High School Enrichment Program

April 29-May 3, 2024



High School Enrichment Program

Background & Purpose

In cooperation with Manitoba school divisions, the High School Enrichment Program has been offering students an early university experience since 1984. The University of Winnipeg is committed to welcoming students from diverse backgrounds, particularly students from groups which have not historically participated in the university experience. By attending the High School Enrichment Program, students are put directly in touch with professional scholarship, and can see for themselves that the pursuit of university studies can be within their reach.

This cooperation between our two levels of education happens through a selection of courses that provide the student with one week of class experience with a particular university professor on a topic of the student's choice. The courses offered are not miniature or adapted versions of the University's curriculum. Rather, they are specific to the scholarship of their instructors and all have been specially designed for this program.

Although the High School Enrichment Program has evolved since its inception, the concept remains the same: an opportunity for capable young people to be briefly exposed to professional scholarship, to experience the process of knowledge creation, and to begin participating in scholarship themselves. These short courses provide that opportunity. We invite those who would benefit from the experience to join us for an exciting week.

The University of Winnipeg administers the Enrichment Program under the academic direction of:

Dr. Doug Goltz

Dean, Faculty of Science & Acting Dean, Gupta Faculty of Kinesiology and Applied Health **d.goltz@uwinnipeg.ca**

The contact person for the program is:

Rebecca Stephenson

Program Officer, Faculty of Science & Gupta Faculty of Kinesiology and Applied Health **r.stephenson@uwinnipeg.ca**

In addition, each participating school division has its own contact person. To find out the name of the contact person in your area, please e-mail Rebecca Stephenson.

Application Deadlines

Application forms will be entered in order of date received. Students must list their preferred course first. In the event that enrollment for that course exceeds the limit, alternate selections will be considered. Failure to select alternate courses will result in no course being assigned. If no course is assigned, the application form will be returned to the school division. All courses are available to grades 9 through 12. Each student will be registered for one course only. Incomplete application forms will be returned unprocessed.

Schools: All completed application forms for the Enrichment Program should be forwarded to your divisional contact person by **Friday, March 1, 2024**.

Divisions: All completed application forms for the Enrichment Program should be forwarded to Rebecca Stephenson by **Friday, March 8, 2024.** Please e-mail scanned application forms to **r.stephenson@uwinnipeg.ca.**

The University of Winnipeg reserves the right to cancel, without obligation, any course in which enrollment is insufficient to justify continuation.

Student Eligibility

Each participating school division reserves a number of seats for their students and the selection of students takes place within each division. Please note that in order to be eligible to register for any of the Enrichment Program courses, students require a recommendation from the school principal/designate, as well as permission from a parent/guardian.

Registration

A registration confirmation letter will be mailed directly to the student's home address the week of March 25, 2024. Course changes must be requested by **Monday, April 8, 2024.**

Tuition Fees

Tuition fees for the five-day program are **\$200.00** per student. All cheques should be made payable to the school division. The school division will forward one cheque for the total amount once they have been invoiced by The University of Winnipeg.

Tuition Fees - Refund Policy

A \$20.00 non-refundable administration fee is paid with every student registration.

Date of Withdrawal	Percentage of Tuition Refunded	
Prior to March 8, 2024	100% (minus \$20 admin fee) = \$180.00	
From March 9, 2024 to April 8, 2024	75% (minus \$20 admin fee) = \$135.00	
From April 9, 2024 to April 26, 2024	50% (minus \$20 admin fee) = \$90.00	
From April 27, 2024 onward	Tuition fees will only be refunded for medical reasons (minus \$20 administration fee).	

Written requests for refunds should be sent to Rebecca Stephenson, **r.stephenson@uwinnipeg.ca**.

Attendance

Students are expected to attend all scheduled classes, Monday through Friday from 9:00 a.m. to 3:00 p.m. Attendance will be taken daily.

First Day

A map of the University will be attached to each registration confirmation letter. University staff will be on hand to greet and direct students. Please arrive between 8:15 a.m. - 8:45 a.m.

