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Celebrating our stories

One year into her role, Dean **Margaret MacDonald** reflects on twelve months of exciting Arts accomplishments

Coming to the end of my first year at Saint Mary's, I can honestly say that I have been struck by the range of talent of our faculty and students. I am overjoyed to present some of their stories in the following pages, which include some of the highlights of the 2014-2015 academic year—but of course, countless more stories could be told.

To begin, *SMARTS* showcases many books published by faculty and students on a wide range of topics. But there have been many other grants received, journal articles published, research accomplishments, and countless conference presentations. Our faculty are leaders in scholarly organizations, and we include here announcements about those. Our new Faculty of Arts Vision Statement begins with a commitment to the production of knowledge, and faculty live out this commitment at Saint Mary's with gusto!



Internationalization is a main theme in this newsletter. In 2015 we signed a groundbreaking agreement with Beijing Normal University - Zhuhai (BNUZ). Its students can now complete the last two years of their Arts degrees at Saint Mary's. You will read about professor Tim Stretton's fascinating experience teaching at BNUZ, about Saint Mary's students studying around the world, and about international students who have chosen to earn their degrees here.

Our Vision Statement begins with a commitment to the production of knowledge, and we live out that commitment with gusto!

Not to mention abundant exchange opportunities and field schools. Many are tied to research projects of professors, such as Dr. Cathy Conrad, who has brought students to West Africa as part of her work in CURA H20, a five-year Community-University Research Alliance. Often building on their research, professors are also engaged in outreach and service learning here in Nova Scotia. Working closely

with Criminology graduate students, Dr. Stephen Schneider has spearheaded, in partnership with Corrections Nova Scotia, a program in Halifax for young offenders, offering high-school mentoring and preparation for post-secondary education. And of course, we are committed to curriculum renewal. You will read about a group of professors who have taken it upon themselves to ensure Indigenous culture is strongly represented on our campus and in our curriculum.

No newsletter would be complete without features on our wonderful students, of course. We could fill a book with student stories, but the two included in this edition of *SMARTS*—Jodi-Ann Francis, a student and author originally from Jamaica, and Sydney Hull, a Political Science student who is making the most of her program's wealth of experiential-learning opportunities—are a representative slice of our accomplished and inspiring student body.

So turn the page and learn about the people who are working hard to make Saint Mary's Faculty of Arts second to none.

Faculty Notes

Who's new on campus?

Dr. Mathew Novak - *Geography and Environmental Studies*

Arriving from Central Washington University, Dr. Novak is an urban geographer whose research focuses on retail landscapes, redevelopment strategies in North American downtowns, and the evolution of urban shopping patterns. He's interested in the built environment of cities, including urban design and preservation of heritage structures.

Dr. Henghameh Saroukhani - *English*

Dr. Saroukhani previously taught at the University of Leeds and Manchester Metropolitan University. Her research focuses on black British writing, diasporic and postcolonial literatures, and transnationalism and cosmopolitanism. She's working on her first book.

Dr. Rachael E. Collins - *Sociology and Criminology*

Dr. Collins has a PhD in Sociology (2014) from the University of Saskatchewan, and several years' experience researching contextual factors that contribute to the social construction of crime, including oppression, racism, and the criminalization of poverty.

Dr. Sandra Muse Isaacs - *English*

Sandra has a PhD in English and Cultural Studies from McMaster University, and an M.A. in Creative Writing from the University of Windsor, where she studied under Dr. Alistair MacLeod. Of Eastern Cherokee (North Carolina) and Gaelic descent, she comes from the Ani-Tsisqua (Bird clan) and Clan MacRae. Her PhD dissertation examines the oral tradition of the Eastern Cherokee, and she hopes to begin research on parallels between Native oral stories of Turtle Island (North America) and those of Indigenous Gaelic peoples.

New roles, new research, and more

History professor **Dr. Peter Twohig** was elected in May 2015 as Vice President of the Canadian Society for the History of Medicine, one of the largest Canadian scholarly associations in the humanities and social sciences, with a rich history and deep connections across Canada and internationally. This appointment, following the society's constitution, means that Dr. Twohig will assume the presidency of the society in 2017.

