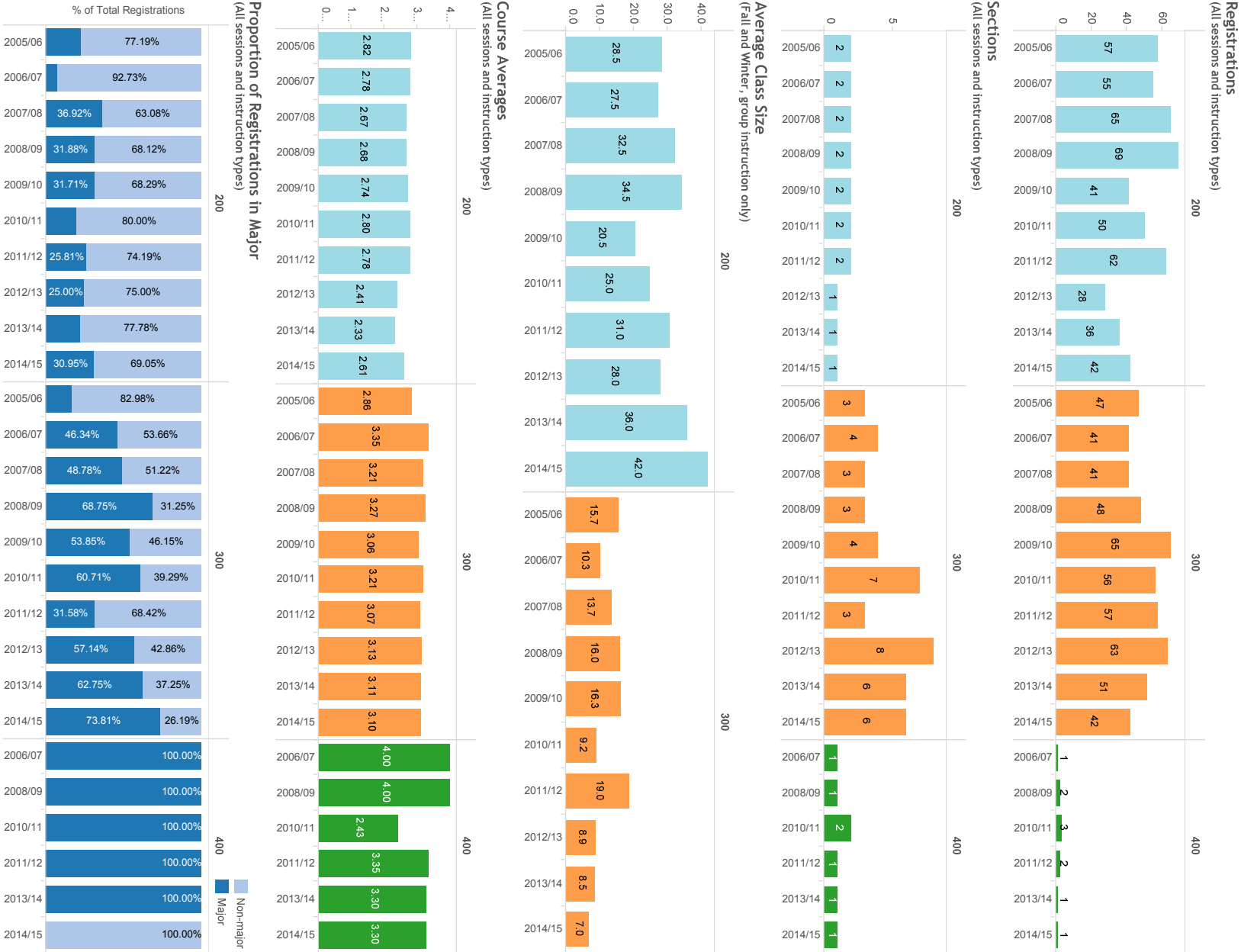
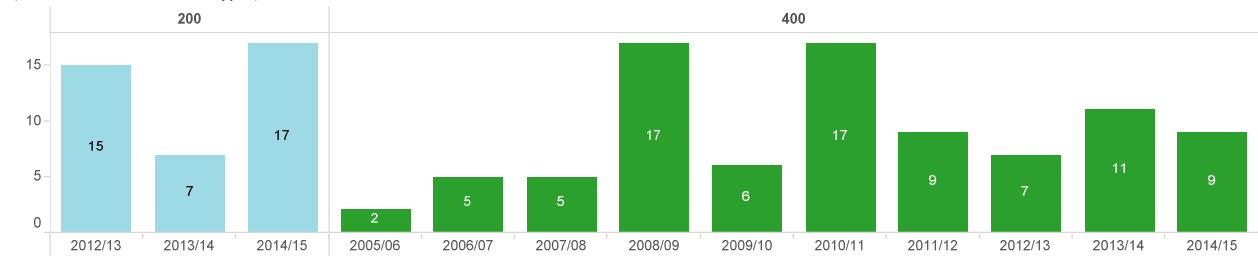


Figure 10 Politics, History, Economics (PHES)

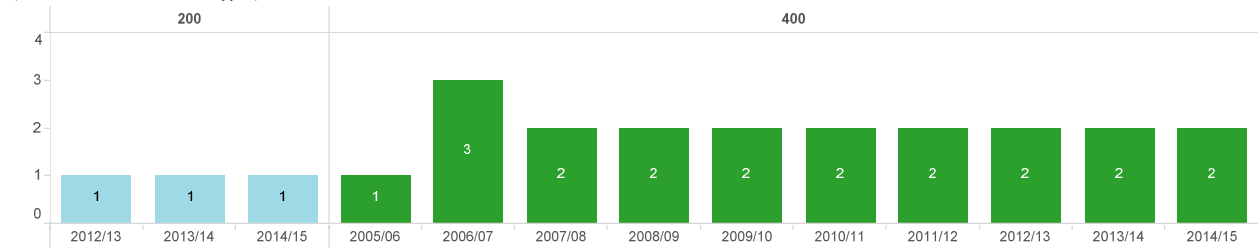
Registrations

(All sessions and instruction types)



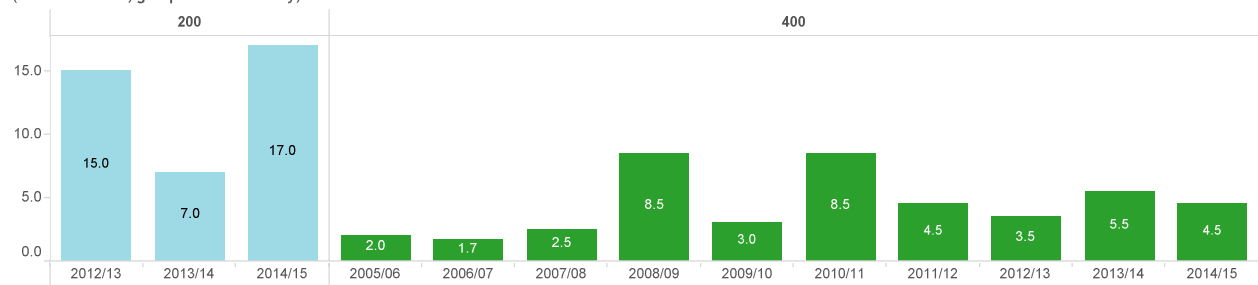
Sections

(All sessions and instruction types)



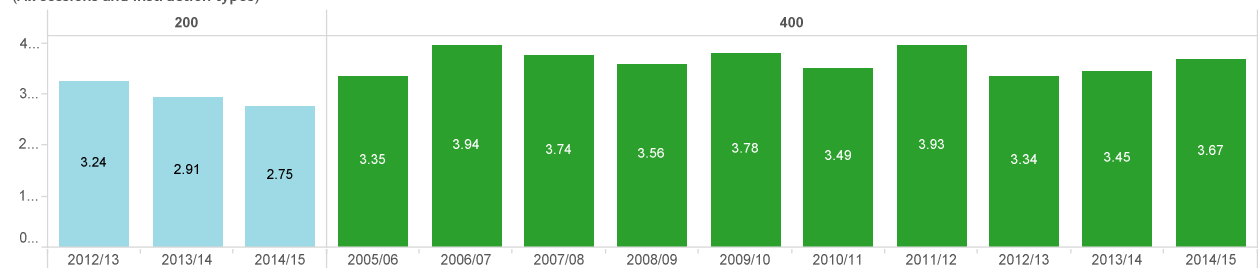
Average Class Size

(Fall and Winter, group instruction only)



Course Averages

(All sessions and instruction types)



Proportion of Registrations in Major

(All sessions and instruction types)

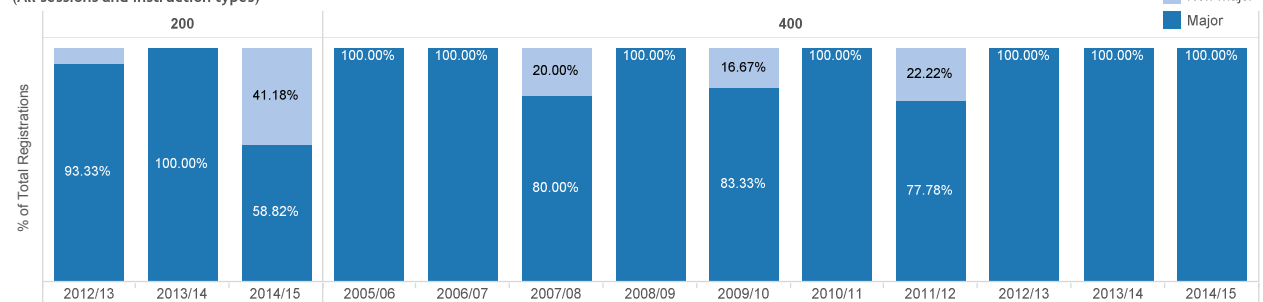


Figure 10 Graduation Rate King's (exlcuding B.Ed)

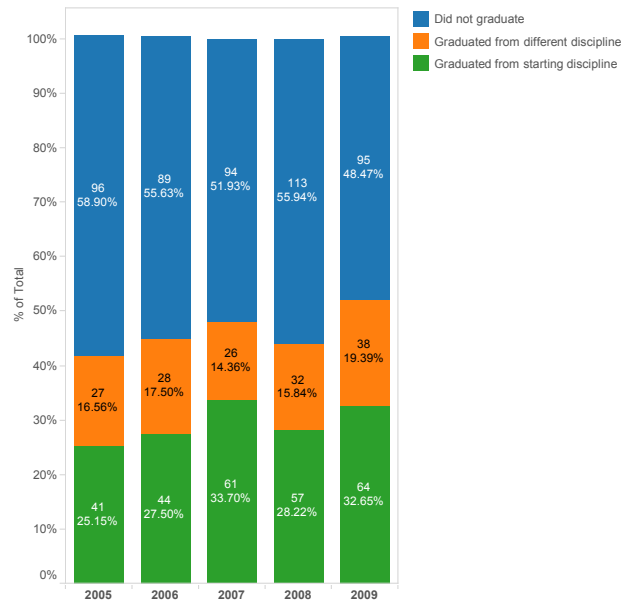
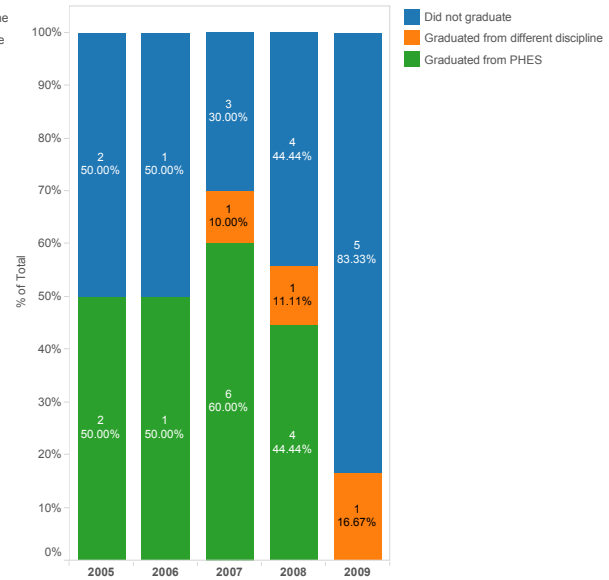
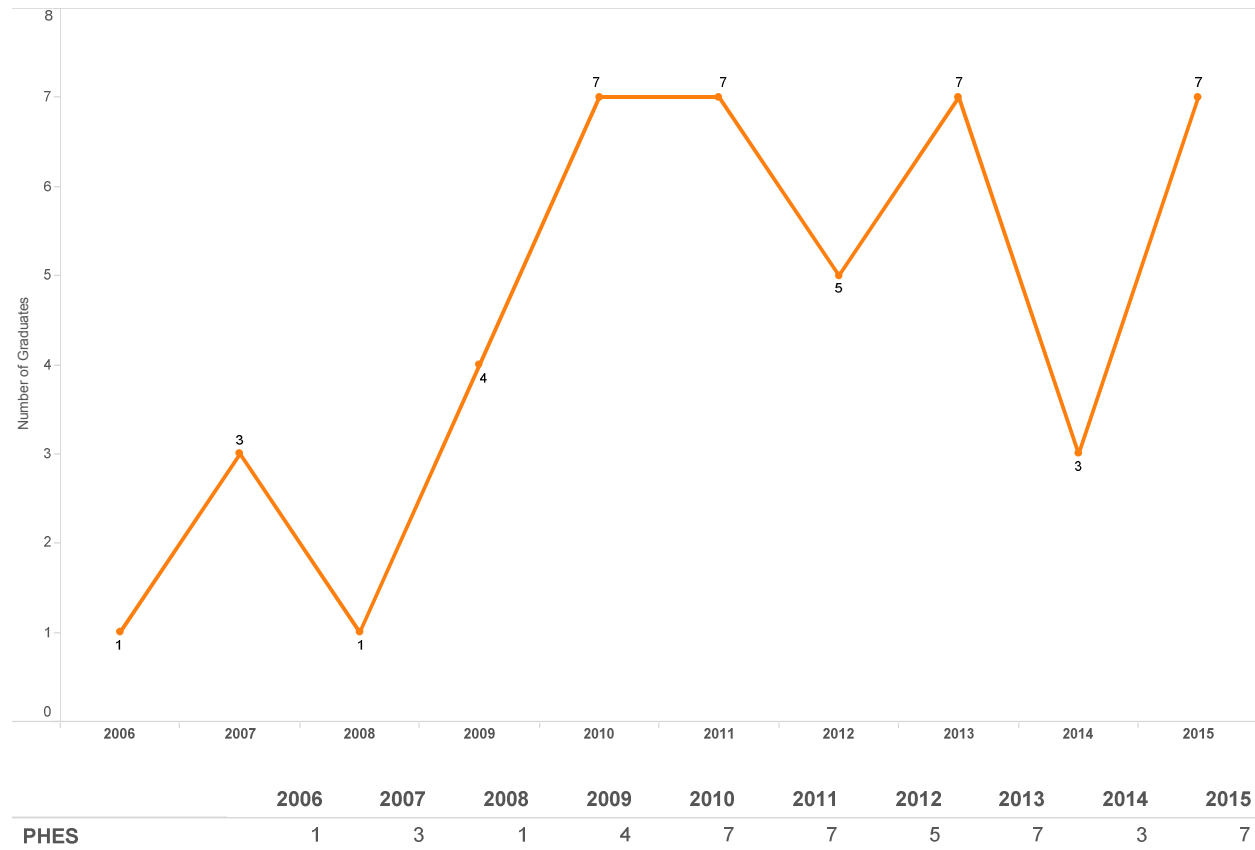


Figure 11 Graduation Rate PHES



The graduation rate is based on students who began full time in the fall term 2005-2009 and graduated by May 2015, this allows a minimum of 6 years to complete the degree. The average graduation rate (graduating from King's regardless of degree) for the PHE program over this time period is slightly higher than the overall rate for King's, 51.6% compared to 46.3%.

Figure 12 Graduates



4.2. Graduate profile

This data is based on the 2012 and 2014 Graduate Outcomes Survey of students who graduated in 2010 and 2012. Of the 12 graduates, 9 responded to the survey.

Of the respondents 1 was still a student and 5 were employed. Of those employed, 85% were working in a job related to their degree, 100% felt qualified for their job and 80% were satisfied or very satisfied with their job.

In terms of satisfaction, 89% of surveyed graduates were satisfied or very satisfied with the quality of teaching and 78% would recommend the same program.

In addition to the Graduate Outcomes Survey King's maintains relationships with alumni from the PHE program. Through these relationships we know that grads from this program have attended law school, teacher preparation programs and graduate programs and have been employed in many fields. In order to compensate for the small sample of responses to the GOS, the following table represents PHE graduates from 2006 to 2014 listing any Graduate studies we know about and their most recent place of employment

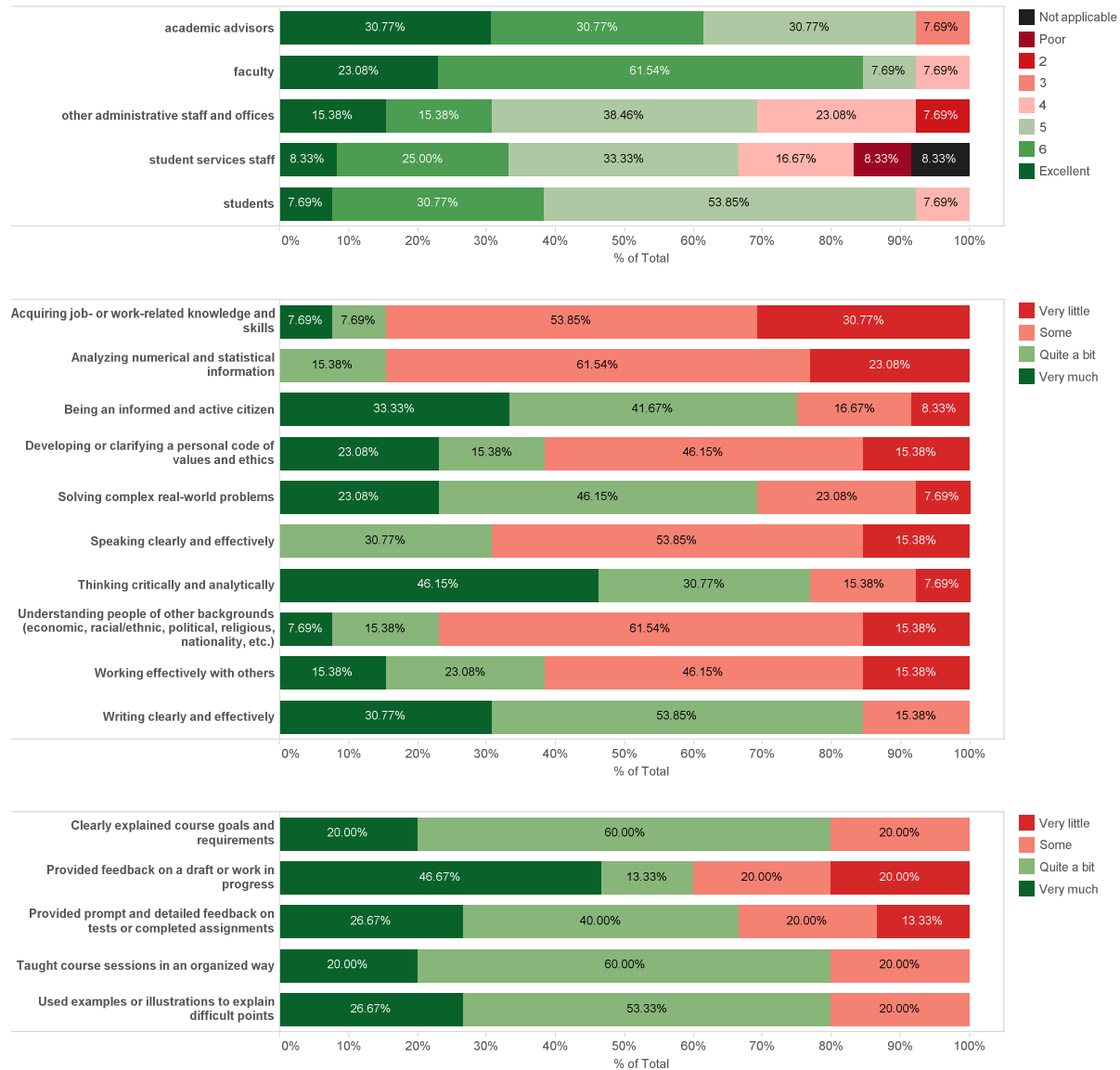
Current job
Advisor/Economist, Treasury Board of Canada Secretariat
Alumni Relations Manager, King's (formerly World Renew, Honduras)
Analyst, Privy Council Office (formerly with Canadian International Development Agency)
Canadian Mental Health Association (Vancouver)
Case Management Coordinator, Hope Mission
Certified Financial Planner
Legislative assistant, Government of Alberta
Manager, Park Lighting
Marketing Communications Writer, Stantec
McMurray Law Office
Mennonite Central Committee (Burkina Faso)
Mennonite Central Committee (Vietnam)
Municipal Affairs, Government of Alberta
Mustard Seed (Edmonton)
Newsroom Editor, Ukraine
Office of the Minister of Finance, Finance Canada
Pension specialist, Saskatchewan Teachers Federation
Policy Advisor, Office of the Minister of State (Finance)
Prime Minister's Office (Ottawa)
Quantz Law Group, St. Albert
Research and Policy Analyst, Alberta Health
Research associate
Senior Policy Analyst, Government of Alberta
Strategic Initiatives Advisor, Government of Alberta
Summer work with B.C. Department of Justice
Teacher, Korea
The Conference Board of Canada
World Renew (Mozambique)

Grad studies
B.Ed. Program at The King's University
Financial Service Compliance Program at Seneca College
Juris Doctor at University of Alberta
Law school
Law school at the University of Alberta
Law school at Thompson Rivers University
Law School at University of Calgary
Law school at University of Ottawa
MA at London School of Economics
MA at Norman Paterson School of International Affairs (Carleton University)
MA at Norman Paterson School of International Affairs (Carleton University)
MA in Human Rights, Gender and Conflict Studies at International Institute of Social Studies, The Hague
Master of Journalism at University of British Columbia
Master of Public Policy at Simon Fraser University
MBA in Community Economic Development at Cape Breton University

4.3. Current student survey/focus groups on qualitative program aspects

The following information is based on two years of data from the National Survey of Student Engagement, a survey of first year and graduating students. Of the 31 students contacted, 13 responded to the survey.

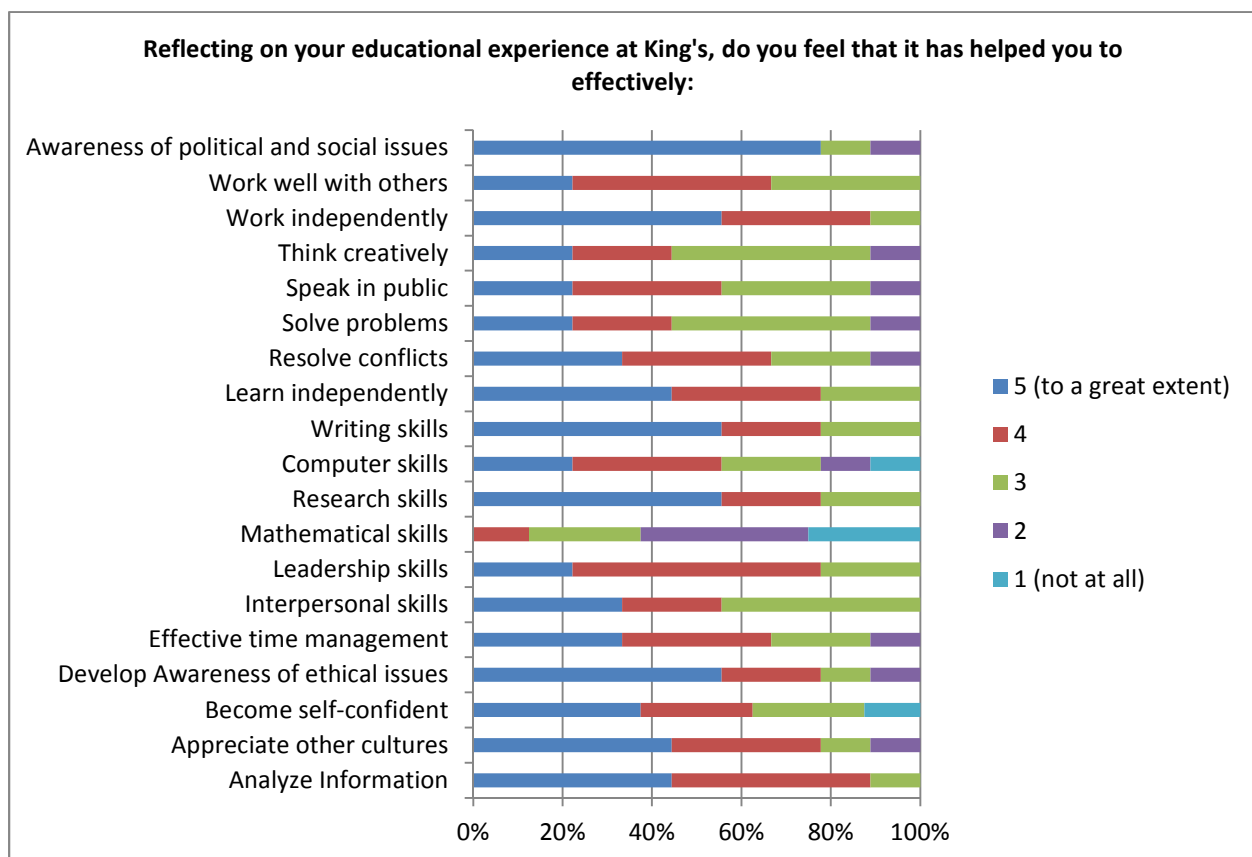
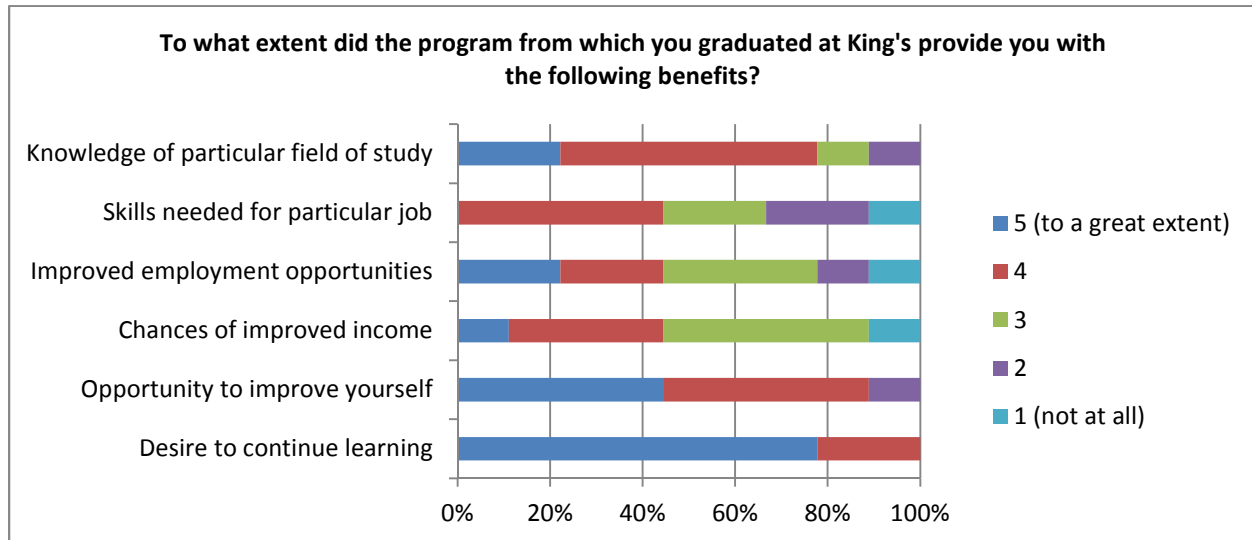
Figure 13 National Survey of Student Engagement



4.4. Alumni survey/focus groups on qualitative aspects of the program

The data below is based on the 2012 and 2014 Graduate Outcomes Survey of students who graduated in 2010 and 2012. Of the 12 graduates, 9 responded to the survey.

