

**Senate Curriculum Committee
Report to Senate
October 2014**

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I. SUMMARY:**A: Items That Do Not Require Senate Approval**1. Department of Political Science

Proposal for a Special Topics course: POLS 3003 Contemporary British Politics and Government.

Approved by SCC.

2. Catholic Studies Program

Proposal for a Special Topics course: CATH 3813 Atheism and Catholicism in Dialogue.

Approved by SCC.

3. Department of History

Proposal for a Special Topics course: HIST 3983 Imperial Byzantium, 600-1204 CE.

Approved by SCC.

B. Items That Require Senate Approval (with motions)

1. Department of History (please see p. 4)

Proposal to revive HIST 3763 Making a Living in the United States Since the Civil War, revise the title (including course number) to HIST 3713 Making a Living in the United States, and revise the course description.¹

MOTION: That the revival and revision of HIST 3763 Making a Living in the United States Since the Civil War as HIST 3713 Making a Living in the United States, with a revised Calendar description, be approved.

2. Human Rights Program (please see pp. 5-8)

New course proposal: HMRT 3503 Moot Court.

MOTION: That HMRT 3503 be approved.

3. Native Studies Program (please see pp. 9-11)

New course proposal: NATI 4273 Morphology in the Target Language II.

MOTION: That NATI 4273 be approved.

4. Department of Philosophy (please see pp. 12-24)

a) New course proposal: PHIL 2253 The Ethics of Sustainability: thinking green, acting green. (please see pp. 12-21)

MOTION: That PHIL 2253 be approved.

b) Proposal to revise the Calendar course titles and/or descriptions of PHIL 1013, 1023, 2113, 2123, 2233, 3503 and 3513.² (please see pp. 22-24)

MOTION: That revisions to Calendar course titles and/or descriptions of PHIL 1013, 1023, 2113, 2123, 2233, 3503 and 3513 be approved.

¹ Please note that while the revival and minor revisions of/to a course do not require Senate approval, major revisions to a course Calendar description (as is the case here) require Senate approval.

² Please note that the SCC can only approve minor changes to Calendar descriptions and some of these courses are undergoing more substantial changes to their Calendar descriptions.

II. DOCUMENTATION

1. Department of History

Request for revival & new title and description re: HIST 3763: Making a Living in the United States

The History Department would like to revive and provide a new Calendar description for *HIST 3763: Making a Living in the United States* from its “delisted” (but not retired) course list.

The course is usually taught by Dr. Brad Cross, though it could also be taught by other qualified instructors.

Old course description:

3763. Making a Living in the United States Since the Civil War

Thematically examines profound shifts in the American economy, focusing on the effects that such changes had on the daily lives of Americans as well as the political economics that promoted these transformations. We will explore the growth of industrial capitalism, the rise of “Big Business,” the emergence of urban-industrial life, the New South, the rise of business unionism, attempts at economic reform, the Great War, the Great Depression and New Deal recovery programmes, economic expansion during World War II and its consequences, especially for women and African-Americans, the creation of an interwar and post-war consumer/military economy, the triumph and crisis of capitalist agriculture, the New Frontier and Great Society, stagflation in the 1970s, and de-industrialization and the political power of corporations in the 1980s and 1990s. 3 credit hours.

New course description for Calendar:

3713. Making a Living in the United States

Making a Living in the United States examines the daily struggles of Americans to earn their daily bread over the last couple of centuries. This course will use such themes as work and workplaces, labour and capital relations, as well as the roles of gender, race, class, ethnicity and region in shaping how people made a living in the USA. There are no prerequisites for this course, however 3 credit hours in history is recommended.

2. Human Rights Program

HMRT Course Proposal: Proposed course in Human Rights – Moot Court

Background. Five years ago, I (Amanda DiPaolo) started a moot court program at Middle Tennessee State University after being an assistant coach for the MTSU mock trial team. I didn't like that students who were trying to prepare for law school by entering mock trial were then focusing on fake rules of evidence in a scripted trial simulation. Being the pre-law adviser at MTSU, I wanted a program that would help students learn law and learn substantive issues while they would be forced to think for themselves.

I discovered that undergraduate schools also competed in moot court and I immediately made the appropriate contacts to establish my own program on campus. Students take two issues each year dealing with individual liberties being infringed by the government and focus on creating legal arguments for both sides of the two issues. They then compete against other schools in front of panels of judges who ask them questions in a tournament situation. While the case is a hypothetical case based off a real circuit court decision in the United States, the Supreme Court cases students learn and use to argue their positions are real.

My team in Tennessee qualified for nationals all five years we had a team. MTSU won its regional competition once and came second another time. MTSU was ranked 16th in the United States two years ago. I have former moot students now attending the University of Chicago, University of Minnesota and Georgetown University in law, all highly ranked American law schools. Moot Court is an amazing opportunity for students and one that I very much want to bring to the students of St. Thomas.