Philosophy Chair **Dr. Mark Mercer** was acclaimed in May 2015 as new President of the The Society for Academic Freedom and Scholarship, a national organization devoted to defending academic freedom, civil liberties on campus, the academic merit principle (that academic decisions be made on academic grounds alone), and academic values generally. It was founded in 1992, and has 160 members, most of whom are Canadian professors. Mark is the Society's fourth president.

Dr. John Plews, associate professor in Modern Languages and Classics, has been selected to serve as a German Academic Exchange Service Research Ambassador for 2015/2016. Along with 13 other individuals from universities around the world, Dr. Plews will serve as a liaison with the Exchange Service to promote research opportunities in Germany and promote Saint Mary's within the program.

In April 2015, English professor **Dr. Goran Stanivukovic** received a one-month research fellowship from The Folger Institute at the Folger Shakespeare Library in Washington, D.C., through the Snyder Foundation. He will continue research for his book "Earliest Shakespeare", which will examine the playwright's career following his arrival in London, against the background of the Elizabethan era and literary London of the 1590s.

We are now the **Maritimes' main centre for the study of linguistics**. This February, the Maritime Provinces Higher Education Commission granted approval for a name change from The Halifax Interuniversity Linguistics Program to simply the Linguistics Program, housed at Saint Mary's. The Interuniversity Program began in 1998, as a collaboration between Saint Mary's, Dalhousie, and MSVU. Saint Mary's has long led the program, and the approval of the program as independent is recognition of this. We are now the only school in the region offering majors, honours, and certificate programs in Linguistics.

SMARt Reads

Stock your bookshelf with the latest from our faculty and students

Coffee

Gavin Fridell (International Development Studies)
Polity Press, Cambridge, UK



The Warmth of the Welcome: Is Atlantic Canada a Home Away from Home for Immigrants?

Edited by Alexandra Dobrowolsky (Poli. Sci.), Evangelia Tastsoglou (Sociology), Barbara Cottrell
Cape Breton University Press



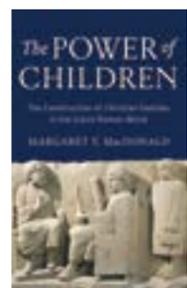
Flowers on the Rock: Global and Local Buddhisms in Canada

Edited by Alexander Soucy (Religious Studies), John Harding, and Victor Sögen Hori
McGill-Queen's University Press



The Power of Children: The Construction of Christian Families in the Greco-Roman World

Dr. Margaret Macdonald
Baylor University Press



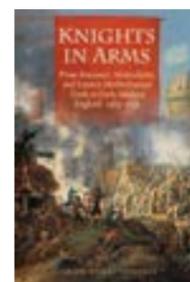
Veiled Figures: Women, Modernity, and the Spectres of Orientalism

Teresa Heffernan (English)
University of Toronto Press



Beyond Free Trade: Alternative Approaches to Trade, Politics, and Power

Edited by Gavin Fridell and Kate Ervine (International Development Studies)
Houndsmill, UK: Palgrave Macmillan



Knights in Arms: Prose Romance, Masculinity, and Eastern Mediterranean Trade in Early Modern England, 1565, 1655

Goran Stanivukovic (English)
University of Toronto Press



A History of Anthropological Theory (fifth ed.) Readings for a History of Anthropological Theory (fifth ed.)

Paul Erickson (Anthropology), Liam Murphy,
University of Toronto Press



Venezuela's Health Care Revolution

Chris Walker (International Development Studies PhD candidate)
Fernwood Publishing

Eastern connections

As **Dr. Tim Stretton** writes, Arts' partnership with Beijing Normal University - Zhuhai is "cultural exchange at its very best"

The first thing that strikes you about Beijing Normal University's Zhuhai campus is the smell: an intoxicating mix of flowers, fruits, spicy food, and the aroma of durian (a fruit with a scent so overpowering, many countries ban it on public transport).

The second is the umbrellas. Everyone carries one, against the scorching sun and torrential rains, and they create stunning rivers of colour across campus at lecture changeovers. Throw in the mango and papaya trees, coconut palms, ornamental lakes, and mountains, and it's easy to see how BNUZ earns its reputation as the most beautiful campus in Asia.

For three weeks here I led a summer school course for 50 first- and second-year Chinese students, as part of the annual exchange between Saint Mary's, BNUZ, and Acadia University (an exchange expanding thanks to the BNUZ - SMU Arts partnership, which will see Chinese students study for joint degrees at BNUZ, Saint Mary's and Acadia). The experience was cultural exchange at its best, with everyone learning from each other, dissolving our assumptions and preconceptions.

