

**Senate Curriculum Committee
Report to Senate
February 2015**

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I. SUMMARY:

A: Items That Do Not Require Senate Approval

1. School of Education

Proposal for minor changes to *Calendar* descriptions for EDUC 5953 Educational Psychology I & EDUC 5823 Writing for All Teachers; Critical and Multiple Perspectives Across the Discipline.

Approved by the SCC.

2. Department of English

Proposal for minor changes to prerequisites & *Calendar* description for ENGL 4153 Senior Project in Creative Writing (ENGL 3103, 3113, 3123 or 3133 and permission of the instructor).

Approved by the SCC.

3. Department of Philosophy

Proposal for minor changes to prerequisites for upper-level Philosophy courses, adding PHIL 1033, 1043, 1053 & 1063 (see new course proposals in “2. Items That Require Senate Approval (with motions)”) as prerequisites and clarifying the status of PHIL 1006 as a prerequisite. This also requires some minor changes to the *Calendar* description (note to students about how many 1000-level courses may be counted toward Major & Honours requirements).

Approved by the SCC.

4. Department of Religious Studies

Proposal to revive (resurrect) of RELG 2193 New Religious Movements.

Approved by the SCC.

Proposal for a Special Topics course: RELG 2683 Religious Diversity, Conflict and Peacebuilding in the Middle East.

Approved by the SCC.

5. Department of Romance Languages (French section)

a) Proposal to change course prerequisites for upper-level French courses (3rd-year & 4th-year). More prerequisites are being put in place to ensure that students are better prepared for upper-level courses.

Approved by the SCC.

b) Proposal for minor changes to the *Calendar* description for FREN 1016 Langue Française 1. The Department will now require “participation in weekly monitor sessions” as part of this course.

Approved by the SCC.

B. Items That Require Senate Approval (with motions)

1. School of Education (pp. 4-14)

a) Proposal to revise an existing course: EDUC 5233 Educational Psychology II. (p. 4)
MOTION: That the revision of EDUC 5233 be approved.

b) New course proposal: EDUC 5113 Alternative Schooling Pedagogies. (p. 5)
MOTION: That EDUC 5113 be approved.

2. Human Rights Program (pp. 15-19)

a) Revision of existing Human Rights program: requirements for Major (replace HMRT 3013 Codes and Commissions with HMRT 3133 Human Rights and Non-Governmental Organizations as required course for Major). (p. 15)
MOTION: That the revision to the Human Rights program (requirements for major) be approved.

b) New course proposal: HMRT 2023 Human Rights and Literature. (p. 16)
MOTION: That HMRT 2023 be approved.

3. Department of Philosophy (pp. 20-34)

a) New course proposal: PHIL 1033: Atheism: An Introduction to Philosophy (p. 20)
MOTION: That PHIL 1033 be approved.

b) New course proposal: PHIL 1043: Free Will: An Introduction to Philosophy (p. 24)
MOTION: That 1043 be approved.

c) New course proposal: PHIL 1053 Myth and Reason: An Introduction to Philosophy (p. 32)
MOTION: That PHIL 1053 be approved.

d) New course proposal: PHIL 1063: Life and Death: An Introduction to Philosophy (p. 28)
MOTION: That PHIL 1063 be approved.

4. Department of Religious Studies (pp. 35-39)

a) New course proposal: RELG 2433 Christianity and Ecology. (p. 35)
MOTION: That RELG 2433 be approved.

II. DOCUMENTATION

School of Education: Proposal to revise an existing course: EDUC 5233 Educational Psychology II.

SCC Chair: The course is being revised to reflect new developments in research on educational and/or experimental psychology.

Old description: EDUC 5233 Educational Psychology II

~~This course examines the relationship between moral, social, and emotional development and learning, the impact of personality and temperament on classroom interactions, and the issues that drive student behaviour. It also examines the manner and effect of grouping students based upon their individual differences.~~

New, revised course description: EDUC 5233 Educational Psychology II

This course will be offered as a seminar class. Our focus will be the examination of brain-based research and about how this research impacts classroom instruction. The opening topics will deal with personality and temperament. We will then focus on the impact of current scientific studies on teaching and learning. You will be expected to research, report, and workshop on one of the following topics that examine our understanding of how the brain functions: emotion and learning, the speaking brain, the reading brain, the mathematical brain, the calculating brain, the computing brain, and the creative-artistic brain. The final topic will be a discussion on the future impact of scientific research on educational practices.

School of Education: New Course Proposal - EDUC 5113

1. Course Proposal: Regular B.Ed. course offering

Faculty: School of Education, St. Thomas University

2. Course name and number: EDUC 5113 Alternative Schooling Pedagogies

3. Calendar Description

Participants will explore a range of alternative pedagogies used to teach students in non-traditional schools including long established philosophies such as Waldorf, Montessori and current trends in addressing the learning needs of students who don't attend, have different interests/needs, or who have disengaged with traditional schooling. Topics may include *International Baccalureate*, Charter, and Private schools, as well as other alternative educational settings with focus on the sociocultural dimensions of learning that underpin these contexts.

[word count = 74]

4. Theme and category of groupings: NA

5. Impact on program requirements: NA

6. Cross listing: NA

7. Course Rationale

Very often B.Ed. graduates will encounter students from diverse cultural and SES backgrounds, locations [urban/rural], as well as students with differing abilities, motivations, and levels of access to resources and technologies. The