Figure 14 Graduate Outcomes Survey



4.5. Resources (budget and facilities)

Below are the most recent 5 years of budgets for the economics, history, and political science departments

	2010-11	2011-12	2012-13	2013-14	2014-15
Revenue	-	-	-	-	-
Expenses					
Full time instruction	382,716	437,984	471,606	475,686	495,597
Part time instruction	31,520	17,469	6,313	9,408	7,194
Benefits	69,009	79,112	84,874	85,236	84,297
Operating Supplies and Services	2,189	2,644	2,849	1,932	3,362
Travel, Hospitality and Conferences	-	-	-	217	381
Total Expenses	485,434	537,209	565,642	572,479	590,831

- It is important to note that these expenses are not all specific to the PHE program. The salaries of the 3 historians also serve the stand-alone History program as well as King's foundations requirements and other programs (e.g. SSCI). The salaries of our Economist serves both the ENVS and the Commerce program substantially, as well as the "breadth" social science requirement. The same thing holds to a somewhat lesser extent for the salaries of our Political Scientists. Thus – though it appears that (with a budget of almost \$600,000) the PHE program under-performs relative to program enrollment – it is in fact a very cost-effective program even given current enrollment; a rough estimate would place program-specific spending on salaries at approximately 3 FTEs for the program, rather than 6. This is important to note since the budget might suggest excess capacity in the program while in some areas – particularly Economics – we are already quite stretched.

External Assessment

Dr Jim Farney, Associate Professor of Politics and International Studies at the University of Regina, was invited by the VP Academic to act as the external reviewer for this program. This included an on-site visit on 15 April 2016 during which Dr Farney met with students, faculty, administration and alumni.

Dr Farney's report is appended to this report in full.

The committee carefully reviewed Dr Farney's report, and has the following responses to his recommendation.

<i>External Reviewer Recommendation</i>	<i>Committee Response</i>
<i>Major (in order of priority)</i>	
1. The issue of 'silencing' identified by female students.	<p>The committee takes this claim seriously and recommends to the Dean immediate investigation and action. If confirmed it must be addressed.</p> <p>However, that recommendation should consider some contextual issues.</p> <ul style="list-style-type: none">• One case of faculty-student interaction where female silencing occurred was brought to faculty attention and measures were taken and the issue addressed. This event would have been fresh in the minds of some of the students who met with the external reviewer. Outside of this incident, the issue has not been reported, from either student/alumni anecdotal evidence or, to our knowledge, in course evaluations. Anecdotal evidence from the committee also suggests that this could be as much a student-to-student issue as a faculty-to-student issue.• Further, there may have been some sensitization to the issue through a course on Feminist Social Thought that some of these students had recently taken. <p>The committee further recommends that</p> <ul style="list-style-type: none">• The VPA investigate the tentative perception that 'female silencing' is neither a program-wide issue of the PHE nor a campus-wide issue at King's by reference to all available institutional data• This issue be included in a broader survey

of PHE graduates.

- That the PHE faculty give serious consideration to pedagogical techniques aimed at addressing any ‘silencing’ within classroom dynamics and that maximize the diversity and authenticity of students’ voices in student-student interactions

2. Better resourcing the Economics part of the program.

The Committee agrees, and recommends continued advocacy for this as resources become available for the creation of new faculty positions.

Some qualification is needed regarding the further points:

- two senior Economics courses are taught, each on a two year cycle, by a King’s Emeritus Professor in Economics, one collaboratively with Business Faculty.
- one Economics course is taught every two years by the PHE Director.
- The Leder School of Business implementation has meant some significant resource sharing, especially at the level of the service teaching provided.

Some qualification is also needed regarding the recommended greater emphasis on quantitative social science.

- The PHE emphasis on qualitative approaches is a deliberate signature of the program. In our estimation qualitative approaches are most suitable for asking the questions and developing the most urgently needed skills in contemporary public life. This moderates to some extent our interpretation of the need for quantitative skills, though we do recognize that some enrichment of those skills would be a benefit to our graduates in the workforce and in further study.
- The recommendation underestimates the key role of history as one-third of the PHE program. Historical approaches and methodology are a strong alternative to, and not necessarily amenable to, a quantitative social science focus.
- A recent Sociology appointment will bring new quantitative strength to the faculty

	<p>and most concretely to SSCI 309 Research Methods course.</p> <p>Those qualifications noted, the committee suggests the following actions:</p> <ul style="list-style-type: none"> • The PHE program should clarify the kinds of quantitative skills required • That the Dean of Social Sciences relieve Gerda Kits of other committee duties and take up the above recommendations as the key component of her administrative expectations for 2016-17.
<p>3. Enhancing the professional and technical aspects of the program.</p> <p>a. Insure students in the program have access to career training, exchange, experiential training resources</p> <p>b. Insure students in the program are aware of the considerable skill set they are developing under the existing curriculum</p> <p>c. Highlight and enhance aspects of the program such as quantitative analysis, financial analysis, and policy analysis.</p> <p>d. Connect students and alumni</p>	<p>The committee agrees. Out of King's Shared Vision 2020 Strategic Plan efforts are under way to create a Career Center for Students that is meant to address these issues. (Note these recommendations will be sent on to the Career Center taskforce.)</p> <p>Related, the other key priority for Student Life in addition to a Career Center is a Student Success Center, and presumably part of its mandate would involve components of both Recommendations (a) and (b).</p> <p>Also, the Faculty of Social Sciences has a Community Engaged Research Coordinator position approved in the budget beginning in academic year 2016-17. The position will serve all Social Sciences disciplines, including the PHE, with a significant part of the service provided being around enhancing professional and practical aspects of study.</p> <p>The committee agrees that the learning outcomes for the program articulated in this review, should be better taught & made explicit to the students themselves. Better articulation and recognition of these accomplishments should be made overt in senior classes, especially in Senior Seminar PHES 495.</p>
Minor (in no particular order):	
1. Enhance international courses and experiences (especially outside the Atlantic world).	<p>Agreed</p> <p>King's institution-wide is committed to increased internationalization, in both courses and experiences. While the program is not quite as Atlantic focussed as it might seem due to having an Atlantic Studies stream, some new options,</p>

	partly thorough Leder School initiatives, are emerging.
2. Continue the rigorous thinking about skills development demonstrated in the program's self-study report	Agreed
3. Investigate opportunities for using practitioners as visiting faculty.	The committee recommends that the PHE program investigate ways, including existing underutilized networks, to improve practitioner "visitation" and participation in content-delivery in courses.
4. Better understand the commitments students have outside university and work to insure flexibility with a particular eye to lowering time to completion.	Agreed The Committee notes that this is not a PHE program point but a broader university issue. Therefore it is recommended that the Strategic Enrolment Management committee at King's revisit policy around bursaries & scholarships with program-specific criteria included.

Summary and Recommendations

Through the process of this review, the Committee has been able to see the Politics, History, and Economics in a sharp focus and has learned a great deal.

The program has a number of strengths.

- Well qualified faculty contributing across the three disciplines both in the classroom and as scholars.
- A soundly constructed program which is beginning to develop clear learning outcomes across the course offerings.
- A deliberate emphasis on qualitative techniques that is expressed across all three disciplines.
- Good opportunities to apply knowledge and research skills to real world situations.
- A good retention history, and a stronger graduation rate than the overall institution.
- Alumni who pursue a wide variety of post-degree employment and a significant number who enter graduate or professional studies at major institutions across Canada.

The committee has also seen areas of challenge for the program that should be addressed.

- Program size: currently a quite small program, growth is on an upward vector.
- Program resources in Economics: it is notable that there is only one economist, albeit supplemented by emeritus and faculty teaching courses cross-listed as economics. However, the large demand created by introductory economics courses which are cognates in other programs leaves little scope for expansion.
- Quantitative methodology: while the program is deliberate in its preference for qualitative approaches, there are no real pathways for students whose focus areas and career plans would require stronger quantitative preparation.
- Transitions from student to alumni: while not a function of the program proper, it became clear that the students would like to see more clearly how the program prepares them for employment or further study and some assistance in making those transitions.

As a result, the Committee makes the following key recommendations:

1. That the PHE program maintain good communication with Admissions and Marketing to ensure the program is represented to its best advantage to prospective students.
2. That the PHE program develop a routine survey instrument to assess learning outcome achievement, program environment, and post-graduation choices.
3. That Gerda Kits be given the task and time to investigate the inclusion of quantitative methods in the program.
4. That the Dean of Social Science and VP Academic engage further on the question of student voice, particularly with a view to providing pedagogical tools to address this issue.
5. That the PHE program continue to develop the program learning outcomes, communicate these to students, especially in PHES495.
6. That the observations and recommendations related to the Student Success and Student Career Centres be passed on to the relevant task forces.

Appendix

Faculty Publications

Hiemstra, John. Book Review, Catalyst, Summer, 2013 (volume 36, number 2), of Andrew Nikiforuk, The Energy of Slaves: Oil and the new servitude, Greystone Books, 2012.

Hiemstra, John. "Abraham Kuyper and the Neo-Calvinists: Christian Advocates of a 'Non-Secular Public Sphere Open to All'," [status uncertain] forthcoming book by the Ronning Centre for Religion and Public Life, U of Alberta.

Hiemstra, John. "Chapter X: Dominant conceptions of government's role on the Environment and critique thereof," presented to and discussed by "The Role of the State in Creation Care," CCCS research group, July, 2014.

Hiemstra, John. "Economic Origins of Climate Change: A response to the Creation Stewardship Report," article in Mobile Justice, newsletter of the Christian Reformed Centre for Public Dialogue, of the CRC, 6 pages, published on line, available at <http://www.crcna.org/page>

Hiemstra, John. "Ethics and the oilsands: Christians need to examine the moral framework behind the concept of 'ethical oil'," ChristianWeek, Wednesday, February 8, 2012.

Hiemstra, John. "Exploring the need for, and contours of, an integral approach to analysis of environmental (and other) problems: a Christian contribution," paper written and panel presentation to the "Environmental Rights" in the "Social Justice and Human Rights Confere

Hiemstra, John. "Hungering for a New Politics: Gerald Vandezande's Reformational gifts to politics," Pro Rege, Volume XLI, Number 3, March 2013

Hiemstra, John. "Hungering for a New Politics: Gerald Vandezande's Reformational gifts to politics," Woord en Daad, 2013

Hiemstra, John. "The 'Ecological Question': Defining contemporary environmental degradation," presented to and discussed by "The Role of the State in Creation Care," CCCS research group, August, 2013.

Hiemstra, John. "The Masterful Illusion of 'Ethical Oil'," Comment: Public Theology for the Common Good, December 7, 2011, accessed 2011-12-07 at <http://www.cardus.ca/comment/article/3012/>.

Hiemstra, John. "The Northern Gateway Pipeline Panel and the Public Interest: The shaping influence of Canada's 'plausibility structure' and 'symbolic universe'," paper delivered to Canadian Political Science Association Annual Conference, (CPSA) June 4-6, 2013, Universi

Hiemstra, John. "The Northern Gateway Pipeline? – Constructing a Christian Response," (4) public lecture on Northern Gateway Pipeline in British Columbia Northwest, delivered in communities, Prince George (Monday), Houston (Tuesday), Smithers-Telkwa (Wednesday), and Terr

Hiemstra, John. "The Shriveled Moral Universe of Ethical Oil," *Christian Courier*, April 23, 2012, p. 20.

Hiemstra, John. "Theological Framework," in *Poverty, Wealth and Ecology: Ecumenical Perspectives on North America*, World Council of Churches, 2012, pp. 50-52.

Hiemstra, John. "Why does society have such a hard time dialoguing, over the oilsands?: The case of the Northern Gateway Pipeline," panel presentation, "Are We There Yet? Economic Justice and the Common Good," co-sponsored by ICS and The King's University College, May 12

Hiemstra, John. Book review for journal *Environmental Politics*, Vol. 21, no 6, Nov. 2012, pp. 1-2, of Debra J. Davidson and Mike Gismondi, *Challenging Legitimacy at the Precipice of Energy Calamity*, Springer (2011).

John Hiemstra and Harold J. Jansen, "Is a Mixed-Member Proportional Electoral System in Canada's Interest? Yes: Getting What You Vote For," Paul Barker, ed., *Crosscurrents: Contemporary Political Issues*, 7th Edition, Scarborough: Nelson, 2012.

Michael J. DeMoor "Legitimacy, Public Justice, and Deliberative Democracy" Calvinism and Democracy Conference, Princeton Theological Seminary, April 2012.

Michael J. DeMoor "Embeddedness and Social Pluralism" *Philosophia Reformata* 78 (2013), no. 2 (Special Issue: "Economics, Christianity & the Crisis: Towards a New Architectonic Critique"): 144-161.

Michael J. DeMoor, "Deep but Reasonable Disagreement: An Agenda for Interdisciplinary Research" Prairie Political Science Association meeting, Banff, Sept 2013.

Michael J. DeMoor, "Embeddedness and Social Pluralism" Kuyper Seminar: Economics, Christianity & The Crisis: Towards a New Architectonic Critique. Vrije Universiteit, Amsterdam, January 2013.

Michael J. DeMoor, "Poverty and Rights" Social Justice and Human Rights Conference. Toronto, April 2012*

Michael J. DeMoor, "Evolution, Politics, and Social Hope." *Biologos* Conference, Grand Rapids MI, July 2015.

Michael J. DeMoor, "Legitimacy, Public Justice, and Deliberative Democracy." In John Bowlin, ed., *The Kuyper Center Review: Volume Four: Calvinism and Democracy*. Grand Rapids: Eerdmans, 2014.

Michael J. DeMoor, "Moral Psychology and Deliberative Politics" Prairie Political Science Association Meeting, Banff, Sept 2014.

Michael J. DeMoor, "Property Rights and the Common Good: How Aristotle and Hegel can make Alberta a more just place." *Are We There Yet?: Economic Justice and the Common Good* Conference. The King's University College, Edmonton, May 2014.

Michael J. DeMoor, "Spiritual Formation for Civil Life in the Neo-Calvinist Tradition" The Ronning Centre for Religion and Public Life: Religious Perspectives on the Civil Life: A Symposium. The King's University College, Edmonton, March 2011.

Michael J. DeMoor, Dennis Edney and David Goa: "What does the Omar Khadr case mean for human rights in Canada?" Panel Discussion, Winnipeg, Sept 2014.

Randolph Haluza-Delay, Michael J. DeMoor, and Christopher Peet, "That We May Live Well Together in the Land...: Place Pluralism and Just Sustainability in Canadian and Environmental Studies" *Journal of Canadian Studies* 47 (2013), no. 3 (Special Issue: "Beyo

Kits, Gerda J. Good for the Economy? Analyzing Alberta's Bitumen Industry from an Ecological Economics Perspective. Submitted to *Ecological Economics*, August 2015.

Kits, Gerda J. Book review for *Perspectives on Science and Christian Faith*, Vol. 68, no 1, Mar. 2016, of Paul F. Steinberg, *Who Rules the Earth? How Social Rules Shape Our Planet and Our Lives*, Oxford UP (2015).

Kits, Gerda J., Wiktor L. Adamowicz, and Peter C. Boxall. 2014. Do conservation auctions crowd out voluntary environmentally friendly activity? *Ecological Economics* 105, 118-123.

Kits, Gerda J., Wiktor L. Adamowicz, and Peter C. Boxall. Impacts of leadership on conservation auction outcomes. Submitted to *Australian Journal of Agricultural and Resource Economics*, February 2016.

Kits, Gerda, Wiktor Adamowicz and Peter Boxall. "Do Conservation Auctions Cause Crowding Out?" Presented at Canadian Agricultural Economics Society Annual Meeting, The Banff Centre, Banff, Alberta, June 29-July 1, 2011.

Kits, Gerda, Wiktor Adamowicz and Peter Boxall. "Impacts of social context on conservation auction performance: leadership and social capital." Presented at 2nd Annual Association of Environmental and Resource Economists Summer Conference, Asheville, NC, June 4-5, 2012.

Kits, Gerda. "Is Alberta's bitumen industry really 'good for the economy'?" Presented at Wellbeing and Equity Within Planetary Boundaries: International Society for Ecological Economics 2014 Conference, University of Iceland, Reykjavik, Iceland, August 13, 2014.

Kits, Gerda. "Learning about living well in the land: Decolonizing the economics curriculum." Presented at International Association for the Study of the Commons 2015 Conference, Edmonton, Alberta, May 25-29, 2015.

Kits, Gerda. "People and the land: Decolonization and ecological economics." Presented at Canadian and United States Societies for Ecological Economics 2015 Conference, Vancouver, British Columbia, October 1-4, 2015.

Kits, Gerda. "Steps towards better economic analysis of Alberta's oilsands." Presented at Are We There Yet? Economic Justice and the Common Good, The King's University College, Edmonton, Alberta, May 12-13, 2014.

Kits, Gerda. 2011. *The Impact of Social Context on Conservation Auctions: Social Capital, Leadership and Crowding Out*. Unpublished PhD dissertation. University of Alberta.

Sandle, Mark. "Brezhnev in Moldavia 1950-52" at the ASSEES conference, Omni Shoreham Hotel, Washington DC, USA

Sandle, Mark. "Discontent and Uncertainty in the Borderlands: Soviet Moldavia and the Secret Speech 1956-57" [with Dr. Igor Casu]. *Forthcoming Europe-Asia Studies* vol. 66, 4 June 2014 pp. 613-644.

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Sandle, Mark. "Toward a Practice of Christian Antihistory: Writing the Antihistory of Soviet Communism" (with Will Van Arragon), in *Fides et Historia*, November 2014, 46:2.

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Van Arragon, William. "Between the City and the River: A Digital Historical Atlas of Edmonton's North Saskatchewan River Valley and Its Parks System." SSHRC Insight Development Grant project with Michael Ferber, Andrew Tappenden, Maureen Engel, Shannon Stunden Bower.

Van Arragon, William. "Christian History as Antihistory." First Annual Conference on "The Humanities and Christian Faith," Canadian Centre for Scholarship and the Christian Faith, Concordia University College (4 May 2012), Edmonton, Alberta.

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Van Arragon, William. "Ribbon of Green: A Digital Historical Atlas of Edmonton's River Valley Park System." [poster] Co - authored with Michael P. Ferber and Katie Wallbaum. Pipelines Conference, University of Alberta (22 September 2011), Edmonton, Alberta.

Van Arragon, William. "Ribbon of Green: A Digital Historical Atlas of Edmonton's River Valley Park System." [poster] Co - authored with Michael P. Ferber, Amy VanderHoek and Katie Wallbaum. Canadian Association of Geographers, Wilfred Laurier University (1 June 2012), Waterloo,

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Van Arragon, William. "Toward a Practice of Christian Antihistory: Writing the Antihistory of Soviet Communism," (co-authored with Mark Sandle), *Fides et Historia* 46: 2 (Summer/Fall 2014), forthcoming.

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Van Arragon, William. Review of Cristobal Silva, *Miraculous Plagues: An Epidemiology of Early American Narrative* (2011), in *American Studies* 51:3 (2014), pp. 249-250.

Van Arragon, William. Review of John Cimprich, *Fort Pillow: A Civil War Massacre, and Public Memory* (2005, 2011), in *Canadian Journal of History* 47: 2 (Fall 2012), pp. 454-455.

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Vaudry, Richard. *The Colonial Church and School Society and the Early Years of the Sabrevois Mission, 1850-1884*," in Jason Zuidema, ed., *French-Speaking Protestants in Canada*, (Leiden and Boston: Brill Academic, 2011), 49-78.

Vaudry, Richard. "Andrew Fernando Holmes: Medicine, Science and Christianity in 19th century Montreal" Presentation to the Association of Professors Emeritii, University of Alberta, March 2012

Vaudry, Richard. Review of Todd Webb, *Transatlantic Methodists: British Wesleyanism and the Formation of an Evangelical Culture in Nineteenth-Century Ontario and Quebec*, Montreal & Kingston: McGill-Queen's University Press, 2013. In *Histoire Sociale/Social History*, May 2015, 341-2.

Vaudry, Richard. 'The 6th Duchess of Beaufort: A Life in Three Portraits.'" Faculty Colloquium, The King's University, 29 March 2016.

Program Outcomes by Course for 2015 Graduates

Graduate 1

Pillars: Politics, History

Also took: POLI399C Oil Sands Development

				Depth and Breadth					Methodologies and Research					Application			Communication						
Course Code	Title	Required	Program Element	Public Life and Ideologies	Philosophy and Christianity, Justice, Stewardship	Specialized Knowledge in a Discipline	Research Methods	Assumptions and Values	Levels of Analysis	Research Tools and Sources	Social Issues and Problems	CEO/Internships	Actors and Institutions	Persuasive	Public/Professional Notes	Research Paper	Reflective Essays	Argumentative Essay	Oral Presentation	Debate			
PHES495	Senior PHES Seminar	Y	C			b				b	b					r							
PHES498	Special Topics In Politics, History and Economics	Y	C																				
ECON203	Principles of Economics I	Y			b	b	b	b															
ECON204	Principles of Economics II	Y				b	b	b															
HIST202	Western Civ: European Hist Classical Age to 1648	Y								r													
HIST204	The West and the World, 1500-Present	Y								r													
POL205	Invitation to Politics and Government	Y							r	r	r	r				r	r						
SSCI309	Methods of Inquiry & Analysis in Social Sciences	N	M		b	b																	
STAT300	Introduction to Statistics	N																					
POL330	Canadian Government and Politics	N	P	b	b	b	b			r	b	b	b			r		r		r			
ECON330	Behind the Market: Property, Value, Exchange	N	T	b						b	b	b	b					r					
ECON331	History of Economic Thought	N	T	b						b	b	b	b					r					
POL310	History of Political Thought I: Classical & Medieval	N	T	b						b	b	b	b				r	r					
POL311	History of Political Thought II: Modern	N	T	b						b	b	b	b				r	r					
HIST309	Renaissance & Reformation Europe, 1348-1648	N		b	b	b	b				b	b	b				r	r					
HIST322	World History, 1800 - Present	N																	r				
HIST325	The Cold War	N								b	b								r				
HIST360	Canada to Confederation	N					b	b	b	b	b	b											
HIST361	Canada Since Confederation	N		b	b	b	b	b	b	b	b		b				b	b					
HIST390	The Second World War	N																r					
POL319	Human Rights	N		b													r	r					
POL327	Public Policy Analysis	N		b	b	b							b						r	r			
POL373	War and Peace	N																					
				11	15	18	18	10	11	10	18	15	1	5	0	2	12	5	7	6	2		

Graduate 2

Pillars: Equal number of credits in all three disciplines

Also took: POLI399F Feminist Social Thought

Course Code	Title	Required	Program Element	Depth and Breadth					Methodologies and Research					Application			Communication							
				Public Life	Ideologies and Philosophies	Christianity, Justice, Stewardship	Specialized Knowledge in a Discipline	Research Methods	Assumptions and Values	Levels of Analysis	Research Tools and Sources	Social Issues and Problems	CER/Internship	Actors and Institutions	Persuasive	Public/Professional Notes	Research Paper	Reflective Essays	Argumentative Essay	Oral Presentation	Debate			
PHES495	Senior PHES Seminar	Y	C				b				b		b					r						
PHES498	Special Topics In Politics, History and Economics	Y	C																					
ECON203	Principles of Economics I	Y				b	b	b	b															
ECON204	Principles of Economics II	Y				b	b	b	b															
HIST202	Western Civ: European Hist Classical Age to 1648	Y																						
HIST204	The West and the World, 1500-Present	Y																						
PHES201	Engaging the World: Faith and Public Life	Y			b					b								r						
POL205	Invitation to Politics and Government	Y																r						
SSCI309	Methods of Inquiry & Analysis in Social Sciences	N	M		b	b												r						
STAT300	Introduction to Statistics	N	M																					
ECON330	Behind the Market: Property, Value, Exchange	N	T	b							b	b	b		b					r				
ECON331	History of Economic Thought	N	T	b		b					b	b	b					r						
POL311	History of Political Thought II: Modern	N	T	b						b	b	b	b					r						
ECON300	Introduction to Canadian Political Economy	N										b						r						
ECON310	Intermediate Applied Macroeconomic Theory	N		b																				
HIST316	Europe in the Age of Enlightenment	N			b					b		b						r						
HIST318	Twentieth Century Europe	N																		r				
HIST321	World History, 1500-1800	N		b	b				b	b		b	b					r						
HIST325	The Cold War	N																		r				
HIST353	Political History of the US, 1776-present	N			b						b	b						b	b	b				
HIST391	The First World War	N																		r				
POL317	Christian Social and Political Movements	N																		r				
POL319	Human Rights	N		b							b	b						r		r	r			
POL373	War and Peace	N																						
				12	16	18	17		8	12	10	16	15	1	4	2	5	11	5	6	7	3		

Graduate 3

Pillars: Economics, Politics

Also took: HIST399D African History, POLI399D Contemporary World Politics

				Depth and Breadth				Methodologies and Research				Application				Communication					
Course Code	Title	Required	Program Element	Public life ideologies and philosophies	Christianity, Justice, Stewardship	Specialized knowledge in a Discipline	Research Methods	Assumptions and Values	Levels of Analysis	Research Tools and Sources	Social Issues and Problems	CEU/Internship	Actors and Institutions	Persuasive Writing Proficiency in English	Research Paper	Reflective Essays	Argumentative Essay	Oral Presentation	Debate		
PHES495	Senior PHES Seminar	Y	C	b	b	b			f	b	b										
PHES498	Special Topics in Politics, History and Economics	Y	C			b															
ECON203	Principles of Economics I	Y	I		b	b	b	b													
ECON204	Principles of Economics II	Y	I		b	b	b	b													
HIST202	Western Civ: European Hist Classical Age to 1648	Y	I						f												
HIST204	The West and the World, 1500-Present	Y	I						f												
POL205	Invitation to Politics and Government	Y	I					f	f	f											
HIST370	Historiography and Historical Methods	N	M		b	b		f	b	f	b				f	f					
STAT300	Introduction to Statistics	N	M																		
POL380	World Politics	N	P	b	b	b			b	b	b		b		f						
ECON331	History of Economic Thought	N	T						b	b	b				f						
POL310	History of Political Thought I: Classical & Medieval	N	T	b					b	b	b				f						
ECON300	Introduction to Canadian Political Economy	N												b		f					
ECON301	International Political Economy	N							b	b	b							b			
ECON325	The Economics of Development	N								b	b		b		b			b			
ECON461	Opportunities and Issues in Globalization	N			b	b	b								f						
HIST390	The Second World War	N								b	b				f		f	f			
POL319	Human Rights	N		b	f	f				b								f			
POL327	Public Policy Analysis	N		b	b	b	b		f	f			b		f			f			
POL353	Political History of the US, 1776-present	N																			
POL373	War and Peace	N							b												
				12	12	16	16	7	7	10	14	15	0	4	0	4	9	4	3	5	

Graduate 4

Pillars: Economics, Politics

Also took: ECON499 Directed Studies in Economics

Course Code	Title	Required	Program Element	Depth and Breadth				Methodologies and Research				Application			Communication																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
				Public Life Ideologies and Philosophies Christianity, Justice, Stewardship Specialized Knowledge in a Discipline	Research Methods	Assumptions and Values	Levels of Analysis	Research Tools and Sources	Social Issues and Problems	CEU/Internship	Actors and Interactors	Persuasive Writing Proficiency in English	Research Paper	Reflective Essays	Argumentative Essay	Oral Presentation	Debate																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
PHES495	Senior PHES Seminar	Y	C	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b