I taught 'Making History', a skills-based course involving a case study—the adoption of democracy in classical Athens. The class answered, "Why did Athens choose democracy?" and I can't remember a more rewarding teaching experience. The students' desire to learn was extraordinary, giving me undivided attention during three-and-a-half-hour-long classes. What fired up their interest, apart from a deep curiosity about Western democracy, were the priorities of North American teaching, which places interpretation and analysis above the straightforward acquisition of knowledge.

"I loved the way you wrote things on the board," a student told me—she appreciated the way I had asked the class for their opinions

asked the class for their opinions

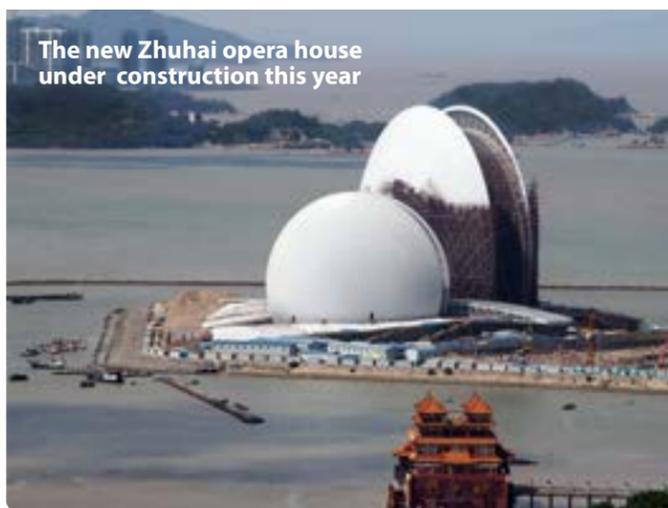
“I loved how you wrote things on the board,” a student told me one day. I didn't know what she meant at first, but then realized she liked how I'd asked for students' opinions. To use a computer analogy, the Chinese system expects students to have hard drives crammed with information, whereas Canadian students are expected to analyze that information. Students reveled in the opportunity to engage deeply with material, and their reactions led me to reflect on the merits of these approaches: does understanding proceed from the best interpretation of facts, or from comparing, debating, and questioning multiple interpretations?

cont'd next page



Professor Tim Stretton in Zhuhai

A last-minute scheduling change meant that the class met only five times instead of 12, making it almost impossible to learn everyone's names (although I did manage to learn their wonderful self-chosen English names, from Amber and Eric to Winnie, Sherlock, Gadfly, and Fish).



The new Zhuhai opera house under construction this year

To make up the shortfall I scheduled six sets of office hours, some of which spilled late into the night. Class members even brought along friends to ask questions about life in Canada as well as essay technique.

Some of the differences aren't easily reconciled, however, and create significant challenges. Chinese attitudes to originality and fair use resemble those in the West until the 18th century, regarding knowledge as more important than its source. This leads to a tolerance for copying from the Internet (especially for aiding the quality of English expression) that at Saint Mary's would immediately be classed as plagiarism. The other side of this coin, of course, is Chinese students' earnest focus on offering the most correct answer rather than striving for

the most original interpretation, leading them to miss opportunities to exercise their own skills and make their own contributions to continuing debates.

The experience was humbling as well as enriching: from the language ability of the students to the hospitality offered by language partners, academic administrators, and everyone else. I treasure the friendships I forged and the lessons I learned, and look forward to the continuing benefits the BNUZ - SMU exchange will reap.

Makenzie Way wasn't sure what to expect from China, but it wasn't Zhuhai. Before going to the country for the first time in 2014 as a student in the BNUZ-SMU exchange, the final-year Philosophy major thought of China as hyper-urban and ultra-dense. And while Zhuhai is a city of 1.5 million people, within a few hours' drive of much larger cities including Guangzhou, Shenzhen, and Hong Kong, it's a relatively tranquil and verdant urban centre on the shore of the South China Sea.