1. Type of proposal. The intended outcome of this proposal is to create a regular offering out of the proposed course. This would be a new course, not one that is simply being revised. It is not a course that will replace another course.

2. Course name and proposed number. HMRT 3503 Moot Court (abbreviated title would still be Moot Court). The course would be offered each fall semester only and would be a three credit hour course. The effective start date for the course would be fall semester, 2015.

3. Calendar description. Moot court cultivates advanced analytical skills while developing leadership qualities in students with an interest in human rights. Students learn how to develop and deliver oral legal arguments by competing in a Supreme Court simulation where they answer questions from a panel of judges. Students focus on Supreme Court precedent surrounding two different issues each year.

Students are required to have permission of instructor to register for the course. No other prerequisites are required.

4. Theme or category grouping. In the calendar, moot court would be listed under human rights as an elective under section b, the law section of the elective groups students may choose in the human rights program.

5. Impact on program requirements. Other than being an elective for students to choose, there is no impact on the program requirements in human rights by offering moot court.

6. Cross listing. This course is not cross listed with any other department.

7. Rationale for the course. Moot Court is a proposed course that would be available as an elective to students at St. Thomas University and UNB who are interested not only in human rights, but also in going to law school or graduate school.

There are no other undergraduate moot court programs in Canada. STU would have the only one available. This year, moot court has already begun on the STU campus. Ten students are currently enrolled in independent studies with me (Amanda DiPaolo) as they prepare to compete at the closest regional competition in Fitchburg, Massachusetts. Due to my only starting at STU on August 1st, moot court was unable to be a special topics course this year.

Moot Court could potentially compete with Model UN. While there is no overlapping in terms of course material, there could be some overlap in terms of students who are keen on participating. This year, there is one student who is enrolled in both Moot Court and Model UN.

8. Instructor's name. Amanda DiPaolo is qualified to teach Moot Court. There are a number of part time instructors who have law degrees who would probably be qualified to teach the course if someone else was required to do so.

9. Course description. The American Collegiate Moot Court Association hosts a number of regional and national competitions where undergraduate students simulate oral arguments before the Supreme Court of the United States in tournament format. What is interesting and unique about Moot Court is that these competitions use real case law as precedent, though the case each year in front of the Court is indeed fictitious.

Moot Court is highly competitive and extremely selective. The tournaments limit the amount of teams that participate at regional competitions. Of the teams that compete in the 8 or 9 regional competitions, the top 20% get selected to compete at the national competition. While there is no collegiate moot court association for undergraduate students in Canada, law schools in the United States consider students with moot court experience

who apply to their programs to be one semester advanced over other applicants. This competitive advantage for law school is one of the things that make the moot court program so selective.

Students who enroll in moot court will be required to not only prepare oral arguments for their individual rights-based issue, but will also need to complete a written brief, also submitted to competition.

The content changes each year as the case changes. Students will start by reading the hypothetical case that the American Collegiate Moot Court Association writes. Within the case, there will be 16-20 court cases cited. Students will move on to reading those cases. There is no outside research allowed in moot court. The entire course will revolve around the universe of cases used in the hypothetical case.

The moot court class will begin with a series of lectures on the 16-20 cases and then students will have a lot of individual work to do. Once students complete assignments (as described below), they will start passing in drafts of oral arguments which the instructor will edit and guide them in drafting.

10. Evaluation system. The workload will be heavy. Students are required to write case briefs for all Supreme Court cases used in their arguments. Besides the competition itself, the individual case briefs as well as the original written case brief for the competition, students will attend weekly practices where they will act of justices to help prepare their teammates for competition.

Course Requirements

Case Reports (25%). Students are required to brief all 20 cases. Case reports will help students find arguments that can be used in the briefs and oral arguments.

Expectations of case reports include the following elements:

- Title of the case
- Facts of the case
- Legal question before the Court
- Decision of the Court
- Legal rational of the Court
- Dissents/Concurring opinions

Attendance (10%).

Written Brief (25%). Students will need required to enter the written competition as well as oral. This portion of the course requirements will have students writing either a petitioner or respondent brief to the court.

Weekly practices/competition (30%). This grade will be based on effort in improving students arguments as well as helping teammates. A portion of this grade will be left for how the student conducts herself away from MTSU.

Exam (10%). The week before the competition, the class will start with a test of the facts of the case as well as the basic issues before the court.

The regional competitions are all held in November or early December with the national competition in the middle of January.

11. Possible course texts and other materials. As stated above, the course material will change each year based on the two legal issues chosen by the American collegiate moot court association. There are no textbooks for moot court, but students will instead learn from primary texts, a series of 16-20 full, and unedited, legal court cases. All court cases are available online and are free to students.