Graduate 5

Pillars: Economics, Politics

Also took: POLI399A Oil Sands Development

				Depth and Breadth				Methodologies and Research				Application		Communication							
Course Code	Title	Required	Program Element	Public Life and Ideologies and Philosophies	Christianity, Justice, Stewardship	Specialized Knowledge in a Discipline	Research Methods	Assumptions and Values	Levels of Analysis	Research Tools and Sources	Social Issues and Problems	CD/Internship	Actors and Institutions	Persuasive Writing/Editing & Notes	Research Paper	Reflective Essays	Argumentative Essay	Oral Presentation	Debate		
PHES495	Senior PHES Seminar	Y	C			b			f	b					f						
PHES498	Special Topics in Politics, History and Economics	Y	C																		
ECON203	Principles of Economics I	Y	I			b	b	b													
HIST202	Western Civ: European Hist Classical Age to 1648	Y	I																		
HIST204	The West and the World, 1500-Present	Y	I																		
POLU205	Invitation to Politics and Government	Y	I																		
HIST320	Historiography and Historical Methods	N	M			b		b		b					f						
SSCI309	Methods of Inquiry & Analysis in Social Sciences	N	M		a	b									f						
STAT300	Introduction to Statistics	N	M																		
POL380	World Politics	N	P	b	b	b	b		b	b	b		b		f						
POL320	Canadian Government and Politics	N	P	b	b	b	b		b	b	b		b				f				
ECON331	History of Economic Thought	N	T			b		b		b	b										
POL310	History of Political Thought I: Classical & Medieval	N	T	b		f		b	b	b	b										
POL311	History of Political Thought II: Modern	N	T	b		f		b	b	b	b										
ECON300	Introduction to Canadian Political Economy	N							f	b				f							
ECON301	International Political Economy	N							b	b	f			f				b			
ECON315	Ecological Economics	N		b			b			b								b			
ECON325	The Economics of Development	N								b			b		f				b		
ECON461	Opportunities and Issues in Globalization	N		b	b	b															
HIST316	Europe in the Age of Enlightenment	N						b								f					
HIST317	Christian Social and Political Movements	N																			
HIST382	Stalinism: Terror, Progress and Belief	N								b							f				
POL327	Public Policy Analysis	N		b	b	b							b		f						
POL353	Political History of the US, 1776-present	N			b	b															
				13	15	18	18	9	9	10	18	16	1	5	0	4	13	5	3	7	4

Graduate 6

Pillars: Politics, History

Also took: ECON499 Directed Study in Economics, HIST399A European History WWII, HIST399F Truth and Reconciliation Commission, POLI399D Contemporary World Politics

					Depth and Breadth				Methodologies and Research				Application				Communication					
Course Code	Title	Required	Program Element	Public Life	Geographies and Philosophies	Christianity, Justice, Stewardship	Specialized Knowledge in a Discipline	Research Methods	Assumptions and Values	Levels of Analysis	Research Tools and Sources	Social Issues and Problems	CD/Internship	Actors and Institutions	Persuasive Writing	Research Paper	Reflective Essays	Argumentative Essay	Oral Presentation	Debate		
PHES495	Senior PHES Seminar	Y	C																			
PHES498	Special Topics in Politics, History and Economics	Y	C																			
ECON203	Principles of Economics I	Y	I																			
HIST204	The West and the World, 1500-Present	Y	I																			
POLU205	Invitation to Politics and Government	Y	I																			
HIST320	Historiography and Historical Methods	N	M																			
SSCI309	Methods of Inquiry & Analysis in Social Sciences	N	M																			
POL380	World Politics	N	P																			
HIST304	History of Economic Thought	N	T																			
POL310	History of Political Thought I: Classical & Medieval	N	T																			
ECON325	The Economics of Development	N																				
ECON461	Opportunities and Issues in Globalization	N																				
HIST348	Victorian Britain and Empire	N																				
HIST382	Stalinism: Terror, Progress and Belief	N																				
HIST391	The First World War	N																				
POL319	Human Rights	N																				
POL327	Public Policy Analysis	N																				
POL373	War and Peace	N																				
				9	11	14	15	7	8	8	14	13	1	4	0	3	10	3	4	4	2	

Graduate 7

Pillars: Politics, History

Also took: Contemporary World Politics

Transfer credit: ECON 3xx Canadian Financial Systems, HIST 3xx Canadian Governmental Leadership, POLI 3xx Law, Public Policy, Cultural Change

				Depth and Breadth				Methodologies and Research				Application			Communication						
Course Code	Title	Required	Program Element	Public Life Ideologies and Philosophies	Christianity, Justice, Stewardship	Specialized Knowledge in a Discipline	Research Methods	Assumptions and Values	Levels of Analysis	Research Tools and Sources	Social Issues and Problems	CD/Internship	Advisors and Institutions	Persuasive	Reading/Referring Notes	Research Paper	Reflective Essays	Argumentative Essay	Oral Presentation	Debate	
PHES495	Senior PHES Seminar	Y	P						b	b	b										
PHES498	Special Topics in Politics, History and Economics	Y	P																		
ECON203	Principles of Economics I	Y	P			b	b	b													
ECON204	Principles of Economics II	Y	P			b	b	b													
HIST202	Western Civ: European Hist Classical Age to 1648	Y	P																		
HIST204	The West and the World, 1500-Present	Y	P																		
PHES201	Engaging the World: Faith and Public Life	Y	P	b				b	f					r	r		r			r	
POLI205	Invitation to Politics and Government	Y	P						f	f	f					r	r				
HIST370	Historiography and Historical Methods	N	M			b			f	b	f	b					b	a			
POLI380	World Politics	N	P	b	b	b			b	b	b					r					
POLI320	Canadian Government and Politics	N	P	b	b	b			b	b	b			b							
HIST304	History of Economic Thought	N	T							b	b	b									
POLI310	History of Political Thought I: Classical & Medieval	N	T	b					f	b	b	b					r				
ECON309	Intermediate Applied Microeconomic Theory	N	P	b					f	f	f										
HIST361	Canada Since Confederation	N	P	b	b	b			b	b	b		b					b	b		
HIST380	A History of Modern Russia	N	P							b						r					
HIST382	Stalinism: Terror, Progress and Belief	N	P							b											
HIST390	The Second World War	N	P							b											
POLI317	Christian Social and Political Movements	N	P			f	f										f				
POLI353	Political History of the US, 1776-present	N	P	b	b	b															
				11	10	15	16	7	9	9	13	13	0	5	1	3	9	6	6	3	2

Course Descriptions

ECON 203 - Principles of Economics I

Every Year, Fall 3(3-0-0)

An introduction to the Canadian economy and to concepts and tools that can help us understand how the economy works and the roles that we play in it. This course will examine economic goals, activities, structures and institutions; tools for making economic decisions; markets and market failures; economic measurement; economic fluctuations; growth and development; and globalization.

ECON 204 - Principles of Economics II

Every Year, Winter 3(3-0-0)

This course deepens students' understanding of the ideas introduced in ECON 203 by examining the theoretical models that economists use to analyze specific economic issues. These include theories of production, consumption, and markets; macroeconomic models related to recessions, unemployment, and inflation; government monetary and fiscal policies; and international trade theory.

Prerequisites: ECON 203

ECON 300 - Introduction to Canadian Political Economy

2017-18, Fall 3(3-0-0)

This course will examine the relationship(s) between economics and politics, both as practice and theory. Central to this is the appropriate role of government in the economic life of Canadian (and other) society. The present controversies on these issues will be investigated and discussed, as well as their origins. It will be argued that the general course of economic and other development in rich and poor countries (including Canada) is decisively influenced by views taken on this issue; that various options for the future present themselves, and that options for change in political economy are linked to and will be resolved on the basis of fundamental/religious perspectives.

This course is considered a Canadian Studies course for purposes of King's B.Ed. (AD).

Prerequisites: ECON 203

ECON 301 - International Political Economy

2016-17, Winter 3(3-0-0)

Analysis of the conflicting viewpoints that influence International Political Economy (IPE); tracing the structure and changing form of IPE in trade, finance, technology and information flows; analysing and evaluating the tension between states and international markets; examining the dynamics and impact of international centres of political-economic power on regions of the world that are small and vulnerable; investigation of the role of large corporations in the global political economy. Attention will also be given to the impact of the IPE on policies in Canada. Descriptive and evaluative data will be included and examined throughout.

Prerequisites: ECON 203

ECON 309 - Intermediate Applied Microeconomic Theory

2016-17, Fall 3(3-0-0)

Expansion and deeper examination of the major microeconomic theories, including those related to consumer behaviour, production, market structures, and market failures. The role that these theories

have played in the development of Canadian economic policies and goals will be a major focus of the course. Descriptive and evaluative data on the Canadian situation will be examined throughout.

Prerequisites: ECON 203, 204

ECON 310 - Intermediate Applied Macroeconomic Theory

2017-18, Winter 3(3-0-0)

Expansion and deeper examination of the macroeconomic theoretical models for the functioning of an open macroeconomy, like that of Canada. This will include models that produce calculable estimates of the main macroeconomic variables, such as total output, the general price level and inflation, levels of employment, and causes and impact of fluctuations in the economy's performance. Descriptive and evaluative data on the Canadian situation will be included and examined throughout.

Prerequisites: ECON 203, ECON 204

ECON 315 - Ecological Economics

2016-17, Winter 3(3-0-0)

This course will focus on a number of aspects of the relationship between economics and the environment, including: determining the nature of and need for sustainability in economic processes; examining the linkages between development and the environment; examining the causes of and policy responses to resource and environmental degradation; introducing ways to measure the environmental impact of economic processes; and examining international and transfrontier environmental issues.

Prerequisites: ECON 203

ECON 325 - The Economics of Development

2017-18, Winter 3(3-0-0)

This course identifies the nature and causes of the development and underdevelopment of countries and regions, emphasizing the poor. It explores development as a multi-dimensional process of change that happens in the context of social, political, technical and cultural conditions. The focus here is how economics relates to most of these. An overview of main theories (including how they arose historically) will be given and the main current issues in development will be reviewed. Development policies in poor countries and regions as well as international efforts to assist in their development, will round off the course.

This course is considered a Canadian Studies course for purposes of King's B.Ed. (AD).

Prerequisites: ECON 203

ECON 330 - Behind the Market: Property, Value, Exchange

2016-17, Winter 3(3-0-0)

This course explores different understandings of the nature of and possibilities for wisely using markets by examining different approaches to some of its fundamental structures, viz. private property, value and exchange. In particular, this course seeks to "get behind" the taken-for-granted meanings of these phenomena and to question their constitutive and normative bases. It will ask such questions as: what does it mean to own something? What is the foundation of value? How do exchange relations relate to other human activities?

Prerequisites: Six credits of ECON 203, ECON 204, HIST 202, HIST 204, POLI 205

ECON 331 - History of Economic Thought

2016-17, Fall 3(3-0-0)

This course explores ideas and theories about economic life that have been developed from ancient times to the present, including (but not limited to) those of the major economic thinkers from Adam Smith onwards. These ideas will be analyzed in light of the economic, political, social and intellectual contexts that helped to shape them. By investigating this historical development, we will gain a better understanding of how current approaches to economics and economic policy-making came to be.

Same as HIST 304.

Prerequisite: ECON 203

ECON 399 - Special Topics in Economics

Non-Recurring, 3(varies)

A course on a topic or field of special interest to a member of the economics faculty and offered on a non-recurring basis.

Prerequisites: ECON 203

ECON 461 - Opportunities and Issues in Globalization

2017-18, Fall 3(3-0-0)

This course creates awareness of the nature, development and implications of the powerful spread of trade and finance flows across the modern world. It analyses the positive and negative aspects of globalization and alerts students to the opportunities for responsible extension of economic activities (trade in particular) to countries, regions and parts of the world very different from Canada. The ethical, developmental and environmental dimensions of globalization will be integrated with the business aspects and options. Same as BUSI 461

Same as BUSI 461.

Prerequisites: ECON 203

ECON 499 - Directed Studies in Economics

Every Year, 1 to 3 (varies)

This course is designed to provide individual students with an opportunity to conduct supervised reading and research on a topic of the student's choice in consultation with a member of the economics teaching faculty. Student work in this course will be with a faculty member on a tutorial basis. Students must apply in advance to teaching faculty in economics for this course.

Prerequisites: Six credits in economics at the 300-level, and consent of instructor

HIST 202 - Western Civilization: European History from the Classical Age to 1648

Every Year, Fall 3(3-0-0)

This course surveys the history of western civilization from the classical age of Greece and Rome to the period of the Counter-Reformation and the age of religious wars in the 17th century. It deals with the rise of Christianity, the broad sweep of medieval history, and the eras of the Renaissance and Reformation.

HIST 204 - The West and the World, 1500-Present

Every Year, Winter 3(3-0-0)

This course seeks to introduce students to the broad contours of world history since 1500. Although aspects of the history of the "West" and the "World" will be treated as discrete entities, a particular concern will be to explore the complex interactions between the two. The course will begin with the period from the European encounter with the Americas and conclude with an examination of war and terrorism in the 21st century Middle East.

Students with credit in HIST 203 cannot receive credit in HIST 204.

HIST 304 - History of Economic Thought

2016-17, Fall 3(3-0-0)

This course explores ideas and theories about economic life that have been developed from ancient times to the present, including (but not limited to) those of the major economic thinkers from Adam Smith onwards. These ideas will be analyzed in light of the economic, political, social and intellectual contexts that helped to shape them. By investigating this historical development, we will gain a better understanding of how current approaches to economics and economic policy-making came to be.

Same as ECON 331.

Prerequisites: ECON 203

HIST 308 - A History of Modern Social Thought

2017-18, Winter 3(3-0-0)

This course deals with some of the major political, social and economic ideas and movements since the Enlightenment. Among the topics covered are: classical democratic liberalism, conservatism, marxism, democratic socialism, the development of the social sciences and the role of ideology.

Prerequisites: HIST 202 or 204

HIST 309 - Renaissance and Reformation Europe, 1348-1648

2017-18, Winter 3(3-0-0)

This course deals with the breakdown of medieval Christendom and the emergence of the Renaissance and Reformation movements. It also deals with the major intellectual, political, social and economic developments until the end of the Thirty Years' War. Among the topics covered will be the age of "discovery," the wars of religion, witchcraft, science, and the new state systems and cultures that emerged in early modern Europe.

Prerequisites: HIST 202 or 204

HIST 314 - Nineteenth Century Europe

2017-18, Fall 3(3-0-0)

This course deals with the major intellectual, political, social and economic changes during the 19th century in the period from the French Revolution to the eve of World War I. Among the topics covered are: the impact of the French Revolution; the nature of romanticism; social classes and reform; revolutionary movements; liberalism, nationalism, imperialism, and socialism; the new state systems.

Prerequisites: HIST 202 or 204

HIST 316 - Europe in the Age of Enlightenment

2016-17, Fall 3(3-0-0)

This course deals with the major political, social, and intellectual movements from the late 17th century to the eve of the French Revolution. Among the topics covered are: science and philosophy in the 18th century, political theory and practice in the age of democratic revolutions, political economy, philosophies and the propaganda of the Enlightenment and religion in an age of reason.

Prerequisites: HIST 202 or 204

HIST 317 - Christian Social and Political Movements

2016-17, Winter 3(3-0-0)

This course examines the development of Christian social and political ideas and movements within Roman Catholic and Protestant traditions since the French Revolution (1789). It explores the context in which these movements arose, their distinctive ideas and strategies, as well as the practical changes they advocated. Special attention will be given to the way these movements tackled several key contemporary issues and the eventual outcomes of these efforts.

Same as POLI 317 and SOCI 317.

Prerequisites: HIST 204 or POLI 205 or three credits in sociology at the introductory level.

HIST 318 - Twentieth Century Europe

2017-18, Winter 3(3-0-0)

This course deals with the major intellectual, political, social and economic changes since World War I. Among the topics covered are: the legacy of the Great War, the Great Depression, democracy and totalitarianism, World War II, the Cold War, decolonization, European unification, and major trends in thought, sciences and religion.

Prerequisites: HIST 202 or 204

HIST 321 - World History, 1500-1800

2016-17, Fall 3(3-0-0)

This course will consider in depth major themes in World History from 1500-1800 and help students think analytically about the interaction between the Western and non-Western worlds during this time period.

Prerequisites: HIST 202 or 204

HIST 322 - World History, 1800 - Present

2016-17, Winter 3(3-0-0)

This course will consider in depth major themes in World History since 1800 and help students think analytically about the interaction between the Western and non-Western worlds during this time period.

Prerequisites: HIST202 or 204

HIST 324 - Global Christianity Since 1500

2017-18, Winter 3(3-0-0)

This course will explore the global growth of Christianity since 1500, a process that raises pressing historical and theological questions. Why did Christianity "succeed" in some times and places, but not in others? How has Christianization been implicated in processes of Western imperialism and conquest? And what cross-cultural processes or transferences occur when Christianity infuses a new culture? We will examine these questions in depth by examining the global spread of Christianity to the Americas, Asia and Africa after 1500.

Same as THEO 360.

Prerequisites: HIST 204

HIST 325 - The Cold War

2016-17, Winter 3(3-0-0)

This course examines the Cold War from its origins to its denouement. It examines the escalation of the conflict from the end of the Second World War through the ERP, the Korean War, Cuba and Vietnam, up to and including the collapse of communism and the fall of the Berlin Wall. This course explicitly focuses upon key hotspots (Cuba, Vietnam), the main protagonists (Kennedy and Khrushchev, Reagan and Gorbachev) and social, cultural and economic aspects of the Cold War (including music, film, literature) to build an integrated view of the Cold War by examining it from different disciplinary perspectives. It includes a sustained engagement with both the historiography of the Cold War, and the relevant primary sources from the period.

Prerequisites: HIST 202 or 204

HIST 344 - Tudor Britain

2017-18 Fall 3(3-0-0)

This course consists of a study of the life of Britain and her peoples from the late 15th to the early 17th century. Primary attention will be given to England. Topics to be covered include: the essence of the English Reformation, Tudor rebellions, Edwardian Protestantism and Marian reaction, the Elizabethan Settlement and the origins of Puritanism.

Prerequisites: HIST 202 or 204

HIST 345 - Stuart Britain

TBA 3(3-0-0)

This course is designed to give students an appreciation for the basic themes of British history from 1603 to 1688. A concluding survey covering the period from the Glorious Revolution to 1714 is included. Some prominent topics are: Anglicans and Puritans, Cromwell and the Holy Commonwealth, radical social thought and foreign relations.

Prerequisites: HIST 202 or 204

HIST 346 - Medicine and Society in the Atlantic World: 1660-1918

2017-18, Winter 3(3-0-0)

This course seeks to explore the role which medicine has played in the shaping of North Atlantic societies from the Great Plague of London in the mid-17th century to the Spanish Influenza epidemic of the early 20th. Topics to be discussed include physicians and surgeons, quacks and "irregulars", disease

and diseases, hospitals, the practice of medicine, the changing nature of surgery, women and medicine, and medicine and empire.

Prerequisites: 3 credits in history

HIST 347 - Britain in the 18th Century

2016-17, Fall 3(3-0-0)

This course seeks to provide an introduction to British history in the long eighteenth century. It will consist of a combination of lectures by the instructor and seminar discussions based on readings in the most recent historical literature. While the primary focus is on English history, there will be some consideration of Ireland, Scotland and the 18th century Empire.

Prerequisites: HIST 202 or 204

HIST 348 - Victorian Britain and Empire

2016-17, Winter 3(3-0-0)

A study of British domestic and foreign issues during the Victorian and Edwardian eras. Topics for consideration include: Victorian thought and society; the era of Gladstone and Disraeli; the Irish problems; and the nature of the Church of England and the rise of evangelicalism.

Prerequisites: HIST 202 or 204

HIST 351 - The Civil War: The United States to 1865

2017-18, Fall 3(3-0-0)

The main purpose of this course is to answer the question: why did Americans fight the Civil War (1861-1865)? Understanding the origins of this most destructive of American conflicts requires a long view of American history. Topics include: European and African migrations during the colonial period; contact and conflict with Native peoples; development of religious and political institutions; the American Revolution; slavery and sectionalism; westward expansion and "Manifest Destiny."

Prerequisites: HIST 202 or 204

HIST 352 - American Empire: The United States, 1865-Present

2017-18, Winter 3(3-0-0)

Is the United States an empire? This course examines America's movement from isolationism to imperialism and sole world superpower, especially during the 20th century. This course offers an introductory survey of the history of the United States from the aftermath of the Civil War to the aftermath of 9/11. Topics include: Reconstruction; race relations and the rise of the Civil Rights movement; immigration; religious and political culture; and pivotal conflicts such as the Spanish-American War, the world wars, and the Cold War. We also will consider the economic, military, cultural and religious dimensions of the global assertion of American power over the past century.

Prerequisites: HIST 202 or 204

HIST 353 - Political History of the United States, 1776-present

2016-17, Fall 3(3-0-0)

This course in American government examines the history of political institutions in the United States from Independence in 1776 to the present day. This course explores the origins of the Constitution, the functions and historical evolution of the three branches of the federal government (executive, legislative, judiciary) as well as the roles of political parties, interest groups, public opinion, and the

media. It also studies important historical case studies (over issues such as race, slavery and civil rights; civil and religious liberties; family and privacy law; and economic and environmental policy) that demonstrate how American political culture has changed over time. This course is decidedly interdisciplinary in approaching the subject using the methodologies of history and political science.

Same as POLI 353

Prerequisites: one of HIST 202, HIST 204, POLI 205

HIST 359 - Environmental History of the Americas

2016-17, Winter 3(3-0-0)

This course is designed to do two things. First, we will ask the question "What is environmental history?" as a way to introduce the students to the theoretical and disciplinary issues that drive this emerging academic field. Second, we will explore the history of our relationships with the environment and the Americas since the arrival of humans; particular comparisons will be made between aboriginal and Euro-American ideas and practices. The goal is to show that nature, too, has a history, and to provide historical context for our current concerns about environmental degradation.

Prerequisites: HIST 202 or 204

HIST 360 - Canada to Confederation

2017-18, Fall 3(3-0-0)

This course examines significant events, themes and personalities in the Canadian past from the European explorations to the movement toward Confederation. Particular attention is given to the formative intellectual and cultural currents of this period, in order to help develop an adequate foundation for both the study of recent Canadian history and the understanding of contemporary Canadian society.

This course is considered a Canadian Studies course for purposes of King's B.Ed. (AD).

Prerequisites: HIST 202 or 204

HIST 361 - Canada Since Confederation

2016-17, Winter 3(3-0-0)

This course deals with the major themes of Canadian history from the time of Confederation to the present. Among the topics covered are: the development of cultural communities, the Confederation era, social and economic developments, regionalism, political traditions, immigration and multiculturalism.

This course is considered a Canadian Studies course for purposes of King's B.Ed. (AD).

Prerequisites: HIST 202 or 204

HIST 364 - Futures in the Past: Historical Theology

2016-17, Fall 3(3-0-0)

A study of important stages in the development of Christian doctrine and some of the major figures in the history of Christian theology. We will examine the influence of social, political and cultural contexts on doctrine and theology, and ask the question whether and how a study of the Christian past might give shape to the church, theology and Christian faithfulness in the present and future.

Same as THEO 364.

Prerequisites: HIST 202 or 204

HIST 370 - Historiography and Historical Methods

Every Year, Fall 3(3-0-0)

The course will introduce students to the main themes and debates in the study of history, to some of the key issues in the practice of doing history and being an historian and will reflect upon the current status of history. We will consider the history of history-writing (historiography) largely as it has developed in Western culture. We will also explore the meanings of contemporary critical theory (postmodernism, deconstruction, post-structuralism, feminist theory) for history as a discipline, and analyze alternative forms of history - film, fiction, and theme parks, for example - that make truth claims about the past. Throughout the course we will debate and reflect upon what it means to study the past as Christians, and seek to develop a Christian perspective on key issues and developments.

Prerequisites: HIST 202 or 204

HIST 373 - War and Peace

2016-17, Fall 3(3-0-0)

Blessed are the peacemakers, said Jesus, and this course offers an interdisciplinary inquiry into the issues of war and peace in the Western tradition. The course will mix philosophical and theological approaches (just war theory, humanitarian intervention, and Christian non-violence, for example) with historical case studies (especially the Crusades and the Second World War but also reaching to contemporary conflicts such as the "War on Terror"). This will be a seminar-style course based on weekly discussion of a common set of readings. The goal is to provide students with a heightened awareness of the range of perspectives on war and peace both in the past and in our world today.

Same as POLI 373.

Prerequisites: HIST 202 and 204 or POLI 205

HIST 380 - A History of Modern Russia

2017-18, Fall 3(3-0-0)

This course is designed to develop an understanding of the rise of Russia to world prominence. The course emphasizes political, social, and economic forces and institutions, the motives behind the Russian Revolution, the establishment of the Communist order, and Russia's role as a world power in the 20th century.

Prerequisites: HIST 202 or 204

HIST 382 - Stalinism: Terror, Progress and Belief

2016-17, Winter 3(3-0-0)

This course examines the contours of the Stalinist period of modern Russian history. It provides a comprehensive and detailed appraisal of the system that emerged in the USSR in the 1930s until the year of Stalin's death in 1953. This course includes sustained engagement with the historiography of Stalinism, and uses a variety of different sources - texts, newspapers, memoirs, posters, films, literature, music - to explore different aspects of the Stalinist system in order to understand what Stalinism was, how it emerged and how it worked in practice. It also appraises how Stalinism has been remembered East and West, and examines the treatment of Stalin in recent biographies.

Prerequisites: HIST 202 or 204

HIST 390 - The Second World War

2017-18, Winter 3(3-00)

This course examines the history of the Second World War, adopting a thematic and a comparative approach in order to explore some of the contested issues in our understanding of this key moment in twentieth century history, and of subsequent ways in which this war has been interpreted and represented by historians, commentators and politicians. This course examines a range of different source material as it explores some of these questions - visual, textual, official - and seeks to understand the forces which continue to shape our world today. Throughout the course we will debate and reflect upon what it means to study the past as Christians, and seek to develop a Christian perspective on key issues and developments.

Prerequisites: HIST 202 or 204

HIST 391 - The First World War

2016-17, Fall 3(3-0-0)

This course examines the history of the First World War, adopting a thematic and a comparative approach in order to explore some of the contested issues in our understanding of this key moment in twentieth century history, and of subsequent ways in which this war has been interpreted and represented by historians commentators and politicians. In this course we will examine a range of different source material as we explore some of these questions - visual, textual, official - and seek to understand the forces which continue to shape our world today. Throughout the course we will debate and reflect upon what it means to study the past as Christians, and seek to develop a Christian perspective on key issues and developments.

Prerequisites: HIST 202 or 204

HIST 399 - Special Topics in History

Non-Recurring, 3(varies)

A course on a topic or figure of special interest to a member of the history faculty and offered on a non-recurring basis.

Prerequisites: HIST 202 or 204

HIST 460 - History of Christianity in Canada

2016-17, Winter 3(3-0-0)

This course seeks to examine various aspects of the religious culture of British North America and Canada from the 18th century to the present. It will consist of a combination of lectures by the

instructor and seminar discussions based on extensive readings in the most recent literature. Among the topics to be considered are Protestant-Catholic relations, evangelicalism, ultramontaniam, the Victorian crisis of belief, the social gospel, secularization, fundamentalism, and popular religious culture. Readings in English, Scottish, Irish and American religious history are intended to provide a transatlantic and comparative perspective on the Canadian scene.