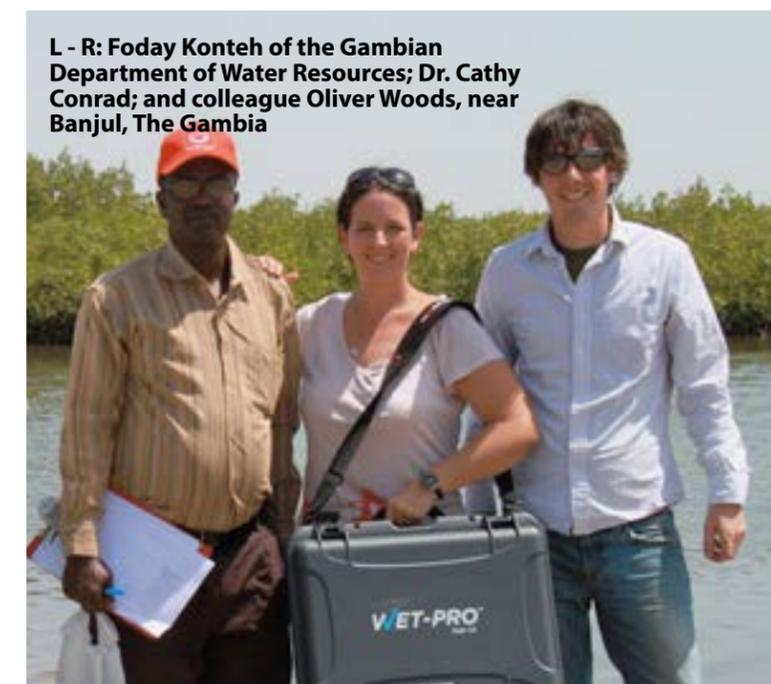
In only four weeks, Makenzie and fellow students toured far and wide, meeting local businesspeople and government officials, exploring nearby cities, and even taking a trip to an amusement park, which, Makenzie says, "made Vegas look small." She also interned for two weeks with China Mobile, a mobile-phone company (other students worked at law firms or in other professional occupations).



She returned in 2015 as a teaching assistant with professor Tim Stretton. "You're more of life coach for the Canadian students," she says. "They don't know where to find things, what the customs are. Being in the country for a month obviously doesn't make us experts, but you learn a lot, fast." And that, of course, is what cultural exchange is all about.

Take her to the river

Dr. Cathy Conrad is helping communities from Nova Scotia to West Africa clean up their waterways—and bridging cultures as well



L - R: Foday Konteh of the Gambian Department of Water Resources; Dr. Cathy Conrad; and colleague Oliver Woods, near Banjul, The Gambia

Every time Dr. Cathy Conrad travels with students to Africa, she's awestruck anew. "It's amazing to be with students experiencing it for the first time," says the Environmental Studies professor. Approaching by air, their first vision is of the Sahara desert. Even at 40,000 feet, the surface is perfectly clear, unobscured by haze or moisture, spreading to the horizon. Three hours later, still flying over that huge and desolate landscape, students begin to understand: this place is enormous.

Dr. Conrad's work focuses on helping communities act as their own environmental stewards. But these journeys are also bringing students into contact with places and people they've only imagined, making an on-the-ground difference and dispelling stereotypes.

And stereotypes lead to all sorts of blunders (like when a Taiwanese company drilled a well in a Nigerian village to save local women a two-

kilometer trek for water, only to learn the women enjoyed the long walk.) In The Gambia, Saint Mary's partners with the University of The Gambia, an NGO called the Nova Scotia-Gambia Association, and the Gambian Ministry of Water Resources, to work with residents in remote communities. It's a unique challenge in areas far from scientific and academic resources, and cultural baggage is the first obstacle.

The first step is education about watershed mapping. "It's such a fundamental tool for geographers," says Dr. Conrad, and by far the quickest way to pinpoint contamination. But residents of many remote areas have never seen a map of their community before. Maps may not even exist. Which means aid workers and academics have to learn how locals navigate their landscape without imposing western assumptions, and still convey the importance of mapping. The second phase introduces locals to CURA H2O, a five-year Community-University Research Alliance (CURA) project funded by the Social Sciences and Humanities Research Council of Canada and led by Dr. Conrad, with undergrad and graduate students participating in field work and writing theses.

Locals are equipped with a WET-Pro Field Kit, a water-testing kit developed by Dr. Conrad and grad students. After basic training, even non-professionals can use it to sample water and upload the results online with the CURA H2O app. The result is readily accessible, reliable, standardized water quality data collected in any location on Earth. The project has been deployed in Nova Scotia, British Columbia, The Gambia, Nepal, and elsewhere.