While the issues change every year so I cannot speak to the readings in book form for the issues covered each semester, there are texts dealing with human rights and constitutional law that could serve as background reading in human rights and constitutional law in the United States in general.

- a) Perry, Michael. *Human Rights in the constitutional law of the United States*. Cambridge; Cambridge University Press, 2013
- b) Flanz, Gisbert and Rett Ludwikowski. *Comparative human rights and fundamental freedoms*. Dobbs Ferry, N.Y. : Oceana Publications, 2002
- c) Blau, Judith and Alberto Moncada. *Justice in the United States: human rights and the U.S. constitution*. Lanham, Md.: Rowman and Littlefield, 2006.

12. Bibliography. See possible course texts and other materials. All materials are available at the Harriet Irving Library (HIL).

- a) Perry, Michael. *Human Rights in the constitutional law of the United States*. Cambridge; Cambridge University Press, 2013
- b) Flanz, Gisbert and Rett Ludwikowski. *Comparative human rights and fundamental freedoms*. Dobbs Ferry, N.Y. : Oceana Publications, 2002
- c) Blau, Judith and Alberto Moncada. *Justice in the United States: human rights and the U.S. constitution*. Lanham, Md.: Rowman and Littlefield, 2006.

3. Native Studies Program

NATI 4273, Morphology in the Target Language II

1. Type of proposal: This course is designed to be offered in intensive language-learning courses.

2. Course name and proposed number:

NATI 4273, Morphology in the Target Language II

3. Calendar description: This course is intended for students in an intensive language learning program, but fluent speakers of the language could also take it to assist them in teaching the language. As a follow-up to NATI 4213, Morphology in the Target Language I it will focus on more complex aspects of the internal structure of words and study the conversational uses of the complex forms. **Pre-requisites:** NATI 4213 Morphology in the Target Language I or by permission. 3 credit hours.

4. Theme or Category Grouping: This course listing should follow Part I of this course, which is to be renamed NATI 4213, Morphology in the Target Language I.

5. Impact on Programme Requirements: This course will not form part of the requirements for either a Minor, Major or Honours Programme.

6. Cross-listing: This course should not be cross-listed.

7. Rationale for the course: This course will not be required in our regular Native Studies program, but it will be an essential one in any intensive language learning program, such as the Adult Immersion Program currently offered by STU at St. Mary's First Nation. This course will not compete with any other course at the University. Due to the dire state of the some Indigenous languages such as Maliseet (which was given 20 years of viability in 1996) the need for more advanced courses in grammar is urgent as much for serious learners of the language as for fluent speakers.

8. Instructor's name: As in the case of the Immersion Teacher Training Program we have been and will continue to be dependent on part-time instructors fluent in the target language to teach these courses. As in the case of other linguistics courses in our program, this one will utilize trained linguists to teach this course.

9. Course description:

Unit 1 Nouns

- a. Varieties of Plural inflection in Animate and Inanimate forms
- b. Diminutive inflections in Animate and Inanimate, Single & Plural

- c. Possessed noun inflections in Animate & Inanimate, Single & Plural
- d. Locative inflection in Animate & Inanimate, Single & Plural
- e. Obviative inflection in Animate (only), Single & Plural

Unit 2 Intransitive Verbs (single, dual & true plural, I & E verbs)

- a. Changed and Unchanged Conjunct forms, positive & negative
- b. Subordinative Forms, positive & negative
- c. Absentative Forms, positive & negative

Unit 3 Transitive Verbs (Animate & Inanimate, Single & Plural)

- a. Changed and Unchanged Conjunct forms, positive & negative
- b. Subordinative Forms, positive & negative
- c. Absentative Forms, positive & negative

Review

Methods:

Teaching and learning will be carried out as much as possible in Maliseet/ Passamaquoddy as the medium of instruction using the basic immersion teaching methods of Total Physical Response, Visuals and the Natural Method for teaching and reinforcing Verb and Noun usage. A portion of every class will be devoted to explaining the grammatical forms in English. The balance of each class will be devoted to recognition and use of each form in conversation and story-telling.

Recorded stories will be a regular feature in class to enhance student comprehension and pronunciation. Students will be required to record their learning each day.

10. Evaluation system:

Attendance, participation & daily review	20%
Three tape recordings	30%
Written and oral midterm	20%

Written and oral Final Exam

30%

11. Possible course texts and other materials: There is no text for this course.

Written material, such as story texts, will be supplied by teachers. Color images and recorded stories will be the primary teaching tools for the classroom.

12. Bibliography:

Course Reference Materials for Teachers (all in the UNB Library)

Chamberlain, Alexander, *Maliseet Dictionary*, Boston, 1899.

Francis, David and Robert Leavitt, *A Passamaquoddy-Maliseet Dictionary: Peskotomuhkati Wolastoqewi Latuwewakon*, Orono, Maine and Fredericton, NB, The University of Maine Press and Goose Lane Editions, 2008.