Prerequisites: HIST 360 or HIST 361

HIST 496 - Oral History Project

Every Year, Fall and Winter 3(0-3-0)

Every human story is important, and oral history is one way to capture, preserve, and honour the living memories of ordinary people. This course has two major goals. First, students will explore the theoretical, ethical, and methodological dimensions of this type of history. Second, in consultation with the instructor, students will prepare for and conduct a substantial oral history interview project. In many cases the result-a video interview and transcription-will be preserved in the Gerry Segger Heritage Collection at King's, whose mission is to document the Dutch-Canadian Experience. In other cases the student will work with the instructor to identify a suitable archival home for the final project. Interested students must seek the permission of the instructor before enrolling in this course.

Prerequisites: HIST 202 or 204 and consent of the instructor

HIST 497 - Research Project

Every Year, Fall 3(0-0-3)

Students will carry out an independent research project under the supervision of one of the professors in the department.

Prerequisites: Completion of 84 credits and consent of the instructor

HIST 498 - Research Project

Every Year, Winter 3(0-0-3)

Students will carry out an independent research project under the supervision of one of the professors in the department.

Prerequisites: Completion of 84 credits and consent of the instructor

HIST 499 - Directed Studies in History

Every Year, 1 to 3 (varies)

This course is designed to provide students with an opportunity to conduct supervised research on a topic which they choose in consultation with a member of the history department. An emphasis will be placed on research methods, problems of interpretation and the art of writing.

Prerequisites: Six credits in history at the 300-level, and consent of instructor

POLI 205 - Invitation to Politics and Government

Every Year, Fall 3(3-0-0)

An introduction to the main problems, concepts and ideologies at play in political life and an analysis of the processes and institutions by which these are realized in the Canadian political system.

Students with credit in POLI 200 or POLI 201 cannot receive credit for POLI 205. This course is considered a Canadian Studies course for purposes of King's B.Ed. (AD).

POLI 310 - History of Political Thought I: Classical and Medieval Political Thought

2017-18, Fall 3(3-0-0)

Examines major developments in the history of Western political thought from the ancient Greeks and Romans through the Christian period up to the Renaissance, with particular attention given to key writings by Plato, Aristotle, Augustine and Aquinas. Examines themes such as the justice, the state, politics, plurality, constitutionalism, power, war and the individual.

Same as PHIL 310.

Prerequisites: PHIL 230 or POLI 205

POLI 311 - History of Political Thought II: Modern Political Thought

2017-18, Winter 3(3-0-0)

Examines the major social and political ideas developed in the modern era, focusing on select writings of major political philosophers such as Machiavelli, Hobbes, Locke, Rousseau, Marx and Nietzsche.

Same as PHIL 311.

Prerequisites: PHIL 230 or POLI 205

POLI 317 - Christian Social and Political Movements

2016-17, Winter 3(3-0-0)

This course examines the development of Christian social and political ideas and movements within Roman Catholic and Protestant traditions since the French Revolution (1789). It explores the context in which these movements arose, their distinctive ideas and strategies, as well as the practical changes they advocated. Special attention will be given to the way these movements tackled several key contemporary issues and the eventual outcomes of these efforts.

Same as HIST 317 and SOCI 317.

Prerequisites: HIST 204 or POLI 205 or three credits in sociology at the introductory level.

POLI 318 - Democracy in Politics and Society

2017-18, Winter 3(3-0-0)

This course considers the idea and ideal of democracy through a consideration of its history, theoretical justifications, and concrete practices in contemporary politics and society. Since democracy concerns authority and decision making, the course also considers the applicability of the ideal of democracy to other societal structures, such as, the family, the classroom, the business enterprise, labour unions, the economy, and the church.

Prerequisites: POLI 205

POLI 319 - Human Rights

2016-17, Winter 3(3-0-0)

This course seeks to explore the origins, nature and limitations of the human rights paradigm in politics and law. We will consider the historical development of the human rights paradigm, philosophical (and theological) discussions about its meaning and validity, and engage in concrete examination of the ways in which it shapes legal and political practice particularly in Canada and internationally.

Prerequisites: POLI 205

POLI 320 - Canadian Government and Politics

2016-17, Fall 3(3-0-0)

This course examines the relationship between Canada's federal and provincial governments, and the place of French Canada, regionalism, multiculturalism, Canadian nationalism, and aboriginal nations within the Canadian state. It examines the history of Canada's constitutional evolution, including the Canadian Charter of Rights and Freedoms.

This course is considered a Canadian Studies course for purposes of King's B.Ed. (AD).

Prerequisites: POLI 205

POLI 327 - Public Policy Analysis

2017-18, Winter 3(3-0-0)

This course is an introduction to themes and methods in policy studies. The course examines the practical and normative problems facing Canadian governments in initiating, formulating, enacting, and implementing public policies. Special attention will be given to several contemporary policy issues.

This course is considered a Canadian Studies course for purposes of King's B.Ed. (AD).

Prerequisites: POLI 205

POLI 353 - Political History of the United States, 1776-present

2016-17, Fall 3(3-0-0)

This course in American government examines the history of political institutions in the United States from Independence in 1776 to the present day. This course explores the origins of the Constitution, the functions and historical evolution of the three branches of the federal government (executive, legislative, judiciary) as well as the roles of political parties, interest groups, public opinion, and the media. It also studies important historical case studies (over issues such as race, slavery and civil rights; civil and religious liberties; family and privacy law; and economic and environmental policy) that demonstrate how American political culture has changed over time. This course is decidedly interdisciplinary in approaching the subject using the methodologies of history and political science.

Same as HIST 353.

Prerequisites: one of HIST 202, HIST 204, POLI 205

POLI 373 - War and Peace

2016-17, Fall 3(3-0-0)

Blessed are the peacemakers, said Jesus, and this course offers an interdisciplinary inquiry into the issues of war and peace in the Western tradition. The course will mix philosophical and theological approaches (just war theory, humanitarian intervention, and Christian non-violence, for example) with

historical case studies (especially the Crusades and the Second World War but also reaching to contemporary conflicts such as the "War on Terror"). This will be a seminar-style course based on weekly discussion of a common set of readings. The goal is to provide students with a heightened awareness of the range of perspectives on war and peace both in the past and in our world today.

Same as HIST 373.

Prerequisites: HIST 202 and 204 or POLI 205

POLI 380 - World Politics

2017-18, Fall 3(3-0-0)

This course is an introduction to international politics, law and organizations and focuses on major international issues of conflict and cooperation related to war, economics, poverty, and the environment.

Prerequisites: POLI 205

POLI 399 - Special Topics In Political Science

Non-Recurring, 3(varies)

A course on a topic or figure of special interest to a member of the political science faculty and offered on a non-recurring basis.

Prerequisites: POLI 205; some topics may have more specific prerequisites.

POLI 499 - Directed Studies in Political Science

Every Year, 1 to 3 (varies)

An opportunity to do intensive study of a special topic of particular interest to the student. Students work closely with a faculty member in tutorial meetings. Students must apply in advance for special studies to a political science faculty member.

Prerequisites: Six credits in political science at the 300-level, and consent of instructor

PHES 201 - Engaging the World: Faith and Public Life

Every Year, Winter 3(3-2-0)

Through experience and reflection, this course explores a number of fundamental issues, problems and opportunities that shape public life. Topics may include: poverty, the environment, multiculturalism, religious pluralism, and the relationship between economy and politics. The aim is to understand the nature and limits of public life and to examine the distinctive understanding and voice that Christian faith can bring to public debate on, and resolution of, these topics.

Prerequisites: Three credits of ECON 203, ECON 204, HIST 202, HIST 204, POLI 205

PHES 495 - Senior PHES Seminar

Every Year, Winter 3(0-3-0)

All students graduating from the PHE program are required to take this course. The course is designed to integrate the perspectives and practical implications of the different courses encountered in the program. It intends to prepare students for the practical application of their knowledge by an interdisciplinary and in-depth engagement with the Canadian public context in comparison to other national contexts and its relationships to a globalized world. In a seminar setting, it will use guided

written research inputs from students, as well as topical inputs from the instructor, to hone analytical, rhetorical and presentation skills.

Prerequisites: Nine credits in at least one of the three constituent disciplines at the 300 or 400 level or consent of the instructor. Course can only be taken in the final year of the degree.

PHES 498 - Special Topics In Politics, History and Economics

Every Year, Fall 3(3-0-0)

A course on a topic of special interest to members of the PHE program (or a guest presenter) and offered on a non-recurring basis.

Prerequisites: Six credits in any of the constituent disciplines in the PHE program at the 300 or 400 level.

PHES 499 - Directed Studies in Politics, History and Economics

Every Year, 1 to 3 (varies)

This course is designed to provide individual students with an opportunity to conduct supervised reading and research on a topic of the student's choice, in consultation with a member of the PHES program. Work will be on a tutorial basis and students must apply in advance to teaching faculty in the program before registering for this course.

Prerequisites: Six credits in any of the constituent disciplines in the PHE program at the 300 or 400 level and consent of the instructor.

SSCI 309 - Methods of Inquiry and Analysis in the Social Sciences

Every Year, Fall 3(3-0-2)

Introduction to methods of research design, data collection and data processing techniques used by social scientists. Includes an examination of the relationship between theory and method, research values and ethics and measurement issues as they pertain to experimentation, survey research, field research, content analysis and historical/comparative analysis.

SSCI 309 must normally be taken in the second year of study. Students with credit in PSYC 301 cannot receive credit in SSCI 309. Same as SOCI 309.

Prerequisites: Three credits of a designated social science course

STAT 300 - Introduction to Statistics

Every Year, Winter 3(3-0-1.5)

An introduction to the use of statistical methods. Descriptive statistics, frequency distributions, regression and correlation, inference on means and proportions, sampling distributions, analysis of variance, hypothesis testing.

Prerequisites: Mathematics 30-2 or the successful passing of an algebra competency test.

Library Resource Review

Library Review for PHE Program

April 2016

A review of the print and electronic resources related to the disciplines of Politics, History and Economics leads me to conclude that the Simona Maaskant Library is able to provide a basic level of supplemental print and online resources to support the core topics taught in these departments. Our collection analysis did reveal however that many of the print resources in this area are becoming outdated – 66% of King’s materials classified within the relevant Library of Congress classifications of are more than ten years old. A modest level of reinvestment (\$3,000), in addition to the funds allotted by the Library on an annual basis, would be of great benefit to students and faculty. King’s is fortunate, however, to have access to the materials provided through the NEOS Library Consortium as well as our growing collection of ebooks.

Print Book and Ebook Holdings

The Simona Maaskant Library has a total of 9.630 print books and ebooks in the LC classifications of

- D, HB, HC and J.

The Library also holds ten current and twenty discontinued runs of periodicals related to the social sciences group.

Other Support

King’s faculty and students are also supported by an excellent interlibrary loan service. This service is provided through the NEOS Library Consortium, which has reciprocal borrowing arrangements with academic libraries across Canada and the world.

Electronic Resources

The Library also subscribes to the following relevant electronic resources:

PHE Databases

Bibliography of Native North Americans

Canadian Business and Current Affairs

China: Trade, Politics and Culture 1793-1980

Dictionary of Canadian Biography

Early Canadiana Online

18th Century Journals

Empire Online

Films on Demand

JStor

Mass Observation Online

Medieval Travel Writing

Oxford Dictionary of National Biography

Slavery, Abolition and Social Justice 1490-2007

General Resources

Academic Search Complete

Masterfile Premier

Omnifile Full Text Select

Recommendation

Library staff would be pleased to work with faculty members to discuss the information needs of students and faculty in the PHE program and to initiate a plan for improving this area of our collection.

Library staff are concerned about the aging of our collection. Annual spending for monographs in this area is \$6,000. This provides us with approximately 120 new books per year, which may be a reasonable amount of material for a university of our size. However, we do face the question of how to update the rest of our aging collection, as 66% of our print books are more than 10 years old. We would also like to subscribe to additional relevant electronic databases - when funds are available.

I recommend that the Library receive additional collection funding in the amount of \$3,000 in the 2016-17 academic year in order to assist us with reinvigorating collections in this area.

Submitted by Tim Janewski, Director of Library Services

04/18/16

External Review Report

The King's University Politics, History, Economics Program

External Review Report

Jim Farney
Associate Professor
Politics and International Studies
University of Regina

May 13, 2016

1. Overview

The King's University Politics, History, and Economics (PHE) program is to be commended for its integration of the three disciplines into a coherent liberal arts program. That this integration is so seamless is due to the intellectually engaged faith-based core which provides a common ground for theoretically informed discussion across the three disciplines. It benefits from being part of a university with a clear sense of mission, being staffed by committed teacher-scholars, and having committed students with an incredibly strong sense of loyalty and connectedness. Overall, the program is of high quality, growing, and clearly in alignment with the vision and mission of King's.

The program's biggest long run challenge is that its students and alumni, while valuing all of these things, believe the program would be stronger and more popular if it offered the tools (various forms of quantitative and policy analysis) and connections (career services, internships, co-operative education, and experiential learning) to better prepare them in for applied careers. I would suggest that pursuing this would also benefit those students interested in graduate work in social scientific disciplines. It is certainly not an irreconcilable tension, but resolving it will require the program to stretch itself somewhat.

I also urge reflection on two aspects of nature of the students it serves. First, during my group discussion with undergraduates, a concern was raised that female students felt 'silenced' in some classroom settings at Kings. Students were unwilling to be more specific or detailed, so I cannot say whether or not the issue they raised were specific to the program or is a campus-wide issue. They were clear that silencing did not extend to other aspects of diversity (i.e. religious). This is an urgent matter for the attention of faculty—attention I believe them to be very willing to give to the issue. I would also encourage them to give collective attention to the amount of time their students spend in paid employment and on outside personal commitments. Anecdotally, this is quite considerable and must generate difficulties with students completing a degree that depends on taking courses in three disciplines, with a relatively limited course rotation, in an institution with an intensive liberal arts culture. I believe that both of these issues can be addressed from a position of strength — the King's students were incredibly engaged and their faculty deeply committed to teaching — but they do require careful thought and action moving forward.

Along with a number of more minor recommendations, there are three major areas that need to be addressed.

1. The issue of 'silencing' identified by female students.
2. Better resourcing the Economics part of the curriculum.
3. Enhancing the professional and technical aspects of the program.

2. Process

My review of the program draws on materials provided by the program in preparation for the review ('Academic Program Review'), a review of course syllabi in courses offered by the program, and the University's strategic plan ('Shared Vision 2020'). During a day long site visit, I met with the Glenn Keeler (AVP Institutional Research), Dr. Christopher Peet (Dean of Social Sciences), had lunch with seven currently enrolled students, toured the campus, had an informal discussion with the Librarian about library resources and student research opportunities, met with Doctors DeMoor, Hiemstra, Kits, Van Arragon, and Vaudry (five of the six permanent faculty), and had dinner with six recent (post 2008) alumni of the program.

I was surprised, and impressed, by the openness and thoughtful engagement of my discussions with students and alumni and draw on their comments quite heavily in preparing this report. I left King's with a clear sense of how much work my own institution needs to do to match this level of student engagement and commitment.

I approach the program as a qualitatively minded political scientist presently teaching in the Political Science and the Philosophy, Politics, and Economics program at the University of Regina. A Roman Catholic, all of my education has been in secular institutions, though I have benefited from opportunities to be engaged informally with Catholic federated colleges like Saint Thomas More at the University of Saskatchewan and Campion College at the University of Regina.

3. Strategic Alignment

King's University identifies five key strategic priorities in its Vision 2020 Plan:

1. Serving Community
2. Strengthening Teaching and Research
3. Equipping Student Success
4. Empowering People
5. Advancing Sustainability

There is clear alignment between the program's defined objects for itself (as reported in its self-study), what I could tell of its practice, and each of these goals. Its subject matter naturally lends itself to a variety of community service initiatives, I see evidence of innovative teaching and praise-worthy research records, significant work being done to insure student success, empowered students and alumni, and — in part due to the research interests of two of the faculty — substantial engagement with questions of ecological sustainability. The students and Faculty all seemed to be seized with the King's mission, seeking 'to bring renewal and reconciliation to all walks of life as followers of Jesus Christ, the servant king'.

There are two areas where care should be taken in insuring productive alignment continues:

1. On the question of equipping student success, it seems that the current structure and resourcing of student support offices makes it difficult for PHE students to access co-operative and experiential learning opportunities (priority 3.2 of Vision 2020). Students identified this as a challenge and I believe that it is.
2. On the question of financial sustainability and enrolment (priority 5.1 of Vision 2020). It must be recognized that the three historians are also supporting a History program and doing a good deal of service teaching, while Dr. Kits is doing a very

significant amount of service teaching for other programs. That said, the number of majors that the department has enrolled is growing, but is not terribly large. In thinking of future improvements to the program, I would caution against changes that would introduce inefficiencies into the program's use of resources or require resources that are difficult to deploy in support of other enrolment in other programs.

4. Curricula and Learning Environment

The PHE program offers students 'the strength of a multidisciplinary major with disciplinary depth'. To my knowledge, it is the best established of only a small number of programs in Canada that seek to do this. Its equivalents are all Philosophy, Politics, and Economics programs (at Mount Allison, Western, Regina, and UBC Okanagan). The King's program looks broadly similar to these close comparators, though the University's status as a faith-based institution allows for a distinctive character to its second and fourth year capstone courses. There is a clear tension between embodying a distinctive faith-based vision of intellectual life and being engaged with the broader academy — I believe that the program has managed this tension very well to date and wish to underline the continuing commitment of the faculty to that balancing.

Coming from the point of view of a political scientist, the curriculum — broadly speaking and recognizing the small size of the faculty — fits with disciplinary norms quite well. I am less familiar with history, but it seems broadly appropriate and well suited to the program's interdisciplinary nature. In both of these areas, I would note a relative weakness in faculty expertise and course offerings in international affairs and the developing world. The faculty are aware of this and raised it during their discussion of future succession planning. I recommend the faculty keep this substantive areas in mind moving forward, even if it can only extend to getting students more involved with the Micah Centre or study abroad opportunities.

The economics aspect of the program is challenged because there is only a single economist. Speaking from outside the discipline, it seems that the curriculum is a sensible one, but I would note Dr. Kits must be stretched very thin doing substantial service teaching, covering upper year courses in economics, and — by default — providing the quantitative training in the program. I would urge the investigation of ways, perhaps collaborative with other programs at King's, to support these aspects of the program more fully. Should more faculty resources become available, this is the area where they are most immediately required.

The course by course skills analysis of the curriculum embodies best practice and I congratulate the faculty for pursuing it. I would suggest it is not only a valuable tool for self-reflection and collective accountability, but also an important marketing tool for explaining to students how they can benefit from taking a PHE degree. It is an important initiative to continue.

Students benefit from a small and friendly campus, reasonable library resources, and the possibility of accessing other resources in Edmonton. Students in History, and students of a historical bent in PHE, seem to have enjoyed opportunities to do primary archival research. I would encourage the pursuit of equivalent opportunities for students on the social scientific side of the program.

There was discussion of revitalizing 'streams' in the program from the faculty. I would be hesitant about this idea. Adding more moving pieces for students would threaten time to

completion rates, breakup what seems like an excellent cohort experience, and generally add complexity to an already complex program.

Rather, I would suggest that the path to curricular renewal lies in the call from students and alumni for the tools (various forms of quantitative and policy analysis) and connections (career services, internships, co-operative education, and experiential learning) to better prepare them in for careers. There has already been some movement in this direction in terms of assignments and informal opportunities for internships, co-ops ect. Given the resources, all concerned seemed excited to broaden these opportunities. Alumni highlighted that they had found their PHE degrees useful in business, the voluntary sector, and government and I would suggest maintaining an awareness of this breadth would be very important in thinking of what skills and experiences are most valuable for students.

5. Faculty and Staff

The program makes very limited use of visiting scholars/adjunct faculty. Students expressed concern about the quality of teaching they received when taking classes from adjuncts and this is clearly something to be watched carefully. I wonder whether opportunities exist to use practitioners as visitors more than PhD students from the University of Alberta.

Faculty in the program are housed in two separate Faculties (Social Sciences and Arts). This does not seem to have caused any difficulties.

6. Students

There are the high levels of student satisfaction in the survey material provided to me and evident in my interaction with students. There is the worrisome issue of female students feeling somewhat 'silenced' or taken less seriously than their male peers and I would underline the importance of investigating the genesis of this sensibility—I was not able to determine if it was inside or outside the program. That said, even those students who raised this concern said how much they valued their King's experience and that they would recommend it to others.

Alumni seemed quite satisfied with their experience though, as I noted above, they did have recommendations for improving it. Graduates of the program have clearly been accepted into high quality graduate and professional schools and/or met with considerable career success.

A noticeable number of both students and alumni commented that they had just 'happened' to find themselves at King's. Given the Universities distinctive vision and identity, this is noteworthy and suggests some thought could be given to student recruitment and marketing.

Retention rates and class averages seem reasonable, but I would raise some concerns about completion rates. The program has 51.6% of its students completing the program in six years, as compared to 46.3% at King's as a whole. This is broadly comparable to our rates at the University of Regina, so I am not suggesting that King's is alone in facing this issue. But, six years is already a long time to complete a BA—that only half of the students have completed by the end of six years is worrisome and I would suggest some thought into the roots of the problem worthwhile. At minimum, a survey of students investigating how much time they spend in paid work, ascertain how heavy their family responsibilities are, how much of the time they are taking a full course load, whether there are programmatic barriers ect. would be valuable. The faculty all identified that they made ad hoc and incremental adjustments to their teaching to

adjust for the outside commitments students have — I would suggest its an important opportunity for collective reflection, especially when considering programming change.

In general, they believed their classes were small enough that it was possible for them to provide individual support to students that were struggling, but there was a sense that more systematic support might be beneficial for some students.

7. Resources

Given the nature of the program, the core academic resources required are faculty members and library resources. Faculty members were addressed in the section above. Library resources seemed adequate.

Support for students in the areas of career services was repeatedly identified as a major issue. Given that it exists on a department by department basis at this point in time — and there are no dedicated resources for PHE — these resources are difficult for students to access. This ought to be resolved.

8. Research and Scholarship

The four senior members of faculty (Hiemstra, Sandle, Van Arragon, and Vaudry) have all published extensively in the mainstream of their respective disciplines and maintain important ongoing research programs. The more junior members (Kits and DeMoor) are productive scholars who share a clear bent towards interdisciplinary research. All six are clearly engaged in tying their research to their teaching and, in diverse but appropriate ways, to the broader community.

9. Degree Recognition

All evidence suggests that the program's graduates are meeting with career success and have no problems being accepted into good graduate and professional programs after their degrees. Given the nature of the program I would expect that alumni be successful in history and political science programs. It might be worth investigating how well prepared students are for further work in economics and, indeed, how many of them are interested in it.

10. Recommendations

Major (in order of priority):

1. The issue of 'silencing' identified by female students. As I said in the report, I cannot identify whether this is program issue or a campus issue. Certainly, the program's faculty were surprised and grieved to hear that students had raised it. Without a clear sense of the source of the problem, I can only raise it as an issue and urge that it be addressed.
2. Better resourcing the Economics part of the program. Having only one person teaching in an area that also provides a great deal of service teaching is a stretch. In the longer term, there is a clear need for a second economist. In the short term, I would suggest investigating whether resource sharing with Business (for substantive economics/business/ect courses) and/or other quantitative social sciences (for technical courses) is possible.
3. Enhancing the professional and technical aspects of the program.
 - Insure students in the program have access to career training, exchange, experiential training resources
 - Insure students in the program are aware of the considerable skill set they are developing under the existing curriculum
 - Highlight and enhance aspects of the program such as quantitative analysis, financial analysis, and policy analysis.
 - Connect students and alumni

Minor (in no particular order):

1. Enhance international courses and experiences (especially outside the Atlantic world).
2. Continue the rigorous thinking about skills development demonstrated in the program's self-study report.
3. Investigate opportunities for using practitioners as visiting faculty.
4. Better understand the commitments students have outside university and work to insure flexibility with a particular eye to lowering time to completion.

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Education

Ph.D. (2009) Political Science, University of Toronto

M.A. (2003) Political Studies, University of Saskatchewan

B.A. (2001) Political Studies, University of Saskatchewan

Employment

2014- Associate Professor, Politics and International Studies, University of Regina.

2011-14 Assistant Professor, Political Science, University of Regina

2010-11 Adjunct Professor, Political Studies, Queen's University

2009-10 Skelton Clark Postdoctoral Fellow, Political Studies, Queen's University

2006-2009 Term Assistant Professor, Political Studies, Queen's University

Refereed Publications

James Farney and David Rayside (eds). 2013. *Canadian Conservatism*. Toronto: University of Toronto Press.

James Farney and David Rayside. 2013. 'The Meaning of Conservatism' 3-21 in Farney and Rayside, *Canadian Conservatism*.

James Farney 'Canadian Populism in the Era of the United Right' 43-59 in Farney and Rayside, *Canadian Conservatism*.

David Rayside and James Farney. 'The Distinctive Evolution of Canadian Conservatism' 339-353 in Farney and Rayside, *Canadian Conservatism*.

Social Conservatives and Conservative Party Politics in North America. University of Toronto Press, 2012.

James Farney and Jonathan Malloy, 2011. 'Ideology and Discipline in the Conservative Party of Canada,' 247-271 in Pammett and Dornan (eds) *The Canadian Federal Election of 2011*. Toronto: Dundurn.

James Farney. 2009. 'The Personal is not Political: The Progressive Conservative Response to Social Issues.' *American Review of Canadian Studies*. 39: 3, 242-253.

James Farney and Renan Levine, 2008. 'Canadian Voting Behaviour in Comparative Perspective.' 194-205 in Linda A. White, Richard Simeon, Rob Vipond, and Jennifer Wallner (eds.) *The Comparative Turn in Canadian Political Science*. Vancouver: UBC Press.

James Farney and Bohdan Kordan. 2005. 'The Predicament of Belonging: The Status of Enemy Aliens in 1914 Canada.' *Journal of Canadian Studies*. 39:1, 74-90.

Non-Refereed Publications

Royce Koop, James Farney and Allison Loat. 2013. 'Balancing Family and Work: Challenges Facing Canadian MPs and Potential Solutions'. *Canadian Parliamentary Review*, Spring, 37-43.

James Farney, 2013. 'Is Morality a Conservative Issue? Not in Canada.' *Boston Globe*. January 27, 2013. Ideas section.

James Farney, 2005. 'Book Review Pro-Family Politics and Fringe Parties in Canada.' *Canadian Journal of Political Science*, 38:4, 1062-63.

Under Review

James Farney and Royce Koop. 'The Conservative Party in Opposition and Government.' In J.P. Lewis and Joanna Everitt (eds) *Slow Right Turn: Conservatives and Canadian Politics 1993-2003*. Under review University of Toronto Press.

James Farney. "Stability Amidst Change: Ontario's Religious Schools and Canada's Regime of Secularism" Under Review at the *American Review of Canadian Studies*.

James Farney. In David McGrane and Neil Hibbert (eds) *Canadian Political Thought*. "From Grant to Hayek: The Shifting Nature of Canadian Conservatism". under review at University of Toronto Press.

Conference Presentations

'Practical Tips for Elite Interviewing' Organized and presented at workshop at Canadian Political Science Organization Conference June 2015.

'Pursuing the Implications of Constitutional Entrenchment: Contrasting the Politics of Religious Schools in Saskatchewan and Manitoba' Paper presented at Canadian Political Science Association Conference June 2015.

'Political Parties and Regional Integration in the 21st Century'. Paper presented at Canadian Political Science Association Conference June 2015.

co-organized two panels 'Provincialization, Public Policy, and Regionalism during the Harper Era' and 'Cultural and Institutional Aspects of Regional Change during the Harper Era' at the Canadian Political Science Association Conference June 2015.

'Canadian Conservatism: More than Variations on a Free Market Theme?' Paper Presented at the Prairie Political Science Association Meetings as part of a Workshop on Canadian Political Thought. September 2014.

