

**Senate Curriculum Committee
Report to Senate
November 2016**

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A. Items That Require Senate Approval (with motions)

1. Department of Philosophy ([documentation p. 3](#))

New course proposal: *PHIL 2543 Moral Psychology*.

MOTION: That *PHIL 2543* be approved.

2. Department of Anthropology ([documentation p. 7](#))

New course proposal: ANTH 2363 Archeology of Early Societies: Mesoamerica.

MOTION: That *ANTH 2363* be approved.

II. DOCUMENTATION (pp. 3-57)

New Course Proposals (2):

1. Department of Philosophy

Proposal for a new course: PHIL 2543 Moral Psychology

1. Type of proposal

This course is meant to become a regular offering.

2. Course name and proposed number

Moral Psychology: PHIL 2543 (abbreviated title: Moral Psych.)

3. Calendar Description

Are moral judgements grounded in emotion or reason? Under what conditions are people morally responsible? Why should I be moral? Are all moral decisions motivated by self-interest? Do moral reasons depend on desires? How does virtue relate to moral motivation? These questions are central to moral psychology. The course presupposes no background in philosophy and may be of interest to students in psychology and the life sciences, as well as philosophy. This course will not count toward credits in Psychology (i.e. a Major). Prerequisites: none.

4. Theme or Category Grouping

The course should be listed under '5. Themes and Authors'.

5. Impact on Programme Requirements

This course will have no impact on programme requirements. It will have no prerequisite and it will not fulfil any requirements for the Honours or Major beyond number of credit hours in Philosophy.

6. Cross-listing

This course will not be cross-listed.

7. Rationale for the course

My aim in proposing this course is to make philosophy accessible to non-majors. To a large extent, it is meant to complement my course in the philosophy of mind (PHIL 2533:

Minds and Brains). Moral psychology, like philosophy of mind, is a topic that at least potentially appeals to students in the social and life sciences, and various other disciplines outside of philosophy. These students often lack the first-year prerequisites to get into our upper level courses, and they don't normally have any interest in philosophy anyway—at least not in the core courses aimed at majors. Most of our existing courses are exceedingly difficult and presuppose a fair bit of content (much of which is acquired at the first year level). It makes for a sort of closed club. I would like to offset that exclusiveness to some extent by offering a pair of philosophy courses at the second-year level, which are open to everyone. A survey of the main positions in contemporary moral psychology would benefit non-philosophy majors by helping them to develop their skills of analysis and exposing them to ideas they have not considered in any systematic way before. In short, this will be a course that Philosophy majors may take for credit, but which is targeted primarily at non-majors who can't commit to anything more than a course or two.

8. Instructor's name

This course would be taught by Dr Stapleford.

9. Course description

This course will introduce students to the contemporary debates about moral psychology, including questions about the relevance of work done in neurology, psychology and the social sciences to philosophical thinking about morality. We will consider various theories on how to think about moral motivation, moral agency, normative competence, the role of emotions in moral reasoning, etc. It is not an attempt to answer empirical questions non-empirically: The point is to examine some evidence coming from natural science and figure out how it relates to certain questions that are of relevance to moral philosophers. Some of the questions that appear to be purely empirical—'Can we ever act from non-selfish motives?', for instance—actually have a large conceptual component. In some cases, what philosophers took to be a conceptual question turns out to be an empirical question. In some cases what psychologists take to be an empirical question turns out to be a conceptual question. Drawing the lines between the empirical and the conceptual questions constitutes a major component of the course. These 'boundary' questions, and the questions falling on the conceptual side, can only be answered through hard thinking. But the aim is to make the material accessible to students with no technical training in philosophy.

The course will not overlap with any existing courses. We currently have no courses on moral psychology. Some of our historical courses may touch on certain themes in moral psychology, but the contemporary work being done on moral psychology by analytic philosophers is not even touched. There will not be any overlap with any courses in psychology either, since this is a course in philosophy (nor does the psychology department have anything like this on the books). 'Moral psychology' is the standard designation in philosophy departments for this particular set

of questions—questions going back as least as far as Hume. It involves *philosophical* analysis of moral concepts and empirical evidence. There is no attempt encroach on the discipline of psychology.