Lunch & Breaks

Most courses will take a lunch break from 12:00 p.m. to 1:00 p.m. There may also be two 15-minute breaks. Hours may vary depending on the course. The Riddell Hall cafeteria will be open daily.

Parking

In addition to metered parking on the street, The University of Winnipeg has the following short-term parking options available on campus: the Axworthy Health & RecPlex has 100 indoor spots available for casual daily parking (access from Young Street); 439 Young Street (Ellice Avenue at Young Street); and a lot behind 520 Portage Avenue. For more information on where to park around the University, please visit **uwinnipeg.ca/parking.**

Accommodations

Rural students will be responsible for finding their own accommodations, but may want to consider The University of Winnipeg's Downtown Hostel.

The University of Winnipeg offers affordable accommodations for short-term visitors. Furnished, private dorms are available in the innovative, energy-efficient McFeetors Hall. For the best chance of obtaining a room, please submit your application as early as possible. For more information, please contact the hostel by phone 204.789.1486 or by email **hostel@uwinnipeg.ca.** For further information, please visit **uwhostel.com.**

Course Descriptions

001 Snakes and Ladders: Learning to Make Video Games with Python

Applied Computer Science / Physics, coordinated by Christopher Bidinosti, Physics

Have you ever wanted to make a video game? This one-week course will introduce you to the basics of computer coding and help you design and create your very own computer game using the programming language Python. Other topics covered include animation, encryption and code breaking. No previous programming experience necessary!

002 An Introduction to Molecular Forensics: A Crime Scene Investigation

Jens Franck, Biology

Forensic analyses of crime scenes rely on a variety of techniques that include fingerprint, handwriting, fiber and blood splatter analyses. In the last twenty years, the use of molecular biology techniques has become an increasingly common approach to the investigation of crime scenes. The unique nature of individual DNA sequences provides investigators with a powerful tool for determining if suspects are materially connected to the crime scene. This course will include a lecture component which will provide students with an introduction to molecular biology including a description of commonly used methods for molecular forensic analyses. In class sessions will introduce students to bioinformatics software used by molecular biologists for the analysis of DNA sequences. In the lab, students will be tasked with a mock crime scene investigation that will build on the classroom instruction. The investigation will begin by utilizing an *in silico* (computer-based) approach for predicting the size of the molecular marker used for the specific analysis. Students will learn and perform a number of molecular biology techniques including DNA quantification, polymerase chain reaction, agarose gel electrophoresis and gel imaging.

003 Luxury and Fashion Marketing

Satyendra Singh, Business and Administration

Luxury is everywhere–in fashion, food, perfume, etc. International marketing managers regularly invent new terms to qualify their brands as luxury by advertising them as *true luxury, ultra-premium*, and *premium*, among others. It creates confusion because if everything is luxury, then the term *luxury* no longer has any meaning. This course is designed to clear this confusion. The purpose of the course is to introduce you to the concept of true luxury marketing and its remarkable relationship with the customers who adore luxury brands. We will examine such brands using theories and advertisements. Finally, we will also learn about fashion marketing in the context of luxury.

004 Chemistry in the Marketplace

Tabitha Wood, Chemistry

Keeping pace with new technology in our changing market is a challenge without a basic level of scientific literacy. This course examines and seeks to explain the use of chemicals in health and consumer products. Lectures will begin with an overview of the chemical information that we need to understand safety and efficiency of everyday products. Further lectures will be focused on the purpose and safety of chemicals in food, cosmetics, pharmaceuticals, agriculture, materials, and household cleaners. Attention will be paid to weighing the negative versus the positive aspects of the use of these chemicals. Laboratory work will include qualitative and quantitative analysis of the chemical composition of various consumable products.