'Contextualizing and Explaining Stability of an Educational Regime: The Case of Religious Schools in Ontario.' Paper Presented at the American Political Science Association Meetings. September 2014.

'The Politics of Religious Education in English Canada: Approaches to Variations in Provincial Educational Regimes.' Paper presented at American Political Science Association Meetings. September 2013.

'Resource Development in Saskatchewan under Wall and Harper: Confused Conservatives, Competing Rentiers, or Open Federalists?' Invited Workshop Presentation at Canadian Political Science Association Meetings. June 2013.

Royce Koop and James Farney. 'Canadian Party Constituency Associations: A Democratic Audit.' Paper Presented at Canadian Political Science Association Meetings. June 2013.

'What Happened to Prairie Populism? Lessons for Democratic Reform' Paper presented at the Prairie Political Science Association. September 2012.

'Approaches to the Problem of Religious Identity in Theories of Multiculturalism.' Paper presented at the Canadian Political Science Association. June 2012.

'The New Normal, Just Normal, or More of the Same?' Organized Workshop on 2011

- Federal Election at Canadian Political Science Association. June 2012.
- Organized four panels at 2010 Canadian Political Science Association Meetings on Conservative Ideology, Conservative Public Belief and Social Activism, Conservative Party Politics, and Conservative Public Policy. Became the core of *Canadian Conservatism*.
- 'The Democratic Deficit, Conservative Parties, and Pluralism's Resurgence' Paper presented at the Canadian Political Science Association. June 2010.
- 'Charles Taylor and the Problem of Differentiating Culture and Religion.' Paper presented to the American Political Science Association. September 2009.
- 'Cultural and Religious Recognition in Charles Taylor.' Paper presented to the Canadian Political Science Association. June 2009.
- 'The Benefits of Office: Canadian Conservatives, Same-Sex Marriage, and the End of the Tory Syndrome.' Paper presented to the Canadian Political Science Association. June 2008.
- 'Success and the Acceptance of Office-Seeking: Canadian Social Conservatives and Right- Wing Party Transformation 1993-2007.' Paper Presented to the Midwest Political Science Association. April 2008.
- 'Conservative Religion and Partisan Politics in North America.' Roundtable Presentation at the Association for Canadian Studies in the United States Conference. November 2007.
- 'Religion, Secularism, and Partisan Politics in North America.' Presentation to University of Toronto Political Theory Workshop on Secularism, November 2007.
- 'The Personal as Moral: The Progressive Conservative Party responds to Social Change 1968-1991.' Paper Presented at the Canadian Political Science Association Conference, June 2006.
- With Renan Levine. 'Uniquely Canadian? Canada's Parties and Party System in Comparative Perspective.' Paper Presented at the Midwest Political Science Association Conference, April 2006.
- With Renan Levine. 'Comparative Politics and Canadian Politics: The Parties Literature' Paper Presented at the Canadian Political Science Association Conference, June 2005.

Research Funding

2015. Linda White (PI), Co-investigators Jim Farney (Regina), Clark Banack (York), Phil Triadifilopolous (Toronto). 'The Politics of School Choice: How Financing and Governance Affect Equality of Access in 21st Century Education Systems'. SSHRC Insight Grant. \$240,000.
2014. 'Contentious Schooling: Explaining Divergence in the Provincial Accommodation of Religious Claims In Public Education'. SSHRC Insight Development Grant. with Clark Banack (York) 4A Recommended but not funded.
2013. SSHRC Insight Development Grant 'Recognition of Group Identity in Canadian Education Governance.' 4(A) recommended but not supported.
2013. University of Regina President's Research Fund Award 'Recognition of Group Identity in Canadian Education Governance.' \$4850
2013. Faculty of Arts Dean's Research Award. 'Recognition of Group Identity in Canadian Education Governance'. \$2800
2012. Aid to Scholarly Publications Program Subvention for *Conservatism in Canada*. \$8000.
2010. Aid to Scholarly Publications Program Subvention for *Social Conservatism and Party Politics in Canada and the United States*. \$8000.

Academic Service

Vice President, Prairie Political Science Association, 2015-16.

Member, Faculty of Arts Vision and Priorities Committee, 2015-16

Chair, Faculty of Arts Ad Hoc Public Relations Committee/External Relations Committee June 2013-September 2015, member 2012-13.

Member, President's Advisory Committee on the Liberal Arts, 2013-present

Dean's Observer, Sociology Tenure-Track Search Fall 2014.

Program Chair, Canadian Politics Section, American Political Science Association, 2014 Conference.

Dean's Observer, International Studies Hiring Committee, Summer 2013.

University of Regina Executive Council Member, 2012-present.

Executive Committee Member, Canadian Politics Section of the American Political Science Association. 2010-14.

Reviewer for *Canadian Journal of Political Science*, *Canadian Political Science Review*, *Prairie Forum*, University of Regina Press, University of Toronto Press.

Public Service

Consultant, Elections Saskatchewan Elections Audit, 2016 Provincial Election

Keynote Address, Canadian Wheat Board Alliance Annual Meeting, Regina, February 2013. Covered in the Regina Leader Post.

'Conservatism' public lecture as part of University of Regina Faculty of Arts Open Minds Series February 2012.

Media Interviews with: Global, CBC Radio and TV, Radio Canada, CTV, CNN, Regina Leader Post, Saskatoon Star Phoenix, National Post, Metro, Boston Globe (approximately 200 total in last 4 years).

Dean's Response to Program Review of Politics, History, & Economics

Dean's Response to Program Review of Politics, History, & Economics program

The Self Study Committee for this Politics, History, & Economics (henceforth PHE) program review comprised Michael DeMoor (Associate Professor, Social Philosophy, & Director, PHE), Gerda Kits (Assistant Professor, Economics), Richard Vaudry (Professor, History), Glenn Keeler (Associate Vice-President, Institutional Research), Kara Reich (Institutional Research Associate), and Christopher Peet (Dean, Social Sciences). The review composed three documents to which this response is written:

1. Self-Study Report: (received March 11, 2016) submitted by the Self Study Committee.
2. External Review Report: (received May 11, 2016) submitted by Dr. Jim Farney, Political Science and the Philosophy, Politics, and Economics program, University of Regina, based on his site visit of April 15, 2016.
3. Committee Response to the External Report: (received May 31, 2016) response of the Self Study Committee to the external review.

Based on the above documents, it is clear that since its inception as a degree program in 2005 the PHE is a successful, vibrant program that amply meets its objectives and goals, and has done an admirable job of preparing students for work in “public life” upon graduation, either in a wide variety of careers and employment or in an equally great diversity of graduate school options. The distinctiveness of the program’s three-disciplined character – aspiring to combine “the strength of a multidisciplinary major with disciplinary depth” – is noted by the external reviewer in its being one of only five such programs in Canada, adding that it is the “best-established” of these five programs. Existing Faculty demonstrate the qualifications, and deliver on the promise of the program, to provide interdisciplinary coherence and an integration of a Christian worldview perspective to PHE material that are signatures of the program. A clear characteristic of the program that emerges from reviewing the program is its distinctive emphasis methodologically on qualitative approaches. Student satisfaction with the program is very high. Retention and graduation rates for students in the PHE are higher than King’s institutional average. The external further offered some very high praise in his report corroborating student self-reports, saying for example that the program evidences “committed students with an incredibly strong sense of loyalty and connectedness”. He also stated that “I left King’s with a clear sense of how much work my own institution needs to do to match this level of student engagement and commitment”. A notable achievement of the review process itself is the articulation within the Self-Study Report of specific learning outcomes for the program generally, more specifically in terms of the three disciplines, and most specifically in terms of the full range of courses offered.

For all of these reasons, I am not recommending any major revisions be made to the program.

Of course, there is room in the program for improvement, and there are some challenges identified through this review process. It should be emphasized that a number of these are not specific to the PHE program, but are much broader than the program and therefore the extent to which King's as an institution deals with these, for example through its current strategic planning as summarized in Shared Vision 2020, will have repercussions for the PHE program as well. In my response here I will aim to distinguish clearly where this overlap occurs, and keep distinct program-specific challenges (and corresponding recommendations) from institution-wide challenges (and their corresponding recommendations). I perceive four significant examples of such overlapping challenges:

- Need of program to grow in student numbers
- Need to better publicize and market the program
- Challenge of new student demographics: increasingly onerous 'outside commitments'
- Better employment preparation in terms of practical and applied skills

One clear example of this in the report is the size of the program and its need to grow. This applies to the whole institution and informs much of King's current strategic planning. A second clear example is the need to better publicize, advertise, and 'market' the PHE program, which applies to King's as a whole, too. A third clear example is in the external reviewer's concern with the 'outside commitments' of students and perhaps unreasonable demands on students' time in trying to meet the demands of school and work (with a consequence being an impact on graduation rates and an increase in time-to-completion of the PHE degree). This change in students is arguably best understood as generational and widespread, and is an institution-wide problem that initiatives like a planned "Student Success Center" is meant to address. If this initiative does so successfully this would have positive consequences for students the PHE program, too. As well, ideally King's would increase program specific bursaries and scholarships for the PHE, and I concur with the committee's recommendation that an appropriate body/committee at King's could revisit policy around bursaries & scholarships with program-specific criteria for the PHE included.

A fourth example is perhaps the most significant example of this overlap between program concern and institution-wide concern, this is regarding the preparation of students for practical and applied skills upon graduation. Both students and the external reviewer emphasized this concern, despite the high levels of satisfaction with their preparation also voiced by alumni employed across a variety of fields. To provide better capacity for PHE students to access career training options, exchange possibilities, experiential training resources, to maximize their awareness of the considerable skill set they are developing under the existing curriculum, and to better connect students and alumni, are all recognized as institutional-wide imperatives that King's as a liberal arts university needs to address. Most of these imperatives are at the forefront of current planning for a Student Career Center, the second major initiative alongside a Success Center that is currently being worked on by the Student Life department. It should also be noted that the Faculty of Social Sciences has a Community Engaged Research Coordinator position approved in the budget beginning in academic year 2016-17. The position will serve all Social Sciences disciplines, including the PHE, with a significant part of the service provided involving enhancing professional and practical aspects of study.

For all of these challenges I concur with the need to address them; however since they are recognized institution-wide and a variety of strategic planning and implementation is underway to address these, the recommendation is for the PHE Faculty to remain abreast of these and to contribute to these institutional processes. A number of the Self-study Committee's recommendations accomplish this: the maintenance of communication with Admissions and with Marketing; the co-ordination with the the Student Success and Student Career Centres' task-forces; the development and maintenance of a routine survey instrument to assess student achievement of learning outcomes and program goals.

A different example of a challenge raised for the PHE program that is broader than the program, although in this case not institution-wide, is around better provision of quantitative methodology. This is a challenge shared across the Social Sciences Faculty. The creation of a Community Engaged Research Director Faculty position in 2014-15 and a number of new hires (Joanne Moyer in Geography in 2015-16; Danielle Brosseau in Psychology for 2017-18; David Eagle in Sociology for 2017-18; and the hiring of a Community Engaged Research Co-ordinator for July 2016), altogether changes and improves our capacity to teach and supervise quantitative and qualitative methodologies, but at the same time necessitates some careful review and co-ordination of how methods courses are delivered within Social Sciences programs and which would be best suited as required or as options within the PHE program. Most concretely, the SSCI 309 Research Methods course will become more quantitative in orientation.

I also wanted to briefly qualify the External's perception that the program's being housed in separate Faculties (Social Sciences and Arts) "does not seem to have caused any difficulties". Perhaps this is true, but it does present ongoing challenges. From my perspective as Dean, the key administrative challenge to the PHE is not that History is housed in the Arts and that Politics and Economics are housed in the Social Sciences, but that all PHE faculty can have their attention divided by multiple program responsibilities. Amongst these the most significant is History, the only discipline within the PHE to also have its own disciplinary program. History Faculty oversee 3 yr and 4 yr B.A.s in History as well as collaboratively delivering the PHE, a structural fact that might create the inadvertent default of the PHE program to "second class citizen" status in the planning and administering of the program by comparison to History. I would qualify the External's statement along the lines that, despite challenges and potential for difficulties, the program is working well through the commitment and adherence of Faculty to working collaboratively, and through the PHE Director position which is vital to the integrity of the program. The Director's attending to details, being vigilant to see through course offering timing, new course approvals, workloads, and so on, is crucial for overcoming the challenges of Faculty with multiple program responsibilities and working in different divisions.

Speaking to the external reviewer's recommendation of better provision of quantitative methods specifically within the PHE program, the recommendation underestimates the degree to which the program has intentionally emphasized qualitative approaches within PHE as a deliberate signature of

the program. The rationale for this signature is that qualitative approaches are most suitable for asking the questions and developing the most urgently needed skills in contemporary public life. Related, the recommendation underestimates the key role of history as one-third of the PHE program. Historical approaches and methodology are a strong alternative to, and not necessarily amenable to, a quantitative social science focus. This moderates to some extent the need for quantitative skills. These qualifications noted, some enrichment of those skills would be a benefit to our graduates in the workforce and in further study; as these skills are most heavily emphasized in the context of recommendations related to Economics improvements, I will deal with these below in discussing Economics.

I will turn in the remainder of my response to the first two major recommendations made by the external reviewer. Both warrant some detailed consideration. Without a doubt the claim of 'silencing' voiced by female students during the external visit warrants serious and careful consideration. I urge the VPA to take immediate investigation and action regarding this claim. If the claim is confirmed as indeed an issue it must be addressed. Issues of gender inequity and discrimination against women remain as long-standing societal problems that King's, like any institution of higher education, aims to address. A few immediate points to make in response to this recommendation: first, for clarity, to identify whether this perceived 'silencing' is a faculty-student problem over against whether it as a student-student, classroom dynamic interaction. Second to identify to what extent it is (or is not) a program issue or a campus issue. Third, to provide some relevant context for better understanding of the claim.

First, in terms of faculty-student interactions, there was one clearly-raised issue of such silencing occasioned by a single course. The issue was brought to faculty attention and measures were taken and the issue addressed. A number of the students who met with the external would have been in that course and correspondingly aware of the issue of silencing being very salient there. With the exception of this one occasion, the issue has not been heard from either student or alumni anecdotal evidence. Anecdotally, faculty have heard some commentary from students around silencing in the context of classroom dynamics in student-student interactions during class discussions and groupwork.

Second, the issue does not appear in any course evaluations for courses in the PHE. More broadly across the campus the issue does not appear in any substantial or systematic form in course evaluations of courses or instructors. It has not been named in program reviews as an issue. In terms of crude optics of gender-representation on Faculty and amongst students: Faculty-wise King's began in 1987 with six male faculty, while at present King's numbers 49 faculty of whom 16 are female (i.e. 33%). The PHE is somewhat anomalous here relative to the general institutional trend, as only one of the 6 Faculty is female. (That the one female faculty member also teaches in Economics where there is significant service teaching further underscores the 'outnumbering' of the female voice, at least in these admittedly 'crude optic' terms of Faculty gender. While the History component of the PHE also provides significant service teaching, this is relative to 3 male Faculty.) I perceive the faculty number optics, and corresponding teaching & curricular balance of the program

as a result of this disparity, as perhaps a contributor to the perception of silencing. In similarly crude optics, the demographic of students over the last 5 years shows a similar disparity: quoting the Self-Study Report, Figure 3, p. 14, “The average for the most recent 5 years is 66% male to 34% female. This is high compared to the institutional average of 42% male.” Cumulatively since 2005/06, statistically there is no gendered pattern or bias observable in terms of the gender of graduates from the program: of the 45 graduates since PHE’s inception, twenty have been female.

In brief, neither in the PHE program nor campus-wide at King’s can I find further substantiation of ‘female silencing’ as an issue. Keeping this in mind, the third consideration of the context for the claim may have some bearing, too. That students present would likely have attended the sessional-taught course where this issue was raised and addressed seems particularly salient. That the external site visit was during the last week of classes in April may have unwittingly encouraged ‘venting’ by tired students. This issue raised at lunch-time by students was not confirmed at dinner-time by the alumni present. An alternative, ‘positive spin’ interpretation, could be that this claim was made as a direct echo from the Mike DeMoor Poli/Phil 399 course on feminism taught in Winter 2014-15, wherein the systematic silencing of women’s voices was articulated as a historic and present societal issue.

Of course all of these are considerations are speculations intended to better understand and appreciate the claim of ‘silencing’; they are *not* meant to ‘explain away’ the claim, nor are they meant to address the claim. On the basis of the above mixture of limited evidence, speculation, and reasoning, I would propose the following actions to help address the issue:

- The VPA investigate the tentative perception - that ‘female silencing’ is neither a program-wide issue of the PHE nor a campus-wide issue at King’s - by reference to all available institutional data (course evaluations, program reviews, students surveys, alumni surveys and/or focus groups, etc.)
- That the PHE intention to ‘perhaps’ conduct a survey of graduates in the near future (1) be revised to ‘definitely’ conduct such survey, and (2) that questions and measures to assist in gauging whether ‘female silencing’ was an issue for them whilst students be incorporated into the survey
- That the PHE faculty give serious consideration to pedagogical techniques (1) aimed at addressing any ‘silencing’ within classroom dynamics and (2) that maximize the diversity and authenticity of students’ voices in student-student interactions

With regards to the Economics recommendation, I concur. In a program made of 3 disciplines and 6 Faculty, with three Faculty in History, two Faculty in Politics, and one Faculty in Economics, the “longer term recommendation” for the PHE program that “there is a clear need for a second economist” is not a surprise. This is further exacerbated by the significant service component of Economics; large demand created by introductory economics courses which are cognates in other programs such as Commerce or Environmental Studies little scope for expansion. I recommend as a Dean to both the VPA and to the PHE Faculty to advocate for this position as resources become available for the creation of new faculty positions.

I want to provide some minor qualifications regarding the external evaluator's points. While Gerda Kits is indeed the only faculty member in Economics in the PHE, she is not solely responsible for all the Economics courses. Two senior Economics courses are taught, each on a two year cycle, by a King's Emeritus Professor in Economics as a sessional instructor. One of these courses is collaboratively delivered with Business Faculty. In addition, one Economics course is taught every two years by Michael DeMoor. Third the implementing of the Leder School of Business has meant some significant resource sharing with Business, especially at the level of the service teaching provided. The PHE program should look to collaborate deeper & further with the Leder School of Business, especially with a view to resource-sharing insofar as Economics significantly serves the Business program.

Those qualifications noted, and recalling that a number of the suggestions mentioned by the external reviewer concerning quantitative training fell to the Economist to deal with, I recommend the following action:

- Normal work expectations of a Faculty member, in addition to research and teaching, includes a certain component of "professional service", such as administrative work met by serving on committees, etc.. I have requested Gerda Kits be relieved of other committee duties and take up the external recommendations "investigating whether resource sharing with Business (for substantive economics/business/etc courses) and/or other quantitative social sciences (for technical courses) is possible". This administrative assignment would compose the key component of her administrative expectations for 2016-17 with the aim of ascertaining clearly the specific needs of our students for quantitative skill development and of proposing ways in which we might meet those.

Faculty CVs

Curriculum Vitae

Michael James DeMoor

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10308 45 St.
Edmonton, Alberta
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Education:

- 2003- 2011: Ph.D., Philosophy: Vrije Universiteit (Free University) te Amsterdam/
Institute for ChristianStudies (Conjoint degree), Ph.D., Philosophy
Awarded July 4, 2011.
Dissertation: Brandom and Hegel on Objectivity, Subjectivity, and
Sociality: A Tune Beyond Us, Yet Ourselves.
(Promoters: L. Zuidervaat (ICS), P. Koslowski (VU))
- 2000-2003: M.Phil. F., History of Philosophy: Institute for Christian Studies,
Thesis: "Not Ideas About the Thing But the Thing Itself: Thomas
Reid's Epistemology in the Light of Aristotle's *De Anima*"
(Committee: R. Sweetman, H. Hart, N. Wolterstorff)
- 1997-2000: B.A. (with honours), Philosophy: The King's University College,
Edmonton AB., B.A. (with honours).

Areas of Specialization:

Social and Political Philosophy; History of Philosophy.

Areas of Competence:

Epistemology; 20th Century Continental Philosophy; Analytic Philosophy;
Philosophy of Language.

Languages:

English, French, German (Reading)

Employment:

2015-present: The King's University: Associate Professor of Social Philosophy in
Politics, History, and Economics

2009- 2015: The King's University College: Assistant Professor of Social Philosophy in Politics, History, and Economics.

2007-2009: The King's University College: Lecturer in Philosophy and Political Science.

2007-2008: University of Alberta, Augustana Campus: Lecturer in Philosophy

2008: Concordia University College of Alberta: Lecturer in Philosophy

2006: Tyndale University College: Lecturer in Philosophy

Refereed Publications:

"Legitimacy, Public Justice, and Deliberative Democracy." In John Bowlin, ed., *The Kuyper Center Review: Volume Four: Calvinism and Democracy*. Grand Rapids: Eerdmans, 2014.

With Randolph Haluza-Delay (primary author) and Christopher Peet, "That We May Live Well Together in the Land...: Place Pluralism and Just Sustainability in Canadian and Environmental Studies" *Journal of Canadian Studies* 47 (2013), no. 3 (Special Issue: "Beyond the Culture of Nature: Rethinking Canadian and Environmental Studies"): 226-256.

"Embeddedness and Social Pluralism" *Philosophia Reformata* 78 (2013), no. 2 (Special Issue: "Economics, Christianity & the Crisis: Towards a New Architectonic Critique"): 144-161.

"Kuyper, Sphere Sovereignty, and the Possibility of Political Friendship" in Gordon Graham, ed. *The Kuyper Center Review: Volume One: Politics, Religion, and Sphere Sovereignty*. Grand Rapids: Eerdmans, 2010.

"Christian Philosophy, Critical Realism and the Apprehension of Existence: Etienne Gilson's 'Knowledge and Existence'" *Études Maritainiennes/Maritain Studies* XXIII (2007): 76-92.

"Autonomous Rationality and Rational Autonomy: Kant, Fichte and Dooyeweerd on Subjectivity, Objectivity and Normativity." *Philosophia Reformata* 72 (2007), no. 2: 105-129.

"The Philosophy of Art in Reid's *Inquiry* and its Place in 18th Century Scottish Aesthetics." *Journal of Scottish Philosophy* 4 (2006), no. 1: 37-49.

With Adrienne Dengerink Chaplin, Chris Cuthill, Cyril Guerette, Estelle Joubert and Carol Olson, "The Theological Potential of Music: An Evaluation of Jeremy Begbie's *Theology, Music and Time*." *Christian Scholar's Review*

33/1 (2003): 125-133.

Other Publications (* Invited):

“Spiritual Formation for Civil Life in the Neo-Calvinist Tradition” Forthcoming in *Religious Perspectives on the Civil Life: A Symposium*. Edmonton: The Chester Ronning Center for Religion and Public Life.*

Book Note on *The Myth of Religious Neutrality*, 2nd ed., by Roy Clouser, in *Religious Studies Review* 33 (1) (Jan 2007) 50–51.*

Review of *The Cambridge Companion to Thomas Reid*, edited by Rene Van Woudenberg and Terrence Cuneo, in *Philosophia Reformata* 70 (1) (2005): 76-78.*

In Progress:

Primary editor (with Peter Enneson and Matthew Klaassen): *I Can't Speak the Words that Know No Pain: Essays on Art, Truth, and Society dedicated to Lambert Zuidervaat*. Forthcoming, Wipf & Stock (in series: Reformational Studies Today)

“From Amsterdam to Frankfurt: Zuidervaat’s Architectonic Critique” in *I Can’t Speak the World the Know No Pain*.

Refereed Presentations:

“Evolution, Politics, and Social Hope.” Biologos Conference, Grand Rapids MI, July 2015.

“Moral Psychology and Deliberative Politics” Prairie Political Science Association meeting, Banff, Sept 2014.

"Deep but Reasonable Disagreement: An Agenda for Interdisciplinary Research" Prairie Political Science Association meeting, Banff, Sept 2013.

"Embeddedness and Social Pluralism" Kuyper Seminar: Economics, Christianity & The Crisis: Towards a New Architectonic Critique. Vrije Universiteit, Amsterdam, January 2013.

"Legitimacy, Public Justice, and Deliberative Democracy" Calvinism and Democracy Conference, Princeton Theological Seminary, April 2012.

“Aristotle and Hegel on Private Property and the Common Good” Canadian Political Science Association Conference, June 2010, Concordia University, Montreal.

- “Kuyper, Sphere Sovereignty and the Possibility of Civic Friendship” Civil Society and Sphere Sovereignty Conference, April 17-19, 2008, Princeton Theological Seminary, Princeton NJ.
- “Holism and the Constitutive A Priori: Hegel, Quine and Friedman” Canadian Society for the History and Philosophy of Science annual conference, May 28-31, 2007, University of Saskatchewan, Saskatoon SK.
- “(Over) Reading the Analogy to Light: A Structural Argument about the Active Intellect” Reading Aristotle’s *De Anima* conference, September 28-30, 2006, Bishop’s University, Lennoxville, Quebec.
- “Friedman’s Neo-Kantianism and Quinean Holism: Possibilities for Rapprochement” Canadian Society for the History and Philosophy of Science annual conference, May 29-31, 2006, York University, Toronto.
- “Understanding Reasonable Disagreements in Liberal Societies: Rawls and Stout.” Discourse, Democracy, Justice Conference, Loyola University, Chicago IL, March 10-12, 2006.
- “The Philosophy of Art in Reid’s *Inquiry* and its Place in 18th Century Scottish Aesthetics.” Central Canada Seminar on Early Modern Philosophy. October 14-15, 2005, University of Guelph, Guelph ON.
- “Friedman’s Neo(neo)-Kantianism and Quinean Holism: Possibilities for Rapprochement” Society for Student Philosophers Conference. October 1-2, 2005, Grand Valley State University, Grand Rapids, MI.
- “The Philosophy of Art in Reid’s *Inquiry* and its Place in the Tradition of 18th Century Scottish Aesthetics.” Hume and His Critics Conference. April 14-16, 2005, Baylor University, Waco TX.
- “Reid’s Aristotle and the Aristotelian Reid.” 3rd International Reid Symposium on Scottish Philosophy. July 14, 2004, University of Aberdeen, U.K.

Non-Refereed Presentations (*Invited):

- With Denis Edney and David Goa, “Omar Khadr: What does his case teach us about human rights in Canada today?” Round table discussion, Winnipeg, Sept 19, 2014.*
- “Property Rights and the Common Good: How Aristotle and Hegel can make Alberta a more just place.” Are We There Yet?: Economic Justice and the Common Good Conference. The King’s University College, Edmonton, May 2014.

"Poverty and Rights" Social Justice and Human Rights Conference. Toronto, April 2012*

"Spiritual Formation for Civil Life in the Neo-Calvinist Tradition" The Ronning Centre for Religion and Public Life: Religious Perspectives on the Civil Life: A Symposium. The King's University College, Edmonton, March 2011.*

Comments on Jeffrey Edwards, "Reid vs. the Reidian Legacy." 3rd International Reid Symposium on Scottish Philosophy. July 15, 2004, University of Aberdeen, U.K.

"Aristotle and the Perennial Threat of Heresy." Forward Into the Past XIV. April 17, 2004, Kitchener Ontario..

Awards:

DeVries Prize (for North American Doctoral Students), Civil Society and Sphere Sovereignty Conference, April 2008, Princeton.

Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship, 2006-7 (\$20,000)

Honourable Mention: Hadden Award (Best Graduate Student Paper), Canadian Society for the History and Philosophy of Science, May 2006.

Dean's Award, Academic Excellence, Institute for Christian Studies, 2004-5.

Conference Presenter's Award, Institute for Christian Studies, 2003-4.