Even though Dr. Conrad is well-travelled, she's not immune to stereotypes. "I went to Nigeria in 2013," she recalls, "and the word association there was, of course, Boko Haram. But it turned out everyone there knew what international perceptions of the country were, and they went out of their way to be inviting. I was a little embarrassed of my initial reaction." From students to seasoned pros, there's always more to learn.

A corrections fix

A Saint Mary's-pioneered mentorship program is making a better future possible for young offenders in the provincial corrections system

In a plain building on Dartmouth's Pleasant Street, 20 young Haligonians spend their days in one of the province's most unique correctional facilities. An "open custody centre" for juvenile offenders, the Halifax Youth Attendance Centre provides educational services, job training, counselling, and drug treatment. It's also home to a remarkable pilot project created by Saint Mary's Associate Professor of Criminology, Dr. Stephen Schneider.

Since September 2014, two of the teenagers who use the Centre have taken part in the Academic Resilience Team, a unique-in-Canada experiment spearheaded by Dr. Schneider. The program pairs young offenders with Saint Mary's grad students who act as case managers, offering mentoring to help them complete high school and prepare for post-secondary life. "It provides funding and transitional support as well," says Dr. Schneider, "but it's mentoring and tutoring at the core."

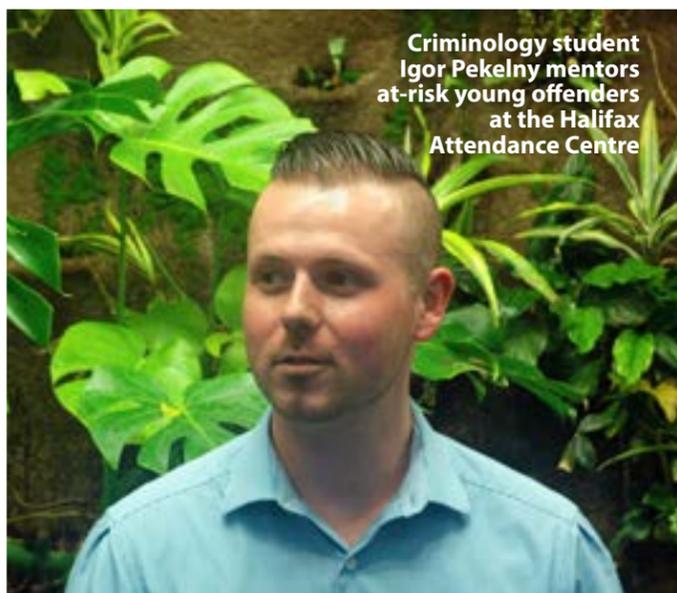
A partnership with Corrections Nova Scotia, the Resilience Team is described as a "quasi-experiment," but, says Dr. Schneider, the fundamentals it's based upon are well established. Dr. Schneider has created mentor-based programs in Halifax for younger children (such as the PALS program, for children aged 6 to 12 living in high-risk environments). He's also worked as a crime-prevention officer with the Vancouver Police Department, where he was tasked with deterring young offenders from embarking on more serious criminal careers. "The one intervention that consistently works to reduce recidivism is mentoring," says Dr. Schneider. "These aren't violent offenders, but they are at high risk of re-offending and moving into a more serious life of crime."

One of the Saint Mary's students working as a case manager is Igor Pekelny, an international student from Israel studying for his Masters in Criminology. "I'm very interested in the idea of academic success as protective," says Igor. "A big aspect of offending is your social circle—who your role models are, etc. Being in an academic environment, with all this support, people develop intellectually and expand their entire worldview."

Igor and the student with whom he's paired talk about everything from basketball to academic aspirations, and spend time together on work for high-school credit. What they don't talk about is the student's offense. "It was mentioned once and it didn't come back up," says Igor. "The focus is on the future—and that's great, because I see him as just another high-school kid."

The Resilience Team is still in the pilot-project stage, and the goal is to fine tune it and apply for research funding from the Social Sciences and Humanities Research Council, to examine whether the program actually meets its goals. Ideally it will be expanded to include more youth, including those from high-risk populations.

Dr. Schneider is optimistic, given his track record. "It's very emotional, both the positive and negative," he says, and he'd know: Two children from PALS are his god-children today. And yes, he adds, "they're doing very well."