005 Prisons, Punishment, and Poverty

Katharina Maier, Criminal Justice

Why do we punish? How do we punish? How do people survive incarceration? What does successful reintegration after prison look like? This course will introduce students to some of the theories and practices of punishment in Canada. Via case studies, literature, and learning activities, we will explore: (1) the meaning and role of punishment in our society; (2) historical shifts and current trends in how various societies punish; and (3) the nature of social control and punishment inside and outside prison institutions, including how punishment affects different groups in society. Students will be introduced to research and contemporary debates on punishment and prisons, on the effects of incarceration (and other forms of punishment) on people's lives and wellbeing, how people navigate reintegration, and how punishment is linked to other social issues, such as poverty, homelessness, and social disadvantage. Overall, topics will include: prison culture, criminalization and poverty, mental health and imprisonment, prison officer culture, and reintegration after incarceration.

006 Introduction to Athletic Therapy: Preventing and Caring for Injuries

Michayla Esteves, Kinesiology and Applied Health

This course will give students an introduction to the profession of Athletic Therapy and provide students with an opportunity to learn and practice some of the skills an athletic therapist uses when working with a sports team or in clinical practice. Hands-on instruction will include how to perform a basic injury assessment, strategies for injury prevention, emergency care, taping and splinting techniques and basic therapeutic modality use. Students will be given a brief overview of musculoskeletal anatomy, as well as common injuries and their mechanisms. This course may include a tour of an athletic therapy clinic, as well as presentations by guest speakers who demonstrate the multi-faceted nature of this profession.

007 Physical Literacy Across the Lifespan

Melanie Gregg, Kinesiology and Applied Health

Physical literacy is the competence, confidence and motivation to engage in physical activity in a variety of contexts for life. This course will explore physical literacy development from birth to older adulthood and how physical literacy relates to overall health and wellness. Through active participation in the university's fitness and recreation centres, presentations, and self-assessment, students will develop an understanding of their own physical literacy journey.

008 Astronomy

Ian Burley and Don Campbell, Physics

In this course, students will learn about the evolution of stars, galaxies, and the universe as a whole. The course will focus on the tools used by astronomers to analyze the light from distant stars and galaxies. Students will test present day theories with hands-on laboratory exercises where they will determine: the mass of Saturn and the length of a Saturnian day; the age and distance to the Crab Nebula, a supernova remnant; the distance to the globular cluster M15; and the size and age of the known universe, using Hubble's Law.

009 From Galaxies to Alien Lifeforms: The Consequences of the Big Bang Theory of the Universe Vesna Milosevic-Zdjelar and Dwight Vincent, Physics

This course will cover the scientific basis of our understanding of how our universe started and the consequences of this beginning. If the show times permit, we will take a trip to the Manitoba Planetarium to see how the patterns of our home galaxy, the Milky Way Galaxy, are written on our Manitoba night sky. We will look at how the various structures of the universe came to be. How did life on the Earth begin? Is there a likelihood of life elsewhere? What would aliens look like? Would they be tall or short or not like us at all? Are there extra dimensions all around us - dimensions that we just cannot see at the moment? What would lower, or higher dimensional life look like? Can we make a 2D world where only very flat creatures exist? These dimensional ideas naturally lead to the concept of parallel worlds. Do they exist for us? Do we have counterparts in other parallel universes? All of these ideas will be considered from the point of view of the latest scientific developments.

010 Freudian Personality Theory

Hinton Bradbury, Psychology

Students will be introduced to psychoanalysis as a theory of development and as a system of psychotherapy. Subjects covered will include unconscious motivation, the psychosexual stages, the Oedipus complex, fantasy, and the interpretation of dreams. Emphasis will be placed on the historical context of psychoanalysis, its current intellectual situation, and its place in popular culture. This course is especially recommended for students who are drawn to the psychological interpretation of art, particularly literature, and for those with career interests in clinical practice. Given that one of Freud's basic propositions is that neurosis and sexual perversion are complementary versions of the same thing, the connection between these disorders will be pursued in the course, and students who might be offended by such topics should consider another selection. Viewer discretion is advised, as the media cliché puts it. Those considering this course might test the water by reading Janet Malcolm's excellent introduction, *Psychoanalysis: The Impossible Profession*.