Teaching Assistantships (Institute for Christian Studies):

Religion, Life, and Society: Reformational Philosophy: 08/2005-08/2006
(Includes development of on-line version of the course)

Research Assistantships (Institute for Christian Studies):

SSHRC Funded Research Assistantship on Art in the Public Sphere: 07/2005-
Political Theory: 05/2003-09/2003
History of Philosophy: 01/2003-05/2003
Philosophical Aesthetics: 10/2001-05/2002
Systematic Philosophy: 10/2000-05/2001

Curriculum Vitae

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Education

- Ph.D., Political Philosophy and Public Policy, University of Calgary, 1992.
- M.Phil., Political Theory, Institute for Christian Studies, Toronto, 1983.
- Secondary Education Teacher's Certificate, Dordt College, Sioux Center, Iowa, 1978.
- BA, Social Sciences, Dordt College, 1978.

Academic Appointments

- Professor, Political Science, The King's University, 2003-present.
- Associate Professor, Political Science, The King's University College, 1996-2003.
- Assistant Professor, Political Science, The King's College, 1991-1996.

Other Employment:

- Public Policy Analyst and Alberta Director, Citizens for Public Justice, 1981-1987

Select Administrative Appointments:

- Director, Politics-History-Economics program, The King's University, 2011 – 2015
- Chair, Faculty Council, The King's University College, 2002-2003.
- Dean, Faculty of Social Sciences, The King's University College, 2005 – 2012.
- Dean's Council, The King's University College, 2005 – 2012
- Faculty-Senate Evaluation Committee, The King's University College, various terms
- Academic Affairs Committee, The King's University College, various terms.
- Curriculum Review Committee, The King's University College, 1993-1999.

Research Interests

- Faith, diversity and public policy making
- Government's role in policy making for deep pluralism, e.g. in broadcasting, schooling, faith-based social and health NGO policy, poverty, and university scholarship
- Structural – philosophical/cultural analyses of Canada's oilsands developments
- State's role in creation care in light of growing ecological crises

Courses Taught:

- POLI 205 – Invitation to Politics and Government
- POLI 320 – Canadian Government and Politics
- POLI 327 – Public Policy Analysis
- POLI 380 – World Politics
- POLI 399 – Issues and Topics in World politics
- POLI 317 – Christian Social and Political Movements [also SOCI 399 & HIST 399]
- POLI 399 – Oilsands Development: Interdisciplinary Perspectives [also PHES 498 & ENVS 399]
- PHES 201 – Engaging the World – Faith and Public Life
- PHES 495 – Politics, History & Economic Studies - Senior Seminar
- POLI 200 – Introduction to Politics and Government
- POLI 201 – Process of Government and Politics
- POLI 310 – History of Political Thought I: Classical and Medieval Political Thought
- POLI 311 – History of Political Thought II: Modern Political Thought
- POLI 313 – Political Ideologies
- SSCI 495 – Senior Social Science Seminar

Selected professional activities

- Research member, “The Role of the State in Creation Care, Research project” funded by Calvin Centre for Christian Scholarship, 2012-present.
- North American Board member, International Association for the Promotion of Christian Higher Education, (IAPCHE), 2006 – 2013.
- Delegate, North American Forum and Hearings on Poverty, Wealth & Ecology (PWE), World Council of Churches, North America (Calgary) November 7-11, 2011.
- Canadian delegate, “Oikotree Global Forum,” Johannesburg, South Africa, 2013, and serve with the “Transformative Theology Working Group” of Oikotree (sponsored by Council for World Mission, World Alliance of Reformed Churches and World Council of Churches).
- Member, “Transformative Theology Working Group, Oikotree, (sponsored by Council for World Mission, World Alliance of Reformed Churches and World Council of Churches), 2013-present.
- Signatory, “Doing the truth in love: an evangelical call for response to *Caritas in Veritate*,” the Roman Catholic Pope’s statement. The response was published Sept.-Oct., 2009 *Books & Culture*.
- Signatory, “Radicalizing Reformation - Provoked by the Bible and Today's Crises,” 2015.
- Reviewed the curriculum and internship program, Laurentian Leadership Centre, Ottawa (2007).
- Board Member, Citizens for Public Justice, Toronto, 2001-2006.
- Team Leader, Honduras Water Project Teams, 3-week course on development sponsored by The King’s University, NADC, and CRWRC/World Renew, May 2006 and May 2008.
- Reviewed the Political Science Departments of Redeemer University College (2002) and Trinity Western University (1996).
- Member, ‘Social Action Commission,’ Evangelical Fellowship of Canada, 1993-2004.
- Chaired Committee and authored the proposal for a “Politics, History and Economics” (PHE) 4-year major at The King’s University College. (Co-presented King’s document to the Alberta Government’s “Private Colleges Accreditation Board,” [now the Quality Council] Feb. 13, 2004.
- Consulted with “Committee for Contact with the Government” of the Christian Reformed Churches of Canada, on various submissions and presentation to the Parliamentary hearings.

- Consultant for the "Project on Tracking Charitable Choice," Center for Public Justice, Washington, DC, 1997-2000.

I. Publications, Professional Presentations & Public Lectures on the Oil/Tar Sands Developments:

"Re-considering the state's role in creation care: A case study of issues and assumptions arising from the tar/oil sands developments," paper presented at the Henry Symposium on Religion and Public Life, Grand Rapids, Michigan, April 30-May 2, 2015.

"Why does society have such a hard time dialoguing over the oilsands?: The case of the Northern Gateway Pipeline," panel presentation, "Are We There Yet? Economic Justice and the Common Good," co-sponsored by Institute for Christian Studies and The King's University College, May 12-13, 2014.

"The Northern Gateway Pipeline Panel and the Public Interest: The shaping influence of Canada's 'plausibility structure' and 'symbolic universe'," paper delivered to Canadian Political Science Association Annual Conference, (CPSA) June 4-6, 2013, University of Victoria, Victoria, British Columbia. Accessible at <http://www.cpsa-acsp.ca/papers-2013/Hiemstra.pdf>.

Book Review, *Catalyst*, Summer, 2013 (volume 36, number 2), of Andrew Nikiforuk, *The Energy of Slaves: Oil and the new servitude*, Greystone Books, 2012.

"Exploring the need for, and contours of, an *integral approach to analysis* of environmental (and other) problems: a Christian contribution," paper presented to the "Social Justice and Human Rights Conference" sponsored by the "Centre for Philosophy, Religion and Social Ethics" (CPRSE) of the Institute for Christian Studies' (ICS), and co-sponsored by Emmanuel College, at Victoria University in the University of Toronto, April 27 & 28, 2012.

Book review in *Environmental Politics*, Vol. 21, no 6, Nov. 2012, pp. 1-2, of Debra J. Davidson and Mike Gismondi, *Challenging Legitimacy at the Precipice of Energy Calamity*, Springer, 2011, pp. 1010-1011.

"Approaches to Analysis: Can we gain a truthful understanding of the Oilsands Developments, or of the Northern Gateway Pipeline?" Faculty Colloquium of 2012-13, The King's University College, October 24, 2013.

"The Masterful Illusion of 'Ethical Oil'," *Comment: Public Theology for the Common Good*, December 7, 2011, accessed 2011-12-07 at <http://www.cardus.ca/comment/article/3012/>.

"'The World's Most Unsustainable Development': Exploring a Reformational framework for analysing Canada's oilsands developments as well as the nature of the society demanding more oil," paper presented to "The Future of Creation Order," International Conference on the occasion of the 75th anniversary of the Association for Reformational Philosophy, Amsterdam, The Netherlands, 16 – 19 August 2011.

"You, the Oilsands, and Truth: An Exercise in Discernment," plenary speech, Interdisciplinary Conference, The King's University College, Jan. 19 - 20, 2011, Edmonton, Alberta.

"Creating and Solving 'the World's Most Unsustainable Development': Government's Role(s) in the Oil

Sands Developments,” paper delivered at Canadian Political Science Association Annual Conference, Carleton University, Ottawa, Ontario, May 27-29, 2009, accessible at <http://www.cpsa-acsp.ca/papers-2009/Hiemstra.pdf>.

“Canada’s Oil Sands Development as Icon of Globalization,” Michael Goheen & Erin Glanville, Editors, *The Gospel and Globalization: Exploring the Roots of a Globalized World*, Vancouver: Regent College Press; Milton Keynes, UK: Paternoster, 2009, pp. 179-198.

“Christian Belief and the Tar Sands: Removing barriers to genuine dialogue,” *Ecumenism*, Vol. 44, no. 175, Fall 2009, pp.15-21.

“Christian Belief and the Tar Sands: Removing barriers to genuine dialogue,” Opening remarks for the Edmonton meeting (May 21, 2009) of the KAIROS Church Leaders’ Delegation to the Alberta Tar Sands (May 21-27, 2009), held at The King’s University College, Edmonton. [KAIROS: Canadian Ecumenical Justice Initiatives unites 11 national churches and church agencies in faithful action for social, economic and ecological justice, see <http://www.kairoscanada.org/en/get-involved/campaign/tar-sands-delegation/>.]

“Reflections on a Tar Sands Sabbatical: Does King’s research, teaching & professionalism really break away from the dominant approach to studying and developing the oil sands?” Colloquium, The King’s University College, Edmonton, Jan. 27, 2009.

“Alberta’s Oil Sands Boom: A Wake-up Call for Christian Scholarship,” *Pro Rege*, XXXVI, No. 3, March, 2008, pp. 15-27, available at http://www.dordt.edu/publications/pro_rege/crcpi/Pro_Rege_Mar_2008.pdf.

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“Discerning Ideology in the Oil Sands Boom,” speech, Social Justice Institute, “In the Belly of the Beast: Christian reflections on Living in Alberta’s Energy Economy,” Edmonton, Feb. 9, 2008.

“Excavating the Oil Sands with a ‘Public Justice Approach,’” speech at the Annual General Meeting of Citizens for Public Justice, June 9, 2008, Ottawa, Ontario. The full written article is available on line at CPJ, “Other Work,” (August 24, 2008) <http://www.cpj.ca/sites/default/files/docs/the-oil-sands-with-public-justice-J-Hiemstra.pdf>.

“Excavating the Oil Sands with a ‘Public Justice Approach’: Serviceable Method or Past its ‘Best-Before’ Date?” *Catalyst*, Vol. 30, number 2, Spring 2008, pp. 1, 5; available Feb. 10, 2009, at: http://www.cpj.ca/files/docs/the_Catalyst_-_Spring_2008.pdf.

“Why Rush Oil Sands Development if the Costs don’t add up?—Breaking the Hypnotic Spell of Progress,” paper presented in the panel discussion on “The price of prosperity,” University of Alberta, Augustana Campus, Oct. 23, 2007.

"If the Gospel liberates, why do we feel so powerless about oilsands development? Strengths of a Christian approach to cultural analysis," speech, Earth Keeping/Justice/Peace Lecture Series, First Christian Reformed Church, Calgary, March 29, 2006.

"Hypnosis, the Myth of Progress, and Our Christian Scholarly Calling," speech, Dordt College, Sioux Center, Iowa. Nov. 2, 2006.

"Oil sands Developments and Approaches to Analysis," workshop, Congreso Internacional, 2006, "Christian Higher Education in the Global Context: Implications for Curriculum, Pedagogy & Administration," Granada, Nicaragua, Nov. 14-19, 2006.

"'Pop goes the Progress Myth': Awakening Biblical Hope in a Hypnotised Province," *Ecumenism*, Dec. 2005, Vol. 40, No. 160, 4-13.

Select popular publications on the tar/oil sands

"The Northern Gateway Pipeline? – Constructing a Christian Response," 4 public lectures on Northern Gateway Pipeline in British Columbia Northwest, delivered in Prince George (Monday), Houston (Tuesday), Smithers-Telkwa (Wednesday), and Terrace (Thursday) on April 29-May 3, 2013.

"Ethics and the oilsands: Christians need to examine the moral framework behind the concept of 'ethical oil'," *ChristianWeek*, Wednesday, February 8, 2012. [In magazine and online at <http://www.christianweek.org/stories.php?id=1883>.]

"The shrivelled moral universe of 'ethical oil'," *Christian Courier*, April 23, 2012, p. 20.

"Playing dice with the planet," Guest editorial, *Christian Courier*, No. 2915, July 25, 2011, p. 4.

"Economic Origins of Climate Change: A response to the Creation Stewardship Report," article in *Mobile Justice*, newsletter of the Christian Reformed Centre for Public Dialogue, of the CRC, 2012, 6 pages, available at http://www2.crcna.org/pages/mj_2012jan_hiemstra.cfm.

"Bringing the oil sands into the Classroom," workshop for teachers attending the Prairie region conference of the Christian Educators Association, in Lacombe, Oct. 23, 2009. This dealt with the environmental, social and economic impacts of the oil/tar sands developments on Alberta and Canada.

"Sustainability, CLAC and the Oil Sands," speech as part of the expert panel, Sustainability in the Oil Sands, staff development retreat, Christian Labour Association of Canada, Cultis Lake, BC, Oct 27, 2009.

"Should the Church address the oil sands boom, and if so, how?" workshop, Northern Alberta Diaconal Committee (NADC), "Day of Encouragement (DOE)" conference, Christian Reformed Church, Edmonton, Alberta, November 8, 2009.

"More than just a mega-project: ERCB hearings on Petro-Canada's \$14.1-billion upgrader demand we reconsider the meaning of 'the public interest' and life itself," *Edmonton Journal*, July 16, 2008, A13.

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“Do the Tar Sands Need a Sabbatical?” *Christian Courier*, Oct. 27, 2008, pp. 1, 6.

“Climate Change from a Political Studies Perspective,” panel presentation in response to Cal DeWitt’s speech on “Christians and Climate Change, The King’s University College, March 5, 2008.

“Myth of progress hypnotizes Albertans: Let's rethink the oilsands with a faith-based approach,” *Edmonton Journal*, Jan. 16, 2006, A19.

“The Paradox of the Promised Land: Oil sands ‘milk and honey’ illusory,” *Catalyst*, Vol. 29, no. 1, 2006, p. 5, see online version <http://www.cpj.ca/content/paradox-promised-land>

“Pop goes the Progress Myth: Awakening Biblical Hope in a Hypnotised Province,” keynote address, Social Justice Institute, May 12-14, 2005, available at <http://www.cpj.ca/sites/default/files/docs/popping.pdf>.

“Oil Sands in the Promised Land?” Excerpts from ‘Pop goes the Progress Myth: Awakening Biblical Hope in a Hypnotised Province,’ *Public Justice Report*, fourth quarter, 2005, Vol. 28, No. 4, accessible at <http://www.cpjustice.org/stories/storyReader%241328>.

II. Publications, Professional Presentations & Public Lectures on Faith, Pluralism and Politics:

Faith(s) and public life

“A Calvinist Case for Tolerant Public Pluralism: The Religious Sources of Abraham Kuyper’s Public Philosophy,” *Religious Studies and Theology*, 34.1 (2015) 53-83.

“Primer on Co-determination” [philosophy and structure for decision-making in an Christian Institution for Higher Learning], to General Faculty Council, The King’s University, April 8, 2014.

“Hungering for a New Politics: Gerald Vandezande’s Reformational Gifts to Politics,” *Pro Rege*, Vol. XLI, Number 3, pp. 12-17, March 2013, available on line at http://www.dordt.edu/publications/pro_rege/crcpi/Pro_Rege_Mar_2013.pdf;

“Hungering for a New Politics: Gerald Vandezande’s Reformational Gifts to Politics,” *Woord en Daad*, 2013, accessed May 21, 2015 at <http://woordendaad.co.za/index.php/87-woordendaad/posters/117-gerald-vandezande-s-reformational-gifts-to-politics>.

“Gerald Vandezande’s Gifts to Christian Social Thought and Action: A Personal Reflection,” paper presented to the [popular] Conference: “Hungering for a New Politics: The Life’s Work of Gerald Vandezande,” Co-sponsored by CPJ and ICS, February 18, 2012, 9 a.m. - Noon, Wycliffe College, Toronto.

Book review of John H. Redekop, *Politics under God*, foreword by John A. Lapp, Waterloo, Ontario/Scottsdale Pennsylvania: Herald Press, 2007, in *Canadian Journal of Political Science*, 41:3,

Sept. 2008, pp. 797-799.

Round Table discussion, "The Role of the Dominant Religion in a Liberal Democracy," conference "Christians and the Public Good: What insights do Christians bring to the enrichment of the Public Good and what challenges face them?" symposium in honour of Dr. John Redekop, Canadian Christians in Political Science Meeting, Trinity Western University, June 3, 2008.

"Response to Prof. J. Emmanuel Janagan on 'Impact of Christian Higher Education in Bringing Social Change in the Life of Dalits in India,'" *Christian Higher Education in the Global Context Implications for curriculum, Pedagogy, and Administration*, Sioux Center: Dordt College Press, 2008.

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"Church, State and the Kingdom of God: An Overview," *REC Focus*, June 2005, Vol. 5, No. 2, pp. 3 - 49. ["Reconciling all Things to Himself: Reflections on the Kingdom of God, the Church & the State's Role in Plural Societies,"]

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"Response to 'Prologue to peace and war Report' by Jim Skillen," *REC Focus*, March 2005, Vol. 5, No. 1, 11-17.

"Government Relations with Faith-based Non-profit Social Agencies in Alberta," *Journal of Church and State*, Vol. 44, No. 1, Winter 2002, 19-44.

"Decoding Christian Conduct: Why Christian institutions should avoid adopting 'codes of conduct.'" *ChristianWeek*, July 24, 2001, 10.

"Public Opinion as Inherited Illusion: Koyzis on Ideologies," book review of David T. Koyzis, *Political Visions & Illusions: A Survey & Christian Critique of Contemporary Ideologies*, Dowers Grove, Ill: Intervarsity, 2003, Book Supplement 2004 of *Catalyst* Vol. 27, no. 3, July-August 2004, page D, published. An extended review of the book appears on Public Justice Resource Centre website, summer, 2004.

"From Constantinianism to Theocracy and back again?: Relating 'Christian community' to 'political community' in plural societies," a paper exploring the historic Christian positions on 'religion and public life' (or church and state), With Heart and Mind Conference, The King's University College, Edmonton, Alberta, May 10-12, 2001.

"Why Canada Failed to develop Christian Democratic Parties," paper presented by invitation to the symposium on "Canadian Political Parties in the 21st Century: Past, Present and Future," Department of Political Science, University of Lethbridge, Alberta, sponsored by the Elton Endowment Fund, Feb. 7-8, 2000; also presented to the British Columbia Political Studies Association, Annual General Meeting, Victoria, B.C., May 5-6, 2000.

"*Government Relations with Religious Non-profit Social Agencies in Alberta: Public Accountability in a Pluralist Society*," Research Report, Calgary: Canada West Foundation, 1999, 1-20.

"Understanding and Working with Pluralism," book review of Richard J. Mouw and Sander Griffioen, *Pluralism and Horizons*, in *Catalyst* 17,5/6, June/July, 1994.

"Summer Travels with Aboriginal Neighbours," review of *Nation to Nation: Aboriginal Sovereignty and the Future of Canada*, D. Engelstad and J. Bird (Eds.), Anansi, 1992, in *Catalyst*, June/July, 1993.

"Individualism, Relativism, Pluralism: Two out of Three not Good Enough," book review of Reginald W. Bibby, *Mosaic Madness*, in *Catalyst*, Vol. 14, spring 1991.

Electoral reform and pluralism

John Hiemstra and Harold J. Jansen, "Is a Mixed-Member Proportional Electoral System in Canada's Interest? Yes: Getting What You Vote For," Paul Barker, ed., *Crosscurrents: Contemporary Political Issues*, 8th Edition, Scarborough: Nelson, 2015. [Multiple versions of this article appear in various earlier editions.]

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"Eyes on the Election, Special Report: Canada's Election 2000," *The Banner*. November 20, 2000, 20-23.

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School policy and pluralism

"Faith-based Alternative School Choice in Alberta: Conservative Revival, Post-Modern Fragmentation, or Principled Pluralism?" *International Journal for Education Law and Policy*, 2006, Vol. 2, issue 1-2, pp. 23-34.

John Hiemstra and Robert A. Brink, "The Advent of a Public Pluriformity Model: Faith-based School Choice in Alberta," *Canadian Journal of Education*, Volume 29, Number 4, 2006, 1157-1189, available at: <http://files.eric.ed.gov/fulltext/EJ766908.pdf>

"Calvinist Pluriformity Challenges Liberal Assimilation: A novel case for publicly funding Alberta's

private schools, 1953-1967,” *Journal of Canadian Studies*. Fall 2005. Vol. 39, no. 3, 146-173, available at http://muse.jhu.edu/journals/journal_of_canadian_studies/v039/39.3hiemstra.pdf.

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John Hiemstra and Robert A. Brink, “Faith-based School Choice in Alberta: The Advent of a Pluriform Public Model?” paper presented to Canadian Political Science Association, at the University of Western Ontario, London, on June 2, 3 and 4, 2005.

Gerda Kits and John Hiemstra, “Alberta has come a long way in school diversity in 100 years,” *Edmonton Journal*, July 4, 2005, A16.

John L. Hiemstra and Robert A. Brink, “Faith-based Schools: Alberta offers lessons for Ontario,” *Toronto Star*, Sunday, July 25, 2004, A13.

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“Alberta's Alternative School Policy: Conservative Revival, Post-Modern Fragmentation, or Principled Public Pluralism?” at the conference “Law in Education: Help or Hindrance,” of the Canadian Association of Professionals in Law and Education, Jasper, Canada, April 27-30, 2003.

“Domesticating Catholic Schools (1885-1905): The assimilation intent of Alberta’s Separate School System,” paper given at the Canadian Political Science Association annual meetings, Dalhousie University, Halifax, Nova Scotia, May 30 - June 1, 2003.

“Alberta's Alternative School Policy: Conservative Revival, Post-Modern Fragmentation, or Principled Public Pluralism?” Paper presented at the Canadian Political Science Association, annual conference, University of Toronto, Ontario, Canada, May 29-31, 2002.

Lisa Martin and John Hiemstra, “Who gets a voice in a ‘district of choice?’: Alberta's ‘alternative’ schools challenge to independent Christian schools,” *Christian Educators’ Journal*, Vol. 41, No. 3, Feb., 2002, 18-20.

“Religious Schooling and Prejudice in Canada: Implications for Public Funding of Christian Schools,” *Journal of Research on Christian Education*, Autumn, 1994, Vol. 3, No. 2. 199-215.

“From Constantine to Naked Public Square: Any Room in the Public School Inn for Alberta’s Alternative Religious Schools?” Christians in Political Science Conference, Point Loma Nazarene University, San Diego, California, USA, June 7-10, 2001.

“Core Principles for School Policy: Christian Schools and genuine pluralism,” *Christian Courier*, June 25, 2001, 10-11.

“Set Free: Christian Schools as Letters of Recommendation to an Enslaved World,” *Christian Educators Journal*, Vol. 39, No. 3, Feb. 2000, 20-23.

"The Battle over Catholic Schooling (1870-1905): Casting an assimilationist public school policy in Alberta," British Columbia Political Studies Association, Annual Conference, Langara College, Vancouver, B.C., May 4-5, 2001.

"Mutually Transforming Engagement: The Reformed Dutch struggle for public funding of independent schools in Alberta, Canada, 1953-1967," paper presented to "Cultures and Christianity A.D. 2000," an International Symposium of the Association for Reformational Philosophy, Hoeven, The Netherlands, August 21-25, 2000.

"Educational Justice and Alternative Schools," *SALT: Journal of the Religious Studies and Moral Education Council*. Edmonton: The Alberta Teacher's Association, Summer, 1984, 13-18.

Broadcasting, Media and Pluralism Policy

Worldviews on the Air: The Struggle to Create a Pluralistic Broadcasting System in the Netherlands. New York: University Press of America, 1997.

"Christelijke Politiek en de Oorsprong van het Publieke Omroepbestel (1919-1940)," H.J. van de Streek, H.M. Th. Ten Napel en R. Zwart, eds. *De strijd om de ether: Christelijke politiek en media, 1917-1997*. The Hague: SDU, 1997, 15-45.

"The Ethics of Structuring Mass Media and ICT in Plural Societies: Are reformational principles for state media policy still relevant?" paper presented to the conference 'Ethics: Person, Practices and Society,' Association for Reformational Philosophy, The Netherlands, August 15-19, 2005.

Review of Charles L. Glenn, *The Ambiguous Embrace: Government and Faith-based Schools and Social Agencies*, (Princeton: Princeton U Press, 2000), with a foreword by Peter L. Berger, *Pro Rege*, XXIX,1, 2000, 27-28.

"Equal Treatment," book review of Stephen V. Monsma and J. Christopher Soper, eds. *Equal Treatment of Religion in a Pluralistic Society*. Grand Rapids, Michigan/ Cambridge, UK: Eerdmans, 1998, in *Christian Scholar's Review*, Vol. XXIX, No. 1, 1999, 215.

Review of Richard Siklos, *Shades of Black: Conrad Black and the World's Fastest Growing Press Empire*, in *The Canadian Catholic Review*, XV, June 1997, 32.

Written and oral submissions, "Genuine Canadian Content: Fair Access to Broadcasting for all," to the Canadian Radio-Television and Telecommunications Commission, review of religious broadcasting policy, August 6, 1992.

Pierre Trudeau's political philosophy

"Federalism and the Progress of the French Canadians in the Political Philosophy of Trudeau," Jon Chaplin and Paul Marshall, eds., *Political Theory & Christian Vision: Essays in Memory of Bernard Zylstra*. New York: University Press of America, 1994, 185-211.

John Hiemstra, *Trudeau's Political Philosophy*. Toronto: Institute for Christian Studies, Publisher,

1984.

"Canada in Crisis?" *Public Justice Report*, Jan./Feb. 1993, Vol. 16, No. 1, 4-5.

III. Publications, Professional Presentations & Public Lectures on other topics:

Economic and Social Justice:

Contributing author, "Oikotree Theological Document on Land," Oikotree (sponsored by Council for World Mission, World Alliance of Reformed Churches and World Council of Churches), appearing 2015.

"Theological Framework," in *Poverty, Wealth and Ecology: Ecumenical Perspectives on North America*, World Council of Churches, 2012, pp. 50-52.

"To Build a Sustainable Economy," *Catalyst*, Fall 2010, Vol. 33, No., 2, pp. 1, 3.

"Public Constraints on the Church's work in the voluntary sector for a sustainable economy," presentation to the "Forum on Faith and Sustainable Economy," Commission on Justice and Peace, Canadian Council of Churches, on Parliament Hill, Ottawa, Canada, May 18, 2010.

"Nurturing Christian Vision for confronting global crises," book review, *Christian Courier*, January 7, 2008, pp. 10, 15, of Bob Goudzwaard, Mark Vander Vennen, David Van Heemst, Foreword by Desmond Tutu, *Hope in Troubled Times: A New Vision for Confronting Global Crises*, Grand Rapids: Baker, 2007.

Principal author, "Good News to the Poor! Background Paper on The Bible, Poverty, and Government in Contemporary Canada," Evangelical Fellowship of Canada Background Paper, John Mihevc, ed., *Jubilee, Wealth & the Market*, Toronto: Canadian Ecumenical Jubilee Initiative, 1999, 141-159. Also published as "Good News to the Poor!" Evangelical Fellowship of Canada Background Paper, Brian Siem, ed., *Moved with Compassion: Stories of Canadian Christians Living Out of God's Love*, Belleville, On.: Essence Publishing, 2000, 253-279. Also available online as: "Good News for the Poor," Background Paper, Evangelical Fellowship of Canada, 1999; available Feb. 12, 2009 at the website

http://www.evangelicalfellowship.ca/NetCommunity/Page.aspx?pid=734&_nccsubcid=71&nccsm=21&_nccsct=Articles&_nccspID=312.

Respondent to "Preaching the Social Gospel in the 21st Century: Challenging Secular, Religious and Market Fundamentalists," at a Forum sponsored by The Chester Ronning Centre for the Study of Religion and Public Life, University of Alberta, Augustana Campus, March 24, 2006.