Leavitt, Robert and David Francis, *Passamaquoddy-Maliseet Verb Paradigms*, Fredericton, Micmac-Maliseet Institute, 1984.

Leavitt, R.M., *Passamaquoddy-Maliseet*, Munchen-Newcastle, Lincom Europa, 1996.

Passamaquoddy/Maliseet Bilingual Program, under Title VII, *Passamaquoddy Maliseet Reference Book*, 1988.

Sherwood, David Fairchild, *Maliseet-Passamaquoddy Verb Morphology*, Canadian Museum of Civilization, Mercury Series, Canadian Ethnology Service Paper No. 105, 1986;

Szabo, Laszlo, *Indianisches Worterbuch: Malacite-Deutsch-Englisch*, Wiesbaden, Otto Harrassowitz, 1981.

Teeter, Karl V., "The Main Features of Malecite-Passamaquoddy Grammar," in Jesse Sawyer, ed., *Studies in American Indian Languages Dedicated to Mary R. Haas*, University of California publications in Linguistics, 1971:191-249.

In addition, extensive recordings of oral traditions are available in the Native Studies Department at STU.

4. Department of Philosophy

a) New course proposal: PHIL 2253 The Ethics of Sustainability: thinking green, acting green.

1. Type of proposal. This course is intended to become a regular offering.

2. Course name and proposed number. PHIL 2253 The Ethics of Sustainability: thinking green, acting green

Abbreviated title: The Ethics of Sustainability (28 characters)

3. Calendar description

An historically-conscious analysis of various normative stances in environmental ethics integrated with a sustained consideration of how to apply this ethical theory to modern life. Topics may include deep and shallow ecology, biocentrism, eco-feminism, environmental justice, environmental virtue ethics, the ambiguous role of technology in the environmental crisis, the ethics of the green economy, the ethics of green public policy, a survey of various locally-employed environmental initiatives. Recommended preparation PHIL2213: Introduction to Moral Philosophy.

4. Theme or Category Grouping

This course would be inserted under the philosophy department's calendar group III. Moral Philosophy (p. 235 of the 2013-2014 Calendar).

5. Impact on Programme Requirements

PHIL 2253 Ethics of Sustainability would count as 3 credit hours for the Moral Philosophy requirements both for the Philosophy Honours degree and for the Philosophy Major. In future calendars (subsequent to the 2014-2015 calendar), PHIL 2253 Ethics of Sustainability would therefore be added to the current list of three moral philosophy courses that appear under number 2 on p. 232 of the 2013-2014 Calendar and also to the current list of three moral philosophy courses that appear under number 2 on p. 233 of the 2013-2014 Calendar.

6. Cross-listing.

This course will be cross-listed as an Environment and Society (ENVS) course. Initially, PHIL 2253 will be listed under the "electives" category of the ENVS degree, and will soon be cross-listed more formally with an ENVS number. Please see the attached email correspondence with Dr. Andrew Secord, the director of Environment and Society for details [seen by SCC].

7. Rationale for the course.

As the environmental crisis deepens and becomes less deniable, there is a progressively more urgent demand to determine how we as individuals and as a society should respond to it. One

indication of this is that students are becoming more and more interested in thinking about the ethics of the human-environment relation. Philosophy departments in general have begun to respond to this demand. In reviewing of some Canadian philosophy departments, I found that U of T's philosophy department offers PHL273H1: Environmental Ethics and PHL373H1: Issues in Environmental Ethics, McGill's philosophy department offers PHIL 349: Environmental Philosophy, and UBC's philosophy department offers PHIL 435A: Environmental Ethics, for instance. It is appropriate and even important that STU's philosophy department, too, address this growing need in moral philosophy, and I propose that we should add a course in environmental ethics as a regular, ongoing component of our programme's moral philosophy offerings.

A review of STU's academic calendar reveals what might appear to be an overlap between on the one hand the here-proposed PHIL 2253 Ethics of Sustainability and on the other hand the already-existing RELG 2133: Religion and Ecology, or RELG 3523: Environmental Ethics. In terms of a possible overlap with RELG 2133: Religion and Ecology, the calendar description of this course suggests that its focus on religious traditions and religious approaches to ecology rather than a broader philosophical analysis of the environmental crisis. I suggest that the restriction of RELG 2133 to the relation between religion and ecology makes its content different enough from my proposed PHIL 2253 that there is not significant overlap. Conversely, the calendar description of RELG 3523: Environmental Ethics shows that it indeed does review some of the same normative stances in environmental ethics as will be surveyed in my proposed PHIL 2253. However, there are two reasons why this partial overlap should not prevent PHIL 2253 from being added to the STU Calendar. First, after having consulted Dr. Derek Simon and Dr. Michael George (chair) in STU's Religious Studies department, I have learned that RELG 3523 is not taught by anyone currently on staff at that department, and that it is no longer a regular course offering. Furthermore, even if it were taught regularly, the overlap in terms of content with PHIL 2253 is indeed only partial. For one thing, RELG 3523 does not appear to include a consideration of economics in the ethical debate, nor does it appear to consider eco-feminism, environmental justice, or environmental virtue ethics. Additionally RELG 3523 does not include the integrated focus on locally-employed environmental initiatives that will form at least one third of the content of PHIL 2253, and that will give students an opportunity for experiential learning. For these reasons, I suggest that despite the apparent similarities in the calendar between the here-proposed PHIL 2253 Ethics of Sustainability and on the other hand the already-existing RELG 2133: Religion and Ecology, or RELG 3523: Environmental Ethics, PHIL 2253 should be added to the philosophy department's course offerings.