Our Indigenous action

How an ad-hoc group of passionate professors is putting Indigenous culture centre-stage at Saint Mary's



In June 2015, Canada's Truth and Reconciliation Commission handed down calls to action on "re-dressing the legacy of Indian Residential Schools and advancing...reconciliation." High on the list was narrowing the education gap between First Nations and other Canadians.

Weeks later, Universities Canada handed down its own declaration, stating that Indigenous people are deeply under-represented on campuses, and concluding: "Closing the education gap will benefit not only Indigenous graduates, but...Canada as a whole."

Saint Mary's is fortunate to have a hard-working group of Arts professors keeping these issues on our radar, both to ensure a better education for all students, and to ensure the university is welcoming and accessible for Indigenous students. "We're a sort of ad-hoc committee," says Sociology professor Darryl Leroux.

"Anyone who wants to take part definitely can." The group has been plugging holes in the curriculum, spearheading events, and otherwise trying to improve representation of First Nations culture on campus. So far, the group consists of Dr. Leroux in Sociology and Criminology; Dr. Michael Vance, Dr. John Munro, Dr. Peter Twohig and Dr. James Morrison in History; Dr. Val Johnson and Dr. Ashley Carver in Sociology and Criminology; adjunct professor Dr. Trudy Sable in Anthropology; and Dr. Sandra Muse Isaacs and Dr. Renée Hulan in English.

Their research and backgrounds are disparate. But they're introducing the study of Indigenous culture into a variety of topics, and plugging the university into global discussions—like Dr. Sable's relationship with the University of the Arctic, and Dr. Hulan's work with a consortium of northern universities that provides online courses and deals with topics, such as climate change, of interest to northern people from Canada's Arctic to Scandinavia.

One of the major successes so far is the Indigenous Speakers' Series. The first event of 2015 saw more than 250 people come to the Halifax Public Library's Central branch—students and faculty from institutions across the city, Indigenous and non-Indigenous community members, and more.

The English department's newest faculty member is also the newest member of the group. Dr. Sandra Muse Isaacs is of Eastern Cherokee (from North Carolina) and Scottish-Gaelic descent. "I'm humbled and honoured to live and work here in traditional Mi'kmaq territory," she says. "Everyone has been nothing but welcoming." Muse Isaac's research will focus right at the crossroads of her own lineage, as she explores the parallels between First Nations oral storytelling (specifically Mi'kmaq), and those of Indigenous Gaelic peoples. She studied with author Alistair Macleod (father of Saint Mary's English professor and author in his own right, Alexander Macleod) at the University of Windsor, who was closely attuned to the relationship between Gaelic and First Nations cultures.

"I think it's a very human thing to look for those commonalities between cultures," she says. "These stories, these histories, help us understand one another. Because fundamentally, we're not all that different."

Jodi-Ann Francis is deciphering Canada



As one of Canada's most international universities, Saint Mary's is clearly doing something right with outreach to a multicultural, global community of potential students. But, says Jodi-Ann Francis, there's room for improvement.

"We're great at reaching out," says Jodi-Ann, an Environmental Studies grad, originally from Jamaica. "But once people get here there can be a feeling of solitude in a strange culture and place. Events like International Night are great, but we can do more."

That's why Francis—who now works at the Writing Centre as an Undergraduate Writing Tutor—decided to pen a self-help manual for students new to Canada, based on her experiences at Saint Mary's. At 32 pages, *An International Student's Guide to Attending University in Canada* is brief

and accessible, written in plain, no-frills English, to be comprehensible to students with less facility in the language. And it's worked, being downloaded more than 100 times.

Jodi-Ann was an elementary school teacher for eight years in Sainte Catherine, Jamaica, and she moved down the employment ladder when she arrived in Canada, first clearing tables at Tim Horton's. But she found better work quickly: as a TA, a tutor at the Writing Centre, a mentor with LEAP, and a Co-Curricular Record Engagement Facilitator with Career Services. That experience, and the importance of extracurricular life in general, were the spark that led to her book. "Students would ask how I moved up so quickly, and I'd discuss how I progressed. One of the students I tutored suggested the idea of writing a guide for other students."