Principal author, "The Bible, Poverty, and Government in Contemporary Canada," *REC Focus*, (Quarterly Journal of the Reformed Ecumenical Commissions), June 2002, Vol. 2, Number 2, 32-43.

"Prosperity and the Gospel: Asking liberating questions in the face of stubborn paradoxes," Speech, Public Justice Resource Centre Conference, "Where is Alberta Headed?" Edmonton, Sept. 22, 2002.

"Religious School Choice in Alberta (1870-present): From assimilation to tolerant public pluralism,"

paper presented at the conference: "School Choice: Public Education at a Crossroads," University of Calgary, Alberta, May 9-11, 2002.

"Christians must challenge 'religion of growth,'" Guest Column, *Edmonton Journal*, March 3, 2001, A15.

"Good News to the Poor," *The Standard*, (The Salvation Army Social Services Journal), Summer 2000, p. 7.

"Good News to the Poor," *Public Justice Report*, Vol. 23, No. 3, 2000, p. 10.

"Economic Discernment: A practical Exercise in Discerning the Spirits at Work in Our Economic Life," occasional paper, published by the Council of Christian Reformed Churches in Canada, 1996.

Philosophy of Science and 'Approaches to Analysis'

"Scientific Blind Spots: Did 'Philosophy of Science' and 'Core Beliefs' Cause Canada's Debt?" *Pro Rege*, March 2004, Vol. XXXII, Number 3, 12-24, accessible at https://www.dordt.edu/publications/pro_rege/crcpi/115668.pdf.

"Philosophical Assumptions Shaping Lijphart's Scientific Theory of Consociational Democracy," *Marginal Resistance: Essays dedicated to John C. Vander Stelt*, Sioux Center, Iowa: Dordt College Press, Fall, 2001, 51-69.

"In search of an integrally Christian, depth-level approach to societal analysis," research poster presentation at *Congreso Internacional* 2006, IAPCHE (International Association for Promotion of Christian Higher Education), Nicaragua, November 14-19, 2006.

"Exploring a Christian Approach to Integral Analysis: Can a neo-Calvinist approach help understand Canada's oil sands boom?" to the Canadian Christians in Political Studies meetings at Trinity Western University, Langley BC, June 3, 2008 at a conference entitled: "Christians and the Public Good: What insights do Christians bring to the enrichment of the Public Good and what challenges face them?"

Chapter 8, in *Worldviews on the Air: The Struggle to Create a Pluralistic Broadcasting System in the Netherlands*. New York: U Press of America, 1997.

"Doing Analysis as Service Along 'The Way': The Social Policy Analysis of the Center for Public Justice," Stanley W. Carlson-Thies, ed. *Welfare in America: Christian Perspectives on a Policy in Crisis*. Grand Rapids, MI./Cambridge, UK: Eerdmans, 1996, 368-390.

"Evaluating and Updating Reformed Cultural Criticism," review of J.L. van Essen and Donald Morton, *Guillaume Groen Van Prinsterer: Selected Studies*, in *Calvinist Contact*, June 19, 1992, 15.

Book Review of J.H. Hegeman, *Justifying Policy: A Heuristic*, in *Philosophia Reformata*, 1991, Vol. 56, No. 1, 95-97.

Co-author, *Changing Course: A Study Guide for Canadian Social Policy Analysis*. Toronto: Citizens for Public Justice, Publisher, 1987.

IV. Submissions and Briefs to Government:

2008, July 3, Oral and written submissions, “Science, the public interest, and the Energy Resources Conservation Board (ERCB),” presented to the Petro-Canada Oil Sands Inc. (PCOSI) Sturgeon Upgrader proceedings (Application No. 1490956), Fort Saskatchewan, Alberta.

1992, August 6, “Genuine Canadian Content: Fair Access to Broadcasting for all,” to the Canadian Radio-Television and Telecommunications Commission, Winnipeg, review of religious broadcasting policy.

1987, "Submission on the New Alberta Mental Health Act," for Citizens for Public Justice (CPJ).

1987, "Submission on the Proposal for a Casino in Calgary Convention Centre."

1986, "Submission to the Special Federal Parliamentary Committee on Child Care."

1986, "Alternatives for the Alberta Speech from the Throne"

1985, "A Response to Partners in Education—submitted to the Policy Advisory Committee on the New Alberta School Act."

1985, "Public Policy Approaches to the Issue of Abortion," (for CPJ).

1984, "Submission to the Public Hearings on An Industrial and Science Strategy for Albertans: 1985 to 1990," (for CPJ).

1984, “Submission to the Public Hearings of the Alberta Water Resources Commission, in response to the South Saskatchewan River Basin Planning Program, (for CPJ).

1984, "Discussion Paper on Strength in Diversity: Alberta in Canada," (for CPJ).

1982, "Response to Calgary's Downtown Area Redevelopment Plan, (for CPJ).

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Education

- 2011 **PhD in Agricultural and Natural Resource Economics**
Department of Resource Economics and Environmental Sociology
University of Alberta, Edmonton, Alberta
Dissertation: The Impact of Social Context on Conservation Auctions:
Social Capital, Leadership and Crowding Out
Supervisor: Dr. Wiktor Adamowicz
- 2006 **Master of Development Economics**
Department of Economics
Dalhousie University, Halifax, Nova Scotia
Thesis: What Difference Does Faith Make? Worldviews and Non-
Government Development Organizations
Supervisor: Ian McAllister
- 2004 **Bachelor of Arts in Environmental Studies, With Distinction**
Department of Environmental Studies
The King's University College, Edmonton, Alberta

Professional appointments

- 2011 - present Assistant Professor of Economics
Department of Economics
The King's University, Edmonton, Alberta
- 2010 - 2011 Sessional Instructor of Economics
Department of Economics
The King's University College, Edmonton, Alberta

Publications*Refereed journal articles*

- 2014 Kits, Gerda J., Wiktor L. Adamowicz, and Peter C. Boxall. 2014. Do
conservation auctions crowd out voluntary environmentally friendly
activity? *Ecological Economics* 105, 118-123.

Book reviews

- 2015 Kits, Gerda J. In press. Review of “Who Rules the Earth? How Social Rules Shape Our Planet and Our Lives.” *Perspectives on Science and Christian Faith*.

Manuscripts under review

- 2015 Kits, Gerda J. Good for the Economy? Analyzing Alberta’s bitumen industry from an ecological economics perspective. Submitted to *Ecological Economics*, August 2015.

Manuscripts in preparation

- Kits, Gerda J., Wiktor L. Adamowicz, and Peter C. Boxall. Impacts of leadership on conservation auction outcomes.
- Kits, Gerda J. Teaching economics on Treaty Six land: Decolonizing the economics curriculum.

Conference presentations

- 2015 Kits, Gerda. 2015. “People and the land: Decolonization and ecological economics.” Presented at Canadian and United States Societies for Ecological Economics 2015 Conference, Vancouver, British Colombia, October 1-4.
- 2015 Kits, Gerda. 2015. “Learning about living well in the land: Decolonizing the economics curriculum.” Presented at International Association for the Study of the Commons 2015 Conference, Edmonton, Alberta, May 25-29.
- 2014 Kits, Gerda. 2014. “Is Alberta’s bitumen industry really ‘good for the economy’?” Presented at Wellbeing and Equity Within Planetary Boundaries: International Society for Ecological Economics 2014 Conference, University of Iceland, Reykjavik, Iceland, August 13-15.
- 2014 Kits, Gerda. 2014. “Steps towards better economic analysis of Alberta’s oilsands.” Presented at Are We There Yet? Economic Justice and the Common Good, The King’s University College, Edmonton, Alberta, May 12-13.
- 2012 Kits, Gerda, Wiktor Adamowicz and Peter Boxall. 2012. “Impacts of social context on conservation auction performance: leadership and social capital.” Presented at 2nd Annual Association of Environmental and Resource Economists Summer Conference, Asheville, NC, June 4-5. (Presented by co-author Peter Boxall)

- 2011 Kits, Gerda, Wiktor Adamowicz and Peter Boxall. 2011. "Do conservation auctions cause crowding out?" Canadian Agricultural Economics Society Annual Meeting, Banff, Alberta, June 29-July 1.
- 2009 Kits, Gerda, Wiktor Adamowicz and Joffre Swait. 2009. "Complexity and choice experiments with a quasi-public good." Presented at Canadian Agricultural Economics Society Annual Meeting, University of Toronto, Toronto, Ontario, May 29-30.
- 2009 Kits, Gerda and Wiktor Adamowicz. 2009. "Carbon offsets and choice experiment design." Presented at Rural Economy Graduate Students Association Conference, University of Alberta, Edmonton, Alberta, January 17.
- 2006 Kits, Gerda. 2006. "From worldview to action: What faith means for development agencies' work and partnerships." Presented at Canadian Association for the Study of International Development Atlantic Regional Student Conference, St. Mary's University, Halifax, Nova Scotia, March 12.

Invited talks and workshops

- 2011 Kits, Gerda. 2011. "Tar sands: An economic option?" Workshop for annual Social Justice Institute, Edmonton, Alberta.
- 2011 Kits, Gerda. 2011. "Economical? Really?" Talk for "Oil Things Considered" conference, The King's University College, Edmonton, Alberta. (Prior to taking up academic post.)

Campus talks

- 2015 Kits, Gerda. 2015. "People and the land: Decolonization and ecological economics." Faculty Colloquium, The King's University, Oct. 27.
- 2014 Kits, Gerda, and John Hiemstra. 2014. "'*Homo petrolii* in *petropolis*' vs. 'creatures in creation.'" Workshop presented at Being Human Interdisciplinary Studies Conference, The King's University, Sept. 17-18.
- 2012 Kits, Gerda. 2012. Summary remarks at "Economics and Christian Desire" Interdisciplinary Studies Conference, The King's University College, January 18-19.

Grants received

- 2014 Co-applicant, Connection grant for "Are We There Yet? Economic Justice and the Common Good" conference. SSHRC.

2013 Co-applicant, “Science and Oilsands Development: Science and Decision-making on Major Projects.” King’s University College Internal Research Funding.

Awards and honours

2007 - 2010 Canada Graduate Scholarship (Doctoral)
Social Sciences and Humanities Research Council of Canada

2007 - 2009 Walter H. Johns Graduate Fellowship
University of Alberta

2007 University of Alberta PhD Scholarship (Honorary),
University of Alberta

2005 - 2006 Canada Graduate Scholarship (Master’s)
Social Sciences and Humanities Research Council of Canada

Courses taught

Introductory courses

2014 - 2015 Engaging the World: Faith and Public Life

2010 - 2013 Introduction to Macroeconomics

2010 - 2014 Introduction to Microeconomics

2014 - present Principles of Economics I

2015 - present Principles of Economics II

Senior-level courses

2012, 2014 Ecological Economics

2012 Intermediate Applied Microeconomic Theory

2013 Intermediate Applied Macroeconomic Theory

2015 International Political Economy

2011, 2013, 2015 Introduction to Canadian Political Economy

2012 History of Economic Thought

2012, 2013 The Economics of Development

Professional service

2014 Reviewer, *Sustainable Development*

2014 Reviewer, *Environmental Conservation*

2013 Reviewer, *Journal of Forest Economics*

University service

- 2014 - present “Education for Reconciliation” conference planning committee
- 2014 - present Website maintenance and updating, Faculty of Social Science
- 2013 - present Teaching Committee
- 2012 - present Research Committee
- 2012 - present Website maintenance and updating, Politics, History & Economics program
- 2015 Environmental studies screening/interview committee
- 2012 - 2015 Faculty representative, Campus Ministry Committee, Classis Alberta, Christian Reformed Church of North America
- 2012 - 2014 “Are We There Yet? Economic Justice and the Common Good” conference planning committee (conference held May 12 - 13, 2014)
- 2014 Computing science screening/interview committee
- 2014 Biology screening/interview committee

Professional memberships

- 2013 - present Canadian Society for Ecological Economics
- 2007 - present Progressive Economics Forum
- 2012 - present World Economics Association

Dr. Mark Andrew Sandle: BA (Hons), MSoc Sci, PhD

Address: 19 Meadowview Drive, Sherwood Park, AB, Canada
Home Tel: (001) 780 570 5271
Nationality: British
Language proficiency: Competent in French and Russian, basic level Spanish
Current Position: Professor of History
Home email: drmarksan@gmail.com
Work email: mark.sandle@kingsu.ca

Career Summary

Educational History:

- 1988 – 92: University of Birmingham, Centre for Russian and East European Studies: **PhD: *Gorbachev's Ideological Platform: A Case-Study of Ideology in the USSR***
- 1986 – 87: University of Birmingham, Centre for Russian and East European Studies, **Soviet Studies: M.Soc Sci.** (An interdisciplinary Masters programme, including Politics, History, Sociology, Economics and Russian language training). ***Awarded the John Grayson Memorial Prize as outstanding Postgraduate student.***
- 1983 – 86: Warwick University: **History/Politics BA (Hons)** Upper Second

Academic career:

The King's University College, Edmonton, Alberta, Canada: 1 July 2009 onwards

2009 - Professor of History (granted tenure 1 July 2013)

De Montfort University (DMU), Leicester, UK: 1992 – 2009 Posts held:

- 2004- Head of Taught Postgraduate Programmes
1999 - Principal Lecturer in Russian and Soviet History
1996 – 99: Senior Lecturer
1992 – 96: Lecturer, Department of Historical and International Studies

Achievements and Awards

Awards: Teaching excellence recognised through the following:

1. **National Teacher Fellowship (NTF):** 2007 nominated by DMU for the highly prestigious National Teacher Fellowship scheme. 50 awards are made each year to recognise national excellence. Awarded £10000 to support professional activities.
2. **DMU Distinguished Teacher award:** DMU runs a scheme whereby students nominate their teachers for the title of Distinguished Teacher to recognise tutors who are engaging, inspiring, enthusiastic and supportive. The scheme began in 2005, and I was nominated by my students in 2005, 2007 and 2008. Student citations are included below as Appendix C.
3. **Grants awards to support pedagogic research:** Awarded 3 grants to carry out pedagogic research:
 - In 2000 awarded £1500 to carry out a study into student assessment, which resulted in the development of a subject assessment strategy.
 - In 2008 awarded £5000 for a pedagogic research project comparing feedback practices in History and Dance under the University's RITA initiative (Research Informed Teaching Award).
 - In 2009 was the Lead Researcher in a successful award for a grant of £200000 for a three-year project investigating feedback to students entitled "Its Good To Talk". Awarded by UK Higher Education Academy.
4. **Appointed as an Academic Fellowship Programme (AFP) International Scholar October 2006:** working with the "Ion Creanga" State Pedagogical University, Chisinau, Moldova on issues of curriculum reform. Renewed in 2007 and 2008.

Achievements in teaching and learning:

- **Assessment:** responsible for the design, implementation and review of a subject assessment strategy for History. This has been used as a model which has informed Faculty and University practice.
- **Curriculum:** Responsible for redesign and implementation of new History curricula in 2001 and 2004.
- **E-learning:** pioneered the incorporation of e-learning into the curriculum in History. Authored an e-learning strategy for the subject. Presented work on assessed discussion boards to University e-learning conference in June 2006.
- **Feedback to students:** responsible for the design of the pro-formas for feedback to students and the end-of-course evaluation forms.

Teaching

Undergraduate Teaching Experience: Kings University College 2009 onwards:

Delivery of Foundations courses and Senior Level History courses and senior seminar courses. Including:

Western Civilisation To 1648

West and the World 1500 – present

World History 1800- present

Historical Methods

Modern Russia

Stalinism

Cold War

First World War

Second World War

19th Century Europe

20th Century Europe

Undergraduate Teaching Experience: De Montfort University 1992 – 2009:

Extensive experience of successful course design and delivery, including solo and team-taught courses, at all levels, as well as the development of student undergraduate research skills and projects through the supervision of undergraduate dissertations and the development of research methods courses.

Courses taught include:

First year courses: primarily survey and/or methodology courses:

- *Themes in Modern European History 1789-1989*
- *The Rise and Fall of the Great Powers in the Twentieth Century*
- *The Twentieth Century World: An International History*
- *Presenting and Representing the Past*
- *The Making of the Modern World 1776-2001*

Second and third year courses: Modern European and/or Russian/Soviet history, plus courses dealing with issues of historical methodology and philosophy.

- *The Modernisation of Europe 1860 – 1930*
- *The Second World War*
- *Russia in Revolution 1861 – 1917*
- *The Russian Revolution 1917-21*
- *Terror and Progress: the USSR 1917-53*

- *Perestroika and the Collapse of Communism*
- *Nationalism*
- *Historical Controversies*
- *Historical Sources*

Graduate Teaching Experience:

Taught extensively at Masters level, and successfully supervised MPhil and PhD students

1. Modern History MA courses:

- *The Collapse of the Soviet Empire: The Nationalities and the USSR 1956-91*
- *Cold War Communism*
- Teaching on MA *Research Methods* course and supervision of MA Dissertations

2. Course Leader: MA by Independent Study

Oversight of a Faculty-wide programme whereby students design their own MA programme, schedule of study and assessment, with tutorial support. Supervised student projects on:

- *Khrushchev and De-Stalinisation*
- *Stalin*
- *Kul'tura cosmosa*

3. Supervision of MPhil/PhD students:

Completed:

- *"The Labour Party and the USSR in the 1930's"* (First supervisor)
- *"Atheism and Islam in Uzbekistan and Tajikistan: 1964-91"* (First Supervisor)
- *"History, Memory and the Families of Spanish Civil War veterans"*. (Second supervisor)
- *US/Brazilian Relations Under Eisenhower* (Second Supervisor)

4. Examining of MPhil/Phd Students: I have been the internal examiner for 2 students.

Research

My research interests lie in the areas of intellectual, political and cultural history of Russia and the Soviet Union in the modern era, the interaction of Christianity and my discipline and the Second World War. 4 books published, plus many other articles and chapters.
Current research projects:

Current research projects:

1. *Soviet Moldavia 1941-56*: Book length project on Moldavia under Soviet rule after WW2. Contracted with Tauris.
2. *A Time For Everything: Christian Faith and the Practice of History* (with Dr. Van Arragon). A book length project exploring the relationship between the Christian faith and the practice of History.
3. *The Partisan movement in Moldavia 1941-44*: an exploration of the Moldavian partisans, based on archival materials from the Moldovan archives.
4. *Communism*: article exploring the changing nature of the Bolshevik vision of the future, as seen from a Christian perspective

For details on research activity, publications, seminar papers and conferences, see **Appendix A**.

Administration and Management

The King's University College: 2009 →

1. **AAC 2011**: Faculty Representative
2. **Teaching Committee**: Faculty Representative

De Montfort University: 1992-2009

1. **Acting Head of Department 2004-05**:

Head of Department for 18 months with responsibility for 4 subjects (History, Politics, International Relations and American Studies). Duties included: line management of 16 staff; budgetary control, strategic research planning, curriculum development, oversight of student recruitment, participation in Senior Executive decision-making.

2. External Review 2004:

In 2004 History was selected to undergo an external audit of the quality of our teaching, learning, assessment and curriculum carried out by the government body the QAA (Quality Assurance Agency). We achieved the highest possible rating. My role was to:

- Write the self-assessment document and gather the accompanying documentation
- Manage the whole preparations and prepare staff
- Lead the History team during the three-day visit and attendant meetings with the reviewers
- Implement recommendations and changes
- Disseminate the good practice noted

3. History Subject Leader 1994-2001:

Appointed as History Subject leader only 2 years after joining the University. Duties included: managing the day-to-day running of the subject (time-tabling, staff hours, student queries, coordinating examination and assessment procedures), managing quality assurance processes, admissions and curriculum development.

4. External Activities:

Undergraduate external examiner at 3 other institutions: Royal Holloway College, Coventry University and the University of Gloucestershire. 1998-2002, member of the Steering Committee of HUDG (History at the Universities Defence Group) a national organisation seeking to defend and promote the interests of the discipline. The key tasks this group achieved was to select the committee which drew up the History Subject Benchmarking Statement.

For a full list of administrative and managerial positions held, see **Appendix B**.

Referees

Professor Panikos Panayi
Subject Leader for History
Faculty of Humanities,
Clephan Building
De Montfort University
Leicester, LE1 9BH, UK
Tel: 0116 250 8681
E-mail: ppanayi@dmu.ac.uk

Professor Christopher Read
Department of History,
Warwick University,
Coventry CV4 7AL
Tel: 02476 523308
E-mail: c.j.read@warwick.ac.uk

Professor Richard Vaudry
Department of History
The Kings University College
9125 50 Street
Edmonton
AB, Canada, T6B 2H3
Phone (001) 780 465 3500
richard.vaudry@kingsu.ca

APPENDIX A: Research Activity

Publications:

Books:

1. *Communism* [Seminar Studies in History] (Pearson Longman 2011). A revised and extended version of the text first published in 2006. Selected for inclusion in this well-established and prestigious series.
2. *Kommunism* (Pegasus 2010). Estonian translation of the 2006 version of Communism
3. *Gorbachev: Man of the Twentieth Century?* (Hodder, 2008). A detailed evaluation of the life of Gorbachev, which explores the many and varied interpretations of Gorbachev's life and work.
4. *Communism* (Pearson 2006). A short text evaluating the history of communism
5. *Brezhnev Reconsidered* (Palgrave 2002). (edited by E. Bacon & M. Sandle)

- Shared editorial duties (commissioning, redrafting, etc.)
- Contributed 2 chapters, entitled:

A Triumph of Ideological Hairdressing? Intellectual Life in the Brezhnev Era Reconsidered? pp. 135-64.

Brezhnev and Developed Socialism: the Ideology of Zastoi? pp. 165-87.

'a valuable collection ... highly recommended for teachers and students alike' (*Political Studies Review*)

6. *A Short History of Soviet Socialism* (UCL Press October 1999) (reviewed in *Europe-Asia Studies*, November 1999; *Labour History Review*, Summer 2000; *Journal of Political Ideologies*, October 2000; *Journal of Contemporary History*, vol 36, 3, 2001).

"a thoughtful and illuminating study" (*Europe-Asia Studies*, November 1999)

"the most up-to-date attempt to relate Marxist ideas to Soviet history, and it should certainly be on any student's reading list." (*Journal of Political Ideologies*, October 2000)

"a thoughtful reappraisal of the development of Soviet ideology" (*Journal of Contemporary History*, 2001)

Journal articles

- "The making of a GenSek: Brezhnev in Moldavia 1950-52" (with Igor Casu) Forthcoming in *DYSTOPIA* 2015
- "The Challenge of Communism" Oxford Bibliographies in International Relations OUP, 2015.
- "Toward a Practice of Christian Antihistory: Writing the Antihistory of Soviet Communism" (with Will Van Arragon), in *Fides et Historia*, November 2014, 46:2.
- "Discontent and Uncertainty in the Borderlands: Soviet Moldavia and the Secret Speech 1956-57" [with Dr. Igor Casu]. *Europe-Asia Studies* vol. 66, 4 June 2014 pp. 613-644.
- "Georgii Shakhnazarov and the Soviet Critique of Historical Materialism" in *Studies in East European Thought* vol.49 1997;
- "The Final Word: The Draft Party Programme of July/August 1991" in *Europe-Asia Studies* vol.48 no.7 1996;
- "New Directions, New Approaches, Old Issues. Recent Writings on Soviet History" *The Historical Journal* vol.38 no.1 1995;

Book chapters:

- "Studying the Past in the Digital Age: From Tourist to Explorer?" in Toni Weller (ed.) *History in the Digital Age* (Routledge 2013)
- "The Strength of the MA by Learning Contract in the Context of Lifelong Learning" in T. Kerry (ed.), *Meeting the Challenges of Change in Postgraduate Education* (Continuum, 2010)
- "Soviet and East European Marxism" in *The Development of Marxist Thought in the Twentieth Century*, (eds) Walker et al (Routledge 2007)
- "Drafting the Third Party Programme: the Intelligentsia and de-Stalinisation of Soviet ideology 1952-61" in A. Pereswettoff-Morath (eds), *The Russian and Polish Intelligentsia* (Lund, 2005)
- "Think Tanks, Post Communism and Democracy" in *Think Tanks Across Nations: Policy Research and the Politics of Ideas* (2nd edition) eds Stone and Denham (Manchester University Press, 2003).
- "Searching for an identity: Varieties of nationalism in post-Soviet Russia" in *Ethnicity and Nationalism in the new Europe and the CIS* (eds) Williams & Sfikas (Dartmouth Press, 1999);
- "Russia" in *Think tanks in Comparative Perspective* (eds) Stone and Denham (Manchester University Press, 1998);

Other publications:

- "Who supported Stalin?" in *20th Century History Review* November 2013
- "Lenin's Contribution to Communist success" in *New Perspective on Modern History*

March 2013

- "Lenin's Loyal Lieutenants: Zinoviev, Kamenev and Rykov" in *Twentieth Century History Review* November 2011
- "The Bukharin Alternative" in *Twentieth Century History Review* April 2011
- "Gorbachev and His Place in Russian History" in *New Perspective on Modern History* December 2010
- "Andropov and Chernenko" in *Twentieth Century History Review* April 2010
- "Sino-Soviet split 1949-70: Why did the comrades fall out?" in *Twentieth Century History Review* April 2009
- "Reagan and Gorbachev: Detente- the Endgame" in *Twentieth Century History Review*, vol. 3, no. 3 April 2008
- "Stalin: Did He Preserve or Destroy Bolshevism" in *Modern History Review*, vol. 13, 4, April 2002.
- "Stalin, Collectivisation and the Soviet Peasantry" in *History Teaching Review Yearbook*, (SATH, vol 15 2001)
- "To what extent did the Soviet Union undergo de-Stalinisation in the period 1956-64?" in *Exam Essays in 20th Century World History* (ed.) Peter Catterall (ICBH, Heinemann, 1999)
- "The Resurgence of Nationalism in Estonia" in *Bradford Occasional Papers* Summer 1993;

Research Grants

Awarded a grant of £12,035 by the Arts and Humanities Research Board as part of their Research Leave Scheme in connection with the research for the monograph on Gorbachev (October 2002 to June 2003.)

Conference Papers:

- **May 2012:** "Writing the Anti-History of Communism" at the Conference, *Humanities and the Christian Faith* May 4 2012 at Concordia University College, Edmonton, AB.
- **November 2011:** "Brezhnev in Moldavia 1950-52" at the *ASSEES* conference, Omni Shoreham Hotel, Washington DC, USA 16-19 November
- **May 2011:** "The Forgotten Victory: VE Day and Remembrance in the UK Since 1945" at the conference, *Memory of World War II*, at Moldova State Pedagogical University, Chisinau, Moldova 14-18 May.
- **June 2006:** "The Spectrum of Dissidence From Brezhnev to Gorbachev" at *CREES Annual Conference*, Cumberland Lodge, Windsor Great Park, Surrey
- **August 2002,** "Drafting the Third Party Programme: the intelligentsia and de-Stalinisation of Soviet ideology 1952-61" at the conference *The Intelligentsias as Creators of Social Values in Russia and Poland during the Nineteenth and Twentieth Centuries*, at Lund University, Sweden.
- **May 2001** "Rethinking Identity Politics" at the conference *Siberia-Far East: Regional identity at the turn of the Millenium*, Sakhalin State University, Yuzhno-Sakhalinsk, Sakhalin Island, Russia.