8. Instructor's name.

Dr. Matthew Robinson will instruct this course. Dr. Jean-Philippe Ranger is also qualified to teach this course should he ever wish to do so.

9. Course description.

Human activity is now recognized to be jeopardizing the conditions required for human life on earth.³ This increasingly more serious problem calls for us to reflect on our current relation to our environment and to consider different possible ways to ground an ethics of sustainability. Through reading, discussion, and independent student research, this course will examine the relations between human and non-human nature and ask whether humans have a moral obligation to treat non-human nature according to certain limitations. If so, what could be the grounds for this moral obligation? Does non-human nature have intrinsic value, or is nature valuable only insofar as it is related to us? What are the limits that should be observed in our treatment of nature? Furthermore, why should one set of specific limits be observed as against other possible limits? Finally, if "nature" does have intrinsic value, then on what grounds does this value rest? This normative analysis is essential, but since the particular urgency of the environmental crisis calls for us to take meaningful action, we will also investigate the complementary question of *how* we should live in post-industrial Canada so as to fulfill whatever moral obligations to the environment we may have. Throughout the semester, students will be given the opportunity to explore the details of various local, innovative practices that concretely address this applied ethical question.

10. Evaluation system.

Classroom Participation	15%	Evaluation of student contributions to class discussion and problem solving. There will be a focus on the quality of contributions. Although it is seldom necessary, participation marks may be deducted for inappropriate behavior like the use of cell phones in class for texting, or any other behaviour causing disruption to the class. For the sake of clarity, detailed guidelines on student protocol are available on the Moodle website.
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³ For a persuasive analysis of the work of 1,372 top climate scientists that concludes with the claim that 97% agree global warming is caused by humans, see W. R. L. Anderegg, "Expert Credibility in Climate Change," *Proceedings of the National Academy of Sciences* Vol. 107 No. 27, 12107-12109 (21 June 2010); DOI: 10.1073/pnas.1003187107. For research that has found significant evidence of industrially-produced toxins in children and developing human fetuses in the USA, see Lanphear, Bruce P.; Vorhees, Charles V.; Bellinger, David C. (2005). "[Protecting Children from Environmental Toxins](https://doi.org/10.1371/journal.pmed.0020061)". *PLoS Medicine* 2 (3): e61. doi:10.1371/journal.pmed.0020061. PMC 1069659. PMID 15783252, and Woodruff, T. J.; Zota, A. R.; Schwartz, J. M. (2011). "[Environmental Chemicals in Pregnant Women in the United States: NHANES 2003–2004](https://doi.org/10.1289/ehp.1002727)". *Environmental Health Perspectives* 119 (6): 878–885. doi:10.1289/ehp.1002727. PMC 3114826. PMID 21233055.

Research Paper	30%	<p>This course requires a research paper of approximately eight pages in length. The topic must be in environmental ethics, it must be approved by the professor in advance, and it should use between three and five sources. Three weeks before the end of classes, students will be required to submit an outline of their topic along with the sources they will use.</p> <p>As is normal, any form of plagiarism will result in the penalties explained by the STU policy available in the current STU handbook.</p> <p>Late submissions will be docked 10% per day.⁴</p>
Research Presentation*	25%	<p>This class requires an in-class presentation based on student research into a specific area of applied sustainability. Each presentation will last approximately 30 minutes. As part of the research for their presentations, students will have the opportunity to visit a location within or close to Fredericton. Required forms must be signed and submitted before students leave the campus for their independent research trips. Evaluation will be based on the understanding of the topic, the thoroughness of the research, and on the quality of the presentation.</p>
Take-Home Final Exam	30%	<p>The final exam is cumulative, and therefore covers all material from the beginning of the semester.</p>

*To travel off campus will be optional. If students do not wish to go off-campus, some alternative presentation topics are provided, and more will be added if the numbers of students who opt not to go off campus is higher than anticipated. For instance, in the version of the class that I piloted in the Winter 2014 Semester - under the already-existing "PHIL 2443A: Current

⁴ N.B. Weekends are counted as two days. In the case of extraordinary circumstances, however, please come and see me.