Jodi-Ann is now working on a guide for international students who graduate and stay in Canada. And she's putting her good advice to good use, pursuing a Masters in Geography. She ultimately wants to become a geographer with a speciality in environmental issues. And she's still writing, though she's switching genres: "I do have another book I've been working on," she says, "but it's not as urgent: It's a romance novel."

An International Student's Guide to Attending University in Canada is available at Jodi-Ann's website, jamaicangirlincanada.com

QUICK HITS

Lt. Sarah Gray, a third-year Criminology major and army reservist, nominated the faculty for a Canadian Forces Liaison Council Provincial Award for Best Practices in Support to Student Reservists. On March 12, 2015, Dean MacDonald and Philosophy professor Dr. Todd Calder received the award from Nova Scotia Lieutenant Governor, Brigadier General (Ret'd) John James Grant. "A lot of reservists go to Saint Mary's," says Sarah. "What we learn is applicable to our reserve training, as we learn critical thinking and analytical skills, writing skills, and a strong work ethic."

Philosophy Master's student **Alyssia Fogarty** published an article this March in *University Affairs*... *cont'd next page*

Sydney Hull makes Arts her business



"I love this university," says Sydney Hull. "Friends at other schools are asking me, 'wait, why were you in Toronto for class?' or 'Hang on, what were you doing in New York?' The opportunities for travel and new experiences are so much greater here than people realize."

The 20-year-old Political Science major is certainly taking full advantage of the plethora of travel opportunities and experiences available. She spent five days in March 2015 in New York City, as a delegate to the National Model United Nations, where the Saint Mary's team represented Ukraine in the largest model UN simulation in the world (though there were some differences from the real world of geopolitics: "We were prepared for the Russian team to be pretty belligerent," she says, "but they were very docile!")

Just weeks prior, Hull—also a member of the university's Pre-Law student society, where students do LSAT tutoring and forge connections with local law firms and mentors—had been at Toronto's Osgoode Hall Law School Mooting Championship. Saint Mary's was the only Maritime university to field competitors in the national competition, which sees law students and others from coast-to-coast practicing legal rhetoric, as if arguing before a judge or jury. "In just one month now, I've got a far better understanding of both how the UN operates, and how Canada's Supreme Court makes decisions and rulings."

Hull was studying business until last year, when she transferred to the Arts faculty after "looking at business majors and seeing nothing that jumped out at me. I took the prerequisites for Criminology and Political Science, and found that I fit in a lot better there. You go into university thinking, 'I'm going to do this particular thing,' but sometimes you change your mind pretty quickly."

Rather than get locked into a course of study she decided wasn't for her, Hull found in Arts a fertile environment for figuring out those other options—and pursuing them. "And," she adds, "it's pretty nice that all my profs know my name."

QUICK HITS

cont'd from previous... magazine, about the ever-escalating, often hidden costs of higher education. She also describes how universities can address the needs of low-income students.

Philosophy undergraduate **Zikomo Simmonds** just launched his first business, ITAL Wood Creations, after receiving mentorship in the Startup100 program—a collaboration between Saint Mary's Business Development Centre, the government of Nova Scotia, and Enactus Saint Mary's. Zikomo, who started honing his craft in his native Saint Kitts, is adapting his island nation's traditional wooden jewellery for a North American urban market.

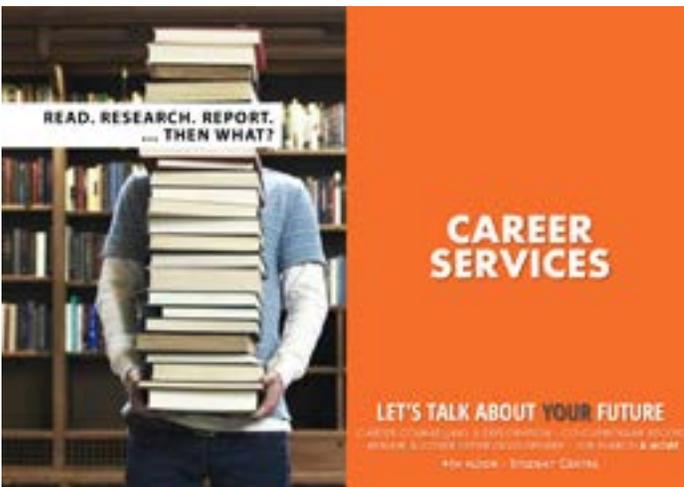
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