10. Evaluation system

Test 1: 15%

Test 2: 20%

Essay: 35%

Final Exam: 30%

11. Possible course texts and other materials

I plan to use one of the standard survey texts that outline the various options, considering the arguments for and against each without defending any one view to the exclusion of the others. Supplemental readings defending particular positions maybe be added—scholarly articles that I will post on Moodle. But the focus will be on the general overview. There are two reasons for this:

- (1) This is not an advanced course designed for majors. It is meant to be generally accessible. I want to attract students from other fields who have an interest in the topic but who will often have no background in philosophy. A general survey will be more appealing to them, and more manageable.
- (2) Texts presenting a general overview of a field are often better suited to a course than highly specialized works. Were I to focus on specialized works, I might get through 3 positions in moral psychology in the whole semester. With a survey, I should be able to cover one topic per week. This is pedagogically useful.

12. Bibliography

***** indicates that the Harriet Irving Library owns a copy of the book.**

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2. Department of Anthropology

Proposal for a new course: ANTH 2363 Archaeology of Early Societies: Mesoamerica

1. Type of proposal.

This course is meant to become part of the regular course offerings in the Department of Anthropology.

2. Course name and proposed number.

ANTH 2363 Archaeology of Early Societies: Mesoamerica (abbreviated title: Mesoamerica)

3. Calendar description.

Mesoamerica is an area covering Southern Mexico, Guatemala, Belize, Honduras and Salvador. In this region hunter-gatherers' experimentation with plants gave rise to the cultivars, such as tomatoes and corn. Three thousand years ago urban centers developed there, political organizations arose and writing was invented. Two thousand years ago the first mega city in North America was created there. This course explores, using archaeological concepts and theory, 10,000 years of Mesoamerican cultural diversity and history.

4. Prerequisites. There are no prerequisites for this course.

5. Theme or Category Grouping.

Anth 2363 will be under the category of *Archaeology*

6. Impact on Programme Requirements.

Anth 2363 will be part of the second year archaeology courses; Major and Honors students have to take at least one second year course in archaeology. Anth 2363 will expand the thematic options students have.

7. Cross-listing.

There is no cross-listing for this course.

8. Rationale for the course.

This new course will allow the students to take a closer look at the processes that led to social complexity and the development of power and inequalities in an important region of North America. Until the present, these materials have been included, in a very superficial way, in Anth 2343, as part of North America. With the inclusion of Mesoamerica Anth 2363 as part of our regular offerings, we will be able to do justice to the importance of this region in the past.

9 Instructor's name.

Dr. Santiago Mora. Department of Anthropology. Anth 2363 will be offered alternatively with Anth 2343. Archaeology of Early societies: North and Central America and Anth 2353. Archaeology of Early Societies: South America.

10. Course description.

Mesoamerica is an area covering Southern Mexico, Guatemala, Belize, Honduras and Salvador. Today this region is one of the most populated areas in Latin America; it has one of the biggest cities in the world - Mexico City. In the recent past more than 200 languages were spoken in the region; five hundred years ago the capital of one of the most advanced civilizations in the world was there. Two thousand years ago the first urban center in North America was created in Mesoamerica: a "Mega" city with 200,000 inhabitants. A thousand years before the Christian era the first political organizations arose there. Despite this long and complex history, the native societies in this region share some cultural traits that distinguish them from other people. This course explores 3,000 years of Mesoamerican cultural diversity and history.

11. Evaluation system.

Class participation	5 %
1st Take home exam	30 % (Weeks 1 to 7) <i>1st take home exam is due last class of week 7</i>
2 nd Take home exam	30 % (Weeks 8 to 12) <i>2nd take home exam is due during the exam period</i>
<i>Presentation report</i>	15 % (Week 13) <i>last day of class</i>
Presentation	20 % (Weeks 10 & 13)

Take home exams

Students will write two take home exams during the term, one for part one of the course – weeks one to six – and one for part two of the course – week's seven to twelve. I expect you to use at least 5 articles of the reading materials marked as required in the discussion of your take home exam plus additional sources if needed.

Presentation

Students will select a topic that we studied during the term and prepare a presentation. They will use some of the material that we studied during class plus three additional sources. Students will present in class their results during the last four weeks of the term (weeks 10, 11,

12 and 13). Their presentations have the following goals: provide other students with some general information about the topic you worked on and promote their participation in a discussion.

Presentation report

The last day of classes students will submit a report of their presentation. The report has to include:

- An explanation of why you selected that topic
- A summary of your presentation
- A list of references - You have to use academic sources¹; newspapers, magazines and TV programs are not considered appropriated sources.

12. Possible course texts and other materials.

The course will be based on the library sources available – mainly articles (see appendix A); there is no textbook required.

13. Bibliography.

The references marked (*) are available at Harriet Irving Library.

Appendix A ANTH 2363 References

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