Issues in Ethics," two students chose to give a presentation on the newest Catholic position on environmental stewardship, which did not require any off-campus visits. On the other hand, if students do opt to go off campus, for their safety they will be required to travel in numbers of no less than two.

Justification for the experiential-learning assignment:

When it comes to a topic like environmental ethics - where the problems emerge from historical particularity, and are met with in this particularity, it is important that students have access to what is particular and concrete through direct experience. The general benefit to students from this "experiential learning" assignment is their gaining access to a concrete, local instance of how the ethics studied in class can be (and are being) implemented. This is a noteworthy benefit because the concrete and particular constitutes a large portion of the content of this branch of philosophy, which cannot be carried out in the abstract. In the version of the course I piloted in the Winter 2014 semester, many students, even those who are from the Fredericton area, reported 1) that they did not previously know about many of the initiatives explored in the student presentations, and 2) that observing the initiative for their own presentation was critical to their learning. This shows that students do not come to the classroom already having this experience, and so the assigned research visits are far from redundant or unnecessary. After each student visit, I spoke with the relevant owner/operator, and was given similar feedback on the effectiveness of the students' experience on their learning. I give a specific description of each location below.

Here is what the presentation guidelines will look like. Please note that this includes a list of proposed locations:

Student Presentation Guidelines - Researching Local Sustainability Initiatives

The following is a brief set description and guideline for your various student presentations that explore the applied ethical questions, 'can we live sustainably?' and 'how can we live sustainably?':

In most cases, I need not re-iterate, but for the sake of clarity I remind you that you are representing St. Thomas University to members of the community, and I would ask you to behave politely and respectfully on all occasions.

These different presentations all require in-depth research of a particular aspect of modern life - transportation, food production and consumption, housing, energy sources, energy efficiency measures, and so on. Each group should investigate its topic before going out 'into the field'. When you have acquired a good grasp of your topic, you will have a sense of what questions it is profitable to ask those you meet at the destination. These questions can be, but are certainly not restricted to the following: 'Is this solution affordable,' 'what are the limitations of this particular solution relative to more conventional solutions?' 'Why did you decide to implement this solution?' 'Is this solution really scalable, i.e. can it be implemented on a large-scale?' - note this is critical for any strategy to be truly successful.

Below, I describe each topic and a few suggestions on how to begin the research. If you have further questions during your research, please email me.

1) Governmental Role:

Students will investigate how the municipal and provincial NB governments are responding to the issue of climate change. As part of their research, students will contact City Hall in at least two of the following three cities: Moncton, Fredericton and St. John. The goal here will be to determine what these different cities are doing to respond to climate change. Students should evaluate these measures: are they likely to make important, needed changes, or are they in place perhaps only as a PR measure?

Students will also investigate the provincial Efficiency New Brunswick to explore how provincial government incentives can be an important part of the response to the environmental crisis. This research does not require site visits, but does require telephone and internet research.

2) Wood Pellets as residential and industrial energy source:

Wood pellets, produced from the waste sawdust in lumber milling, have enormous potential to replace conventional oil in heating (both residential and industrial) and in industrial manufacturing. However, Canada currently uses less than 5% of the wood pellets it produces, exporting most of the remaining 95% to Europe. Students will study the enormous potential of this sustainable resource, researching the Wood Pellet Association of Canada (<http://www.pellet.org/>) and the way wood pellets are being used in European manufacturing. They will then visit Scott's nursery to see this solution being implemented to heat the entire nursery. Students will attempt to determine to what degree this carbon-neutral energy source could and should be used to replace fossil fuels here in NB.

3) Waste Material as Raw Material: Tracc Tire Recycling Atlantic Canada Corporation

This manufacturing company produces track and field track rubber, industrial rubber mats, and "lifetime" roof shingles, among other things - using consumer waste as its primary raw material.

Students will read Paul Hawken's *The Ecology of Commerce*, and will visit the Tracc factory in Minto, NB, an approximately 40 min's drive from Fredericton. They will study the company's production methods, and decide to what degree this particular company fits the sustainable business model described by Hawken. This company is an especially good example of how green business initiatives can provide local jobs, and should show students that conventional exploitation models – like fracking – are not the only way of improving local economies.

Website for this company: <http://www.tracc.ca/home.htm>

Students will give an overview of the idea behind this kind of manufacturing, and an assessment of whether this is a viable and also an ethically sound model for the future of manufacturing.

4) Electric Vehicles, car dealerships: The Nissan Leaf and the Toyota prius.

Students will research the electric car, which is now available on a widespread level. What are the benefits of the electric car? What are the drawbacks? Are there drawbacks in terms of infrastructure as well as in terms of the car-technology?