- **October 1997** "Memory and Soviet History: The *shestidesyatniki* and the construction of public memory under *perestroika*" at the conference *History and Memory* at the University of Nantes.
- **July 1996** "Combatting Spontaneity: Collective Assembly, Individual Agency and Social Control" at the conference *Rediscovering The Crowd* at De Montfort University;
- **November 1995** "Between Conformity and Dissent: The Rise of the Liberal Intelligentsia from Khrushchev to Gorbachev" at *CREES General Seminar*, University of Birmingham;
- **September 1995** "Searching For An Identity: Varieties of Nationalism in Post-Soviet Russia" at the conference, *Ethnicity and Nationalism in the New Europe* University of Central Lancashire;
- **June 1994** "The Return of the Communist Party in Russia" at *CREES Annual Conference*, Windsor Great Park;
- **June 1991** "Ideologies in post*perestroika* Russia" at *CREES Annual Conference*, Windsor Great Park;

Seminar Papers/Invited Talks:

I have consciously sought to disseminate my research and scholarship to as wide an audience as possible. This has meant, aside from occasional media appearances, doing talks in High Schools on various aspects of Russian/Soviet history, and also talking to interested groups of the general populace through the network of local Historical Association meetings. For example,

- **August 2008:** Interviewed on Premier Radio concerning Russia/Georgia conflict
- **April 2008:** Interviewed by US Journalist Virginia Citrano for article on Gorbachev in *Four Seasons Magazine*, Issue One , 2008
- **March 2008:** Talk at Coventry and Warwickshire Historical Association, "Stalin"
- **March 2007:** Talk at Coventry and Warwickshire Historical Association, "Khrushchev".
- **March 2006:** Talk at Bluecoat School School, Coventry: 'New Thinking on Stalin and Stalinism'.
- **October 2005:** Talk at Nuneaton Historical Association, 'Gorbachev and the Collapse of the Soviet Union'.
- **May 2005,** Talk at Bedford School, 'Russia 1861-1951'
- **April 2005:** Lecture at 6th Form Conference, Holborn, London, 'Culture Under Stalin'.
- **October 2004:** Talk at Bluecoat School, Coventry, 'Stalin and Stalinism'**May 2004,** Talk at Haberdashers' Aske School for Girls: 'Lenin and Leninism'
- **April 2004,** Talk at Bishop Stopford School, Kettering, 'Lenin and Leninism.
- **March 2004,** "Gorbachev and the Collapse of Sovietology" at DMU History seminar series
- **March 2004:** Talk at Bedford School: 'New Thinking on Stalinism'
- **November 2003:** Talk at Northamptonshire Historical Association: 'Khrushchev and Stalin'
- **December 2000:** Talk at Haberdashers' Aske School for Girls: 'Lenin and Leninism'
- **November 1999:** Talk at Ealing Branch of the Historical Association: 'Khrushchev and

de-Stalinisation'

- **May 1997:** Radio Leicester to discuss the leadership qualities of Stalin
- **October 1994:** Talk at Gateway College, Leicester, 'The Russian Revolution 1905-17'.
- **October 1993:** Radio Leicester to discuss the bombing of the Russian parliament;

Miscellaneous Research and Scholarly Activity

- October 2010: Appointed to the Board of the Centre for the Study of Totalitarianism, Department of History and Philosophy, State University of Moldova.
- September 2010: appointed member of the Custom Library Editorial team for Longman/Penguin.
- September 2009: member of Editorial Board of PONTES (journal devoted to South-East European Affairs)
- Review work for a number of academic journals, including *History*, *History Today*, *Europe-Asia Studies*, *Journal of European Studies*;
- Miscellaneous media appearances: Radio Leicester, Russia Today.
- Reviewer of manuscripts and publishing proposals for various publishers
- Anonymous reviewer for manuscripts submitted to academic journals including: *Journal of Contemporary European History* and *Europe-Asia Studies*.
- Assessor for research proposals and final research projects for the *Economic and Social Research Council*.

APPENDIX B: Administrative/Managerial positions 1992-present:

2012-13:	Member of Teaching Committee
2011-	Member of Academic Affairs Committee
2010:	Member of International Committee

De Montfort University:

2005-09	Faculty Head of Taught Postgraduate Studies Course Leader MA Independent Study Member of Faculty Senior Executive Member of School Research Committee Member of Faculty International Committee History Admissions Tutor
2004-05:	Acting Head of School of Historical and International Studies. Member of Faculty Senior Executive
2003:	Head of School Teaching and Learning Committee; Head of School Recruitment Committee
1994 – 2001: Subject Leader for History.	
1993-95:	Assistant part-time tutor: duties included recruitment, marketing, interviewing, enrolment, timetabling and the coordination of course provision for part-time students
1992-93:	Assistant tutor for franchise colleges, involving overseeing delivery and management of central courses at franchise colleges

External Activities:

2006-2009	Academic Fellowship Program Fellow working in Moldova
2002- 2006	External Examiner at Coventry University
2001 -2006	External Examiner at University of Gloucestershire
1998- 2002:	Member of History at the Universities Defence Group Steering Committee
1997 – 2000:	External Examiner for Royal Holloway College in London
1996:	External Validator for History degree at Coventry University

WILLIAM VAN ARRAGON

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Education

Ph.D. in History, Indiana University, 2005

- Major: Colonial North America; Minors: Early Modern Europe, Religious Studies
- Ph.D. Qualifying Exams passed with distinction, 1999.

M.A. in History, Indiana University, 1997

B.A. in History and English, Calvin College, 1992

Book Project (in progress)

Cotton Mather in American Cultural Memory, to be published in Indiana University Press's "Religion in North America" series.

Digital Atlas Project (in progress)

"Ribbon of Green: A Digital Historical Atlas of Edmonton's Interconnected Parkland."

<http://kcvs.ca/rivervalleyatlas/> Collaboration with Professor Michael P. Ferber, The King's University College.

Publications

"The Glorious Translation of an American Elijah: Mourning Cotton Mather in 1728," in *Cotton Mather and Biblia Americana: America's First Bible Commentary*. Tübingen: Mohr Siebeck, 2010. Reprinted, Grand Rapids: Baker Academic, 2011.

"Becoming Congregationalist: Historical Memory, Denominational Identity, and the Founding of the Congregational Library," *Bulletin of the Congregational Library* 5: 3 (Winter 2009), pp. 4-13.

Cotton Mather in American Cultural Memory, 1728-1892. Ph.D. dissertation, Indiana University, 2005.

"People of Hope, People of Memory: Theologies of Memory and the Christian Historian," *Fides et Historia* 37:2 (Summer 2005); 38:1 (Spring 2006), pp. 41-49. [See also the response by

Eugene McCarraher, "The Sacrament of Remembering Forward: A Response to Aron Reppmann and William Van Arragon," *Fides et Historia* 37:2 (Summer 2005); 38:1 (Spring 2006), pp. 61-66.]

Entries on "Puritans" and "witchcraft" in *The Encyclopedia of American Conspiracy Theories*, ed. Peter Knight. ABC-CLIO, 2004.

Reviews

Review of John Cimprich, *Fort Pillow: A Civil War Massacre, and Public Memory* (2005, 2011), in *Canadian Journal of History*, forthcoming.

Review of Pascal Boyer and James V. Wertsch, editors, *Memory in Mind and Culture* (2009), in *Canadian Journal of History* 46: 1 (Spring/Summer 2011), pp. 235-237.

Review of Milton C. Sernett, *Harriet Tubman: Myth, Memory, and History* (2007), in *Canadian Journal of History* 44: 1 (Spring/Summer 2009), pp. 147-148.

Review of Michael J. Colacurcio, *Godly Letters: The Literature of the American Puritans* (2006), in *Calvin Theological Journal* 42: 2 (November 2007), pp. 389-391

Review of Evan Haefeli and Kevin Sweeney, eds., *Captive Histories: English, French, and Native Narratives of the 1704 Deerfield Raid* (2006), in *Itinerario* 31/1 (Spring 2007), pp. 188-189.

Conference Papers and Presentations

"Ribbon of Green: A Digital Historical Atlas of Edmonton's River Valley Park System." [poster] Co-authored with Michael P. Ferber, Amy VanderHoek and Katie Wallbaum. Canadian Association of Geographers, Wilfred Laurier University (1 June 2012), Waterloo, Ontario.

"Christian History as Antihistory." First Annual Conference on "The Humanities and Christian Faith," Canadian Centre for Scholarship and the Christian Faith, Concordia University College (4 May 2012), Edmonton, Alberta.

"Covenants and Public Life in Puritan New England." Chester Ronning Centre Seminar/ Atlantic Studies Seminar (November 17, 2011), Edmonton, Alberta.

"Ribbon of Green: A Digital Historical Atlas of Edmonton's River Valley Park System." [poster] Co-authored with Michael P. Ferber and Katie Wallbaum. Pipelines Conference, University of Alberta (22 September 2011), Edmonton, Alberta.

"Introduction to the Themes," Symposium on "Religious Perspectives on Civil Life," Chester Ronning Centre for Religion and Public Life (March 18, 2011), Edmonton, Alberta.

"Thomas Prince and the History of New England: Some Thoughts on *A Chronological History of New England, in the Form of Annals* (1736)." King's University College Atlantic Studies Seminar (February 15, 2011), Edmonton, Alberta.

"'Dreadful, Ghostly, Ghastly Cotton Mather': Congregationalists and Unitarians Remember an American Puritan, c. 1800-1870." American Society of Church History Annual Meeting (January 5-8, 2010), San Diego, California.

"The Glorious Translation of an American Elijah: Commemorations of Cotton Mather at his Death in 1728." Interdisciplinary Symposium on Cotton Mather's *Biblia Americana*, (October 23-25, 2008), Tübingen, Germany.

"Cotton Mather in American Cultural Memory." Fellowship Talk, Boston Athenaeum (June 20, 2008), Boston, Massachusetts.

"Introducing Cotton Mather: History, Memory, Reappraisals." Faculty Colloquium, The King's University College (February 26, 2008), Edmonton, Alberta.

"Narration Against Time": Johann Baptist Metz's Theology of Dangerous Memory and Christian Historical Imagination." Baylor University's Pruitt Memorial Symposium and Lilly Fellows Program National Research Conference (November 9-11, 2006), Waco, Texas.

"The Glorious Translation of Cotton Mather: Revisiting the Puritan Way of Death." Omohundro Institute of Early American History and Culture Twelfth Annual Conference (June 9, 2006), Quebec City, Quebec.

"Dreadful, Ghostly, Ghastly Mather: Remembering an American Puritan in the Nineteenth Century." Calvin College History Department Colloquium (October 19, 2005), Grand Rapids, Michigan.

"People of Hope, People of Memory: Theologies of Memory and the Christian Historian." Conference on Faith and History (October 16, 2004), Holland, Michigan.

"Cotton Mather in American Cultural Memory: Mather's Missing House." Brown-Bag Colloquium, Massachusetts Historical Society (June 24, 2003), Boston, Massachusetts.

"Dreadful, Ghostly, Ghastly Mather: An Introduction to Cotton Mather in American Cultural Memory." Indiana University Religious History Workshop (February 13, 2003), Bloomington, Indiana.

"Cotton Mather in American Cultural Memory," Fellow's Talk, American Antiquarian Society (October 18, 2000), Worcester, Massachusetts.

Chair and Commentator, Panel on "History and Memory," History Graduate Student Association Symposium, Indiana University (March 25, 2000), Bloomington, Indiana

“‘My Poor American Countrey’: The Role of America in Cotton Mather’s Millennial Imagination,” Great Lakes American Studies Association Conference (March 6, 1997), Bloomington, Indiana.

Teaching Experience

- Assistant Professor, Calvin College, 2005-2007
- Visiting Instructor, Aquinas College, Spring 2005
- Visiting Instructor, Calvin College, Fall 2004
- Visiting Lecturer, Indiana University, Summer 2000
- Associate Instructor, Indiana University, 1996-1997
- Course Assistant, Indiana University, Summer 1996

Other Professional Experience

Editorial Assistant, *American Historical Review*, Summer 1997-Summer 2000.

Awards and Fellowships

STEP Grant

(Co-applicant with Professor Michael P. Ferber, Department of Geography and director of the Environmental Studies Program, King’s University Project). To hire student researcher Katie Wallbaum to do research and writing for “Ribbon of Green: A Digital Historical Atlas of Edmonton’s Interconnected Parkland,” Summer 2011. Renewed Summer 2012 to hire student researcher Amy VanderHoek.

NiCHE: Network in Canadian History & Environment Grant

(Co-applicant with Professor Michael P. Ferber, Department of Geography and director of the Environmental Studies Program, The King’s University College). Grant-in-aid of “Ribbon of Green: A Digital Historical Atlas of Edmonton’s Interconnected Parkland,” November 2010

Boston Athenaeum/American Congregational Association

Athenaeum/ACA Research Fellowship, June 2008

Bloomington Center for Eighteenth-Century Studies

Dissertation Fellowship, Spring 2004

Massachusetts Historical Society

Benjamin F. Stevens Fellowship, Summer 2003

Boston Athenaeum

Mary C. Mooney Fellowship, 2002-2003 (unable to accept)

American Antiquarian Society

Kate B. and Hall J. Peterson Fellowship, Fall 2000

National Society of the Colonial Dames of America

Graduate Scholarship, Spring 2000

Indiana University, Department of History

Wiseman Family Fellowship, Spring 2002

History Department Grant-in-Aid, Spring 2001

History Department Dissertation Fellowship, Spring 2000 and Spring 2001

Hill Fellowship, Spring 1999 and Spring 2000

Oscar Winther Memorial Prize for Best Qualifying Exams, Spring 1999

Indiana University, College of Arts and Sciences

Teaching Excellence Recognition Award, Spring 1998

Curriculum Vitae
Richard William Vaudry

Professor
Department of History
The King's University
9125 - 50 Street
Edmonton, Alberta
780-465-8367
richard.vaudry@kingsu.ca

International Academic Recognition

F.R.Hist.S. - Elected a Fellow of the Royal Historical Society - 2003.

Education

Ph.D. (Canadian and British History) McGill University - 1984
Dissertation: The Free Church in Canada, 1844-1861
(Subsequently published in revised form. See below)
Supervised by Dr. Hereward Senior

M.A. (Scottish History) University of Guelph - 1979
Thesis: The Problem of Church-State Relations in the Disruption of the Church of Scotland, 1843 - awarded grade of "Distinguished"
Supervised by Dr. W. Stanford Reid

B.A. (History) Bishop's University - 1977
Graduated with First Class Honours and was awarded the Thaler Prize in History for the student graduating with the highest marks in the discipline.

Academic Appointments

2004-Present - Professor of History, The King's University

2001 -2004 - Associate Professor of History, The King's University College

1994 - 2001 - Adjunct Professor of History and Classics, University of Alberta

1992-2001 - Instructor in History - North American Baptist College (now Taylor University College)

1999-2001 - Instructor in History - Grant MacEwan College

1998-1999 - Academic Dean (Interim) - North American Baptist College

1995-1996 - Visiting Instructor in Church History - Edmonton Baptist Seminary

1991-1994 - Visiting Assistant Professor of History - The King's University College

1985-1992 - Assistant Professor of History - Augustana University College

1987 - Visiting Assistant Professor of History - University of Alberta

1984-1985 - Archives Assistant - McCord Museum, McGill University

1981 & 1982 - Lecturer in History - Bishop's University

Courses Taught At The King's University

History 202 - Western Civilization: European History from the Late Middle Ages to 1715

History 203 - Western Civilization: European History Since 1715

History 204 - The West and the World: 1500 to the Present

History 309 - Renaissance and Reformation Europe

History 311 - Europe in the Middle Ages

History 321- World History, 1500-1800

History 344 - Tudor Britain

History 345 - Stuart Britain

History 346 - Medicine and Society in the Atlantic World: 1660-1918

History 347 - Britain in the 18th Century

History 348 - Victorian Britain and Empire

History 360 - Canadian History to 1867

History 361 - Canadian History Since 1867

History 371 - Historical Methods

History 399 - Colonial America

History 460 - History of Christianity in Canada

History 495 - Senior History Seminar

History 497 - Research Project

History 498 - Research Project

Courses Taught Elsewhere (Selected List)

History 110 - World History from the Middle Ages to the 18th Century

History 120 A & B - World History Since the 18th Century

History 290- History of Christianity I

History 291 - History of Christianity II

History 342 - British History to 1688

History 343 - British History Since 1688

History 344 - Tudor Britain

History 347 - Industrial Revolution in Britain

History 349 - Scotland: Reformation to 1914

History 360 – Introduction to the Study of Canadian History 1500-1867

History 361 – Introduction to the Study of Canadian History 1867 to the Present

History 373 – History of Upper Canada and Canada West

History 374 – Quebec: Conquest to the Present

History 401 – Directed Reading in Social and Intellectual History of 19th Century Canada

History 447 – Topics in Hanoverian Britain

History 479 – Protestantism and Society in 19th Century Canada

Interdisciplinary Studies 409 – Western Civilization I

Undergraduate Research Supervision (King's unless otherwise noted)

Gupta, Jonathan, “The Presbyterian Church and the Debate on Church Union in Alberta,” History 501 – University of Alberta, (1998)

Van Hove, Jennifer A., “Generation Lost: A Survivors Story A Biographical Look into the Life of Vera Mary Brittain,” – History 499 (2007)

Elves, Erika, “Beer as a Moral Imperative: Evangelicals, Quakers, and the Brewing Industry,” – History 498 (2010)

Helder, Donald, “*The Christian Observer* and the Opposition to the State Lottery in England 1802-1826,” History 498 (2010)

Brown, Chantal, “Maintaining a British Sensibility: Elizabeth Hale and the Making of an Imperial Quebec – History 497 (2011)

Guthrie, Nathan, “Witherspoon and the Moderates: A Study in Theological Differences,” – History 497 – (2011)

Glazier, Willow, “‘The body pressing down on the soul’: John Wesley’s view of health and illness” – History 498 (2013)

Research and Publications

Books

Anglicans and the Atlantic World: High Churchmen, Evangelicals and the Quebec Connection, Montreal & Kingston, London, Ithaca: McGill-Queen's University Press, 2003.

The Free Church in Victorian Canada, 1844-1861, Waterloo: Wilfrid Laurier University Press, 1989.

Chapters in Books

"The Colonial Church and School Society and the Early Years of the Sabrevois Mission, 1850-1884," in Jason Zuidema ed., *French-Speaking Protestants in Canada*, Leiden and Boston: Brill Academic, 2011.

"Evangelical Anglicans and the Atlantic World: Politics, Ideology and the British North American Connection," in G.A. Rawlyk edited, *Aspects of the Canadian Evangelical Experience*, Montreal & Kingston, London, Buffalo: McGill-Queen's University Press, 1997. 154-170.

"Canadian Presbyterians and Princeton Seminary, 1850-1900," in William J. Klempa, edited, *The Burning Bush and a Few Acres of Snow: The Presbyterian Contribution to Canadian Life and Culture*, Ottawa: Carleton University Press, 1994. 219-237.

Articles in Refereed Journals

"*The Lennoxville Magazine*, the University of Bishop's College and Transatlantic Anglicanism in Victorian Canada, *Journal of Eastern Townships Studies/Revue d'Etudes des Cantons de l'Est*, No. 11 (Fall 1997), 61-83

"Theology and Education in Early Victorian Canada: Knox College, Toronto 1844-1861," *Studies in Religion/Sciences Religieuses*, Volume 16, No. 4 (Fall 1987), 431-447.

"Peter Brown, the Toronto *Banner* and the Evangelical Mind in Victorian Canada," *Ontario History*, LXXXVII, No. 1 (March 1985), 3-18.

"The Constitutional Party in the Church of Scotland, 1834-1843," *The Scottish Historical Review*, LXII, 1: 173, (April 1983), 35-46.

Archival Guide

Pamela Miller, Elaine Holowach-Amiot, Richard Vaudry and Tom Wien, *McCord Family Papers 1766-1945*. 2 Volumes, Montreal: McCord Museum, 1986

Articles in Dictionaries

John William Dawson, J.F. McCurdy, William MacLaren and Clarence Mackinnon in Daryl Hart and Mark Noll, eds, *Dictionary of the Presbyterian and Reformed Tradition in America*, Downers Grove, Illinois: InterVarsity Press, 1999.

John Bayne, William Hume Blake, George Brown, Peter Brown, Isaac Buchanan, Robert Burns, Benjamin Cronyn, William Henry Draper, Henry Esson, Alexander Gale, Henry James Grasett, Jeffery Hale, Isaac Hellmuth, John Redpath, William Reid, William Rintoul, James Paterson Sheraton, Mark Young Stark, Charles James Stewart, Michael Willis, in Donald M. Lewis, edited, *The Blackwell Dictionary of Evangelical Biography*, Oxford: Basil Blackwell, 1994.

Sir John William Dawson, George Brown, Oliver Mowat, Benjamin Cronyn, Jean Olivier Briand, Edmund Burke, Jean Jacques Lartigue, Charles William Gordon, Lord's Day Act, Newlights, in Daniel G. Reid, Robert D. Linder, Bruce L. Shelley, Harry S. Stout, eds., *Dictionary of Christianity in America*, Downers Grove, Illinois: InterVarsity Press, 1990.

Book Reviews

Review of Todd Webb, *Transatlantic Methodists: British Wesleyanism and the Formation of an Evangelical Culture in Nineteenth-Century Ontario and Quebec*, Montreal & Kingston: McGill-Queen's University Press, 2013. In *Histoire Sociale/Social History*, May 2015, 341-2.

Review of Bernard Bailyn, *Atlantic History: Concept and Contours*, Cambridge, Mass.: Harvard University Press, 2005. In *Canadian Journal of History*, Vol. 41, No. 3, (Winter 2006), 622-3.

Review of Robert Choquette, *Canada's Religions: An Historical Introduction*, Ottawa: University of Ottawa Press, 2004. In *Histoire Sociale/Social History*, Vol. XXXVIII (November 2005)

Review of Marguerite Van Die, edited, *Religion and Public Life in Canada: Historical and Comparative Perspectives*, Toronto, Buffalo, London: University of Toronto Press, 2001. *Fides et Historia*, XXXV:1 (Winter/Spring 2003), 163-4.

Review of Tony Claydon and Ian McBride, eds., *Protestantism and National Identity: Britain and Ireland c. 1650-c.1850*, Cambridge: Cambridge University Press, 1998. *Fides et Historia*, XXXIV:2 (Summer/Fall 2002), 134-6.

Review of Devoney Looser, *British Women Writers and the Writing of History, 1670-1820*, Baltimore and London: The Johns Hopkins University Press, 2000 in *Fides et Historia*, XXXIII: 2 (Summer/Fall 2001), 108-110.

Review of Terrence Murphy and Roberto Perin, eds, *A Concise History of Christianity in Canada*, Toronto, Oxford, New York: Oxford University Press, 1996 in *Religious Studies and Theology*, Vol. 16. No. 1 (June 1997)

Review of Bruce Hindmarsh, *John Newton and the English Evangelical Tradition: Between the Conversions of Wesley and Wilberforce*, Oxford: Clarendon Press, 1996, in *Religious Studies and Theology*, Vol. 16. No. 1 (June 1997).

Review of George A. Rawlyk and Mark Noll eds., *Amazing Grace: Evangelicalism in Australia, Britain, Canada and the United States*, Montreal & Kingston: McGill-Queen's University Press, 1994. *Christian Week*, January 31, 1994.

Review of John Stackhouse, Jr., *Canadian Evangelicalism in the Twentieth-Century: An Introduction to Its Character*, Toronto: University of Toronto Press, 1993 in *Canadian Evangelical Theological Association Newsletter*, No. 8 (Spring 1994), 1-3.

Review of Milton J. Coalter, John M. Mulder and Louis B. Weeks, *The Confessional Mosaic: Presbyterians and Twentieth-Century Theology*, Louisville, Ky.: Westminster/John Knox Press, 1990 in *Church History*, Vol. 63, No. 3, (September 1994), 514.

Review of Graham Walker and Tom Gallagher eds., *Sermons and Battle Hymns: Protestant Popular Culture in Modern Scotland*, Edinburgh: Edinburgh University Press, 1990, in *Church History*, Vol. 63, No. 1. (March 1994), 162-3.

Review of Brian J. Fraser, *The Social Uplifters: Presbyterian Progressives and the Social Gospel in Canada, 1875-1915*, Waterloo: Wilfrid Laurier University Press, 1988, in *Church History*, 59, No. 4 (December 1990), 580-1.

Review of Michael Gauvreau, *The Evangelical Century: College and Creed in English Canada from the Great Revival to the Great Depression*, Montreal & Kingston: McGill-Queen's University Press, 1991 in *Journal of the Canadian Church Historical Society*, XXXIII, No. 2. (October 1991), 149-51.

Review of Phyllis D. Airhart, *Serving the Present Age: Revivalism, Progressivism and the Methodist Tradition in Canada*, Montreal & Kingston: McGill-Queen's University Press, 1992, *Fides et Historia*

Papers Read/ Invited Lectures

"Why Are We Here?: A Look at Arthur F. Holmes, *The Idea of a Christian College*." Faculty In-Service Lecture at North American Baptist College and Edmonton Baptist Seminary, 1999.

"George Marsden and *The Outrageous Idea of Christian Scholarship*" Faculty In-Service lecture at North American Baptist College and Edmonton Baptist Seminary, 1998.

"Evangelical Anglicans and the Atlantic World: Politics, Ideology and the British North American Connection," Conference on the Canadian Evangelical Experience, May 10-14, 1995. Queen's University, Kingston, Ontario.

"The Historian and the Believer," Camrose Lutheran College, Chaplain's Touchstone Series, 1988.

"Religion and the Making of Victorian Canada" Western Heritage Lecture Series, Camrose Lutheran College, Camrose, Alberta, 1987.

"William Wilberforce and the Abolition of the Slave Trade", Western Heritage Lecture Series, Camrose Lutheran College, Camrose, Alberta, 1985

"A Moral Crusade: Politics, Society and the Free Church in Canada, 1844-1861. Department of History, Staff/Student Seminar, McGill University, March 1984.

"'For Christ's Kingdom and Crown,' : The Evangelical Party in the Church of Scotland and the Problem of Church-State Relations, 1829-1843. Canadian Society of Presbyterian History, Knox College, University of Toronto, 1981. Printed in Canadian Society of Presbyterian History *Papers*, 1981, 21-41.

"Sir George Sinclair and the Disruption of the Church of Scotland, 1843" Canadian Association of Scottish Studies, University of Western Ontario, 1978.

Non-Refereed Publications

“Calendars enshrine deeply held values,” *Christian Week*, February 18, 2003, 8-9.

Research Grants

The King’s University College Research Committee – grant of \$2000. Towards publication of *Anglicans and the Atlantic World*.

Aid to Scholarly Publication Programme (HSSFC)– subvention for publication of *The Free Church in Victorian Canada*.

Aid to Scholarly Publication Programme (HSSFC) - Subvention for publication of *Anglicans and the Atlantic World*.

SSHRC - Aid to Small Universities Programme – (with Dr. John Hiemstra) \$36,000 towards study of Religion and Public Life in Canada.

Scholarships/Prizes

Awarded the Prize of the Committee on History of the Presbyterian Church in Canada for *The Free Church in Victorian Canada, 1844-1861*.

Social Sciences and Humanities Research Council of Canada, Doctoral Fellowship, 1982-83.

McGill Graduate Faculty Summer Research Fellowship, 1981

University of Guelph Graduate Scholarship, 1977-78.

Roderick P. Thaler Memorial Prize in History, Bishop’s University, 1977

Academic Administration and Support (External)

Book manuscript evaluator for McGill-Queen’s University Press and the University of Toronto Press.

Member of the Editorial Board for *Texts and Studies in Protestant History and Thought in Quebec*. Toronto: Clements Academic

Research in Progress:

I have completed a book-length manuscript entitled:

“Andrew Fernando Holmes: Protestantism, Medicine and Science in 19th Century Montreal.” This is a study of the first Dean of the Faculty of Medicine at McGill University and is situated at the intersection of religious, medical and scientific history. Currently under review/consideration with the University of Toronto Press.

Other research projects in progress:

- 1) 6th Duchess of Beaufort and Early 19th Century English Evangelicalism
- 2) Nadir Baxter’s Will: Law, Religion, and Politics in Mid-19th century England