011 Language and the Brain

Amy Desroches, Psychology

This course will explore language processing through the lens of cognitive neuroscience. We will cover topics like speech perception, reading, bilingualism, language development, and language disorders (e.g., dyslexia, aphasia). We will also discuss methods used to study language in the brain, like EEG, fMRI, fNIRS. Students will gain an appreciation for scientific theory, for research methods in cognitive neuroscience, and will learn to identify and critically evaluate research findings. This course will involve lectures, lab demonstrations, scientific reading, and group work/presentations. *Grade 9 students who are especially interested in this course may be considered; they should request permission to register.*

012 The Use of "Terrorism" as a Concept for Social Control

Curt Pankratz, Sociology

In this course, students will be presented with a sociological approach to the creation and use of the idea of terrorism. In Canadian mass media, "terrorists" are defined in simple terms, such as violent "extremists" motivated by a hatred of freedom. Other potential motivations are rarely mentioned or considered. Fear of "terrorists" is often used as the justification for social policies that invade personal privacy, suppress individual freedom, divide populations, and ultimately promote war. Central sociological questions addressed in this course are "who has the power to tell us what a terrorist is?", "who benefits if we fear terrorists?", "how does 'fighting terrorism' restrict our own freedom, and why do we consent to it?", and "are we terrorists?" In addressing each of these questions, the role of gender, ethnicity, religion, and nationality will be examined. This course includes a field trip to the Canadian Museum for Human Rights.

013 The Actor Who Listens

Tom Soares, Theatre and Film

This course is designed to create a comparable experience with that of an entry level Professional Training Program in Acting. Through workshop exercises, partner work, games and scene study students will enjoy a stimulating and challenging environment while learning the fundamentals of acting. Topics will include developing stage presence, voice and movement exercises, character work, opening range of expression and working with character objectives. The course will end with a final scene presentation.







Part A-To be completed by student

Legal First Name	Legal Last Name			
Preferred Name	Preferred Pronouns			
Mailing Address				
Town/City	Postal Code_			
Home Phone Number	Student E-mail			
Name of Parent(s)/Guardian(s)				
Phone Number of Parent(s)/Guardian(s)				
Email of Parent(s)/Guardian(s)				
Emergency Contact (if parent/guardian cannot be reach	hed) Full Name			
Relationship to Student	Phone Numbers			
Health Concerns or Allergies	EpiPen	Medie	cAlert ID	
Medical information will be shared only with the appropriate individuals. This information is protected by The Personal Health Information Act (PHIA)				
Name of School	Grade 9	10	11	12

Four alternate selections must be listed in addition to the preferred course.

Course Number	Course Title
1. Preferred	
2. Alternate	
3. Alternate	
4. Alternate	
5. Alternate	

By applying I am committing myself to the full week of the High School Enrichment Program from April 29 to May 3, 2024.

Part B-To be completed by principal or designate

I recommend that	be accepted for registration.
School/Division/District Name	
Name of Contact Person and Title	
School Telephone Number	

Signature of School Principal / Designate

Date

Part C-To be completed by parent or guardian

I hereby give permission to the above-named School/Division/District to arrange for my child to attend The University of Winnipeg's High School Enrichment Program from April 29 to May 3, 2024, 9:00 a.m. - 3:00 p.m.

Name of Parent / Guardian (please print)

Signature of Parent / Guardian

Date

Personal information on this application is collected under The University of Winnipeg Act and 36(1)(b) of The Freedom of Information and Protection of Privacy Act (FIPPA). It will be used by The University of Winnipeg for registration in the High School Enrichment Program and to contact you with updates or in the case of an emergency. Limited personal information will also be shared with the course instructor. Personal health information, if any, is collected under PHIA and will be shared only with the appropriate individuals. All personal and personal health information is protected under FIPPA and PHIA. Questions regarding privacy can be directed to the Senior Information and Privacy Officer, 515 Portage Avenue, Winnipeg, MB, R3B 2E9 or **da.elves@uwinnipeg.ca**.



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enrichmentprogram.uwinnipeg.ca