As part of their research, students will visit the local Nissan and Toyota dealerships, and if they choose, test-drive the two electric cars. As part of their research, they will watch the documentary “Who killed the electric car?” and then independently research questions about marketing, infrastructure, battery development, electricity production, etc.

5) Locally-Sourced Sustainable Food: Real Food Connections, Cedar Tree Café

Our consumption of food accounts for approximately half of our carbon footprint. This is largely because our food is grown by industrial methods of agriculture, which themselves require the use of oil for running equipment and for fertilizers. Furthermore, much of our food is shipped hundreds, even thousands of kilometers to the grocery store. Students will research the role of locally-sourced food, both in terms of its benefits to the local economies and land, and also in terms of reducing green-house gas consumption.

6) Naugler Passive House:

The “Passiv House” standard for the construction of new homes comes from Germany in the 1980’s. It is illustrated in the local example of the ultra-efficient Naugler House, built by local green builder, Tim Naugler. This home is touted as “New Brunswick’s Most Energy Efficient House.” Students will research the concept of the passive house as one aspect of the ethical response to the problem of climate change. As part of their research, students will visit the open house, typically held in February of each year. The house is located in Douglas, NB approximately a 10 min. drive from Fredericton. Website for the house:
<http://www.nauglerhouse.com/index.html>

***Similar proposed destinations will be added as is appropriate.**

11. Possible course texts and other materials.

Aeschylus. *Prometheus Bound (Greek Tragedy in New Translations)*. Translated by James Scully and C. John Herington. Reprint ed. New York: Oxford University Press, 1990.

Callicott, J. Baird, and Robert Frodeman. *Encyclopedia of environmental ethics and philosophy*. Detroit: Macmillan Reference USA, 2009.

Sterba, James P. *Earth Ethics: Introductory Readings on Animal Rights and Environmental Ethics*. 2nd ed. Upper Saddle River, NJ: Notre Dame UP,

Hawkins, Paul. *The Ecology of Commerce Revised Edition: A Declaration of Sustainability*. Toronto: Harper Business, 2010.

Klein, Naomi. *This Changes Everything: Capitalism vs. The Climate*. New York: Simon & Schuster, 2014.

Schmidtz, David and Elizabeth Willott, eds. *Environmental Ethics: What Really Matters, What Really Works*. 2nd ed. New York: Oxford UP, 2012.

Shelley, Mary. *Frankenstein: The Modern Prometheus*. (Any edition).

* I will likely also add selections to be made available to students on Moodle from works like Hesiod's *Work and Days* and *Theogony*, Plato's *Protagoras*, and *Genesis* 1–3.

12. **Bibliography:** items are currently available in the Harriet Irving Library

Aeschylus. *Prometheus Bound (Greek Tragedy in New Translations)*. Translated by James Scully and C. John Herington. Reprint ed. New York: Oxford University Press, 1990.

Curtin, Deane W. *Environmental ethics for a postcolonial world*. Lanham, Md.: Rowman & Littlefield Publishers, 2005.

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Goldstein, Robert J. *Environmental ethics and law*. Burlington, VT: Ashgate, 2004.

Gudorf, Christine E., and James Edward Huchingson. *Boundaries: A Casebook in Environmental Ethics*. Washington, D.C.: Georgetown University Press, 2010.

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List, Peter C. *Environmental ethics and forestry: a reader*. Philadelphia: Temple University Press, 2000.

Nash, Roderick. *The rights of nature : a history of environmental ethics*. Madison, Wis.: University of Wisconsin Press, 1989.

Newton, Lisa H., and Catherine K Dillingham. *Watersheds: classic cases in environmental ethics*. Belmont, Calif.: Wadsworth Pub. Co., 1994.

Partridge, Ernest. *Responsibilities to future generations: environmental ethics*. Buffalo, N.Y.: Prometheus Books, 1981.

Pojman, Louis P. *Environmental ethics: readings in theory and application*. Boston: Jones and Bartlett, 1994.

Rolston, Holmes. *Environmental Ethics: Duties to and Values in the Natural World*. Philadelphia: Temple University Press, 1988.

Sandler, Ronald L. *Character and environment : a virtue-oriented approach to environmental ethics*. New York: Columbia University Press, 2007.

Sandler, Ronald L., and Philip Cafaro. *Environmental virtue ethics*. Lanham, Md.: Rowman & Littlefield Publishers, 2005.

Schmidtz, David and Elizabeth Willott, eds. *Environmental Ethics: What Really Matters, What Really Works*. 2nd ed. New York: Oxford UP, 2012.

Shelley, Mary. *Frankenstein: The Modern Prometheus*. Charlottesville, VA: University of Virginia Library, 1996, E-book.

Taylor, Paul W. *Respect for Nature: A Theory of Environmental Ethics*. Princeton, N.J.: Princeton University Press, 1986.

Thompson, Paul B. *The agrarian vision: sustainability and environmental ethics*. Lexington, Ky.: University Press of Kentucky, 2010.

Wellington, Alex, Allan Jacob Greenbaum, and Wesley Cragg. *Canadian issues in environmental ethics*. Peterborough, Ont.: Broadview Press, 1997.

Wenz, Peter S. *Environmental Ethics Today*. New York: Oxford University Press, 2001.

Weston, Anthony. *The incomplete eco-philosopher : essays from the edges of environmental ethics*. Albany: SUNY Press, 2009.

4. Department of Philosophy (cont.)

b) Proposal to revise the Calendar course titles and/or descriptions of PHIL 1013, 1023, 2113, 2123, 2233, 3503 and 3513

PHIL 1013 (Title only)

In current Calendar: Introduction to Western Philosophy I

Proposed change: Introduction to Philosophy I

PHIL 1023 (Title only)

In current Calendar: Introduction to Western Philosophy II

Proposed change: Introduction to Philosophy II

Phil 2113 (Title and description)

In current Calendar: Classical Western Philosophy I

A lecture course concentrating on Classical Greek philosophy, from its origins in the earliest Ionian cosmologists up to the Sophists, Socrates, and Plato. Thematic focus: the nature of nature, the nature of knowledge, the nature of being, the nature of the human being, as well as moral, social, and political philosophy. Prerequisites: PHIL 1013 and 1023, or permission of the instructor.

Proposed change: Ancient Philosophy I

A lecture course surveying ancient philosophy from the Presocratics to Plato. Philosophers covered may include: Anaximander, Heraclitus, Parmenides, Empedocles, Anaxagoras, Democritus, Gorgias, Protagoras, Socrates and Plato. Through readings of original sources and ancient testimony, the course analyses key questions in ancient philosophy, e.g. what is philosophy and what does it achieve? What is nature? What is the best life? Prerequisites: PHIL 1013 and 1023, or permission of the instructor.

Phil 2123 (Title and description)

In current Calendar: Classical Western Philosophy II

A lecture course covering the history of Greek philosophy from Aristotle, through the Epicurean and Stoic schools, up to Plotinus. The course also includes a treatment of some of the great Roman philosophers. Prerequisites: PHIL 1013 and 1023, or permission of the instructor.

Proposed change: Ancient Philosophy II

A lecture course surveying ancient philosophy from Aristotle to Hellenistic philosophy (Epicurus, the Stoics and the Sceptics). Through readings of original sources and ancient testimony, the course analyses key questions in ancient philosophy, e.g. what can philosophy achieve? What is the nature of reality? What does it mean to live together? Prerequisites: PHIL 1013 and 1023, or permission of the instructor.

PHIL 2233 (Description only)**In current Calendar:**

An investigation, through readings, lectures, and discussion, of contemporary issues and authors in moral philosophy. Topics include: Nietzsche and the transvaluation of values, existentialist ethics, emotivism, Marxism and ethics, the natural law debate, situation ethics, the logic of meaning of ethical discourse.

Proposed change:

A lecture course examining a specific topic in contemporary moral philosophy. Topics vary from year to year and may include: virtue ethics, metaethics, contemporary deontology, contemporary utilitarianism, emotivism, relativism, the is-ought debate, and others.

PHIL 3503 (Title and description)**In current Calendar:** Plato

This course will involve a close reading of a number of dialogues representing diverse aspects of the Platonic corpus. These will include Laches, Lysis, Ion, Philebus, and others. Prerequisites: PHIL 2113 and 2123, or permission of the instructor.

Proposed change: Seminar on Plato's Philosophy

This seminar brings together two questions central to the study of Plato: What is philosophy? and what can it achieve? Through an analysis of primary sources and secondary literature, the seminar assesses various answers provided by Plato. Texts covered may include selections from the dialogues of definition (*Apology*, *Euthyphro*, *Gorgias*), from the metaphysical dialogues (*Phaedo*, *Republic*), and from the dialogues on language (*Theaetetus*, *Parmenides*, *Sophist*). Prerequisites: PHIL 2113 and 2123, or permission of the instructor.

PHIL 3513 (Title and description)**In current Calendar:** Aristotle

This course will involve a close reading of several Aristotelian works. Prerequisite: PHIL 2113 and 212, or permission of the instructor.

Proposed change: Seminar on Aristotle's Philosophy

This seminar examines key topics in Aristotle's logic, physics and metaphysics. More specifically, through a systematic reading of passages in foundational texts such as (for example) the *Posterior Analytics*, the *Categories*, *De interpretatione*, the *Topics*, the *De anima*, the *Physics*, and the *Metaphysics*, the seminar examines and assesses Aristotle's philosophy and its contribution to central debates in the history of philosophy. Prerequisite: PHIL 2113 and 212, or permission of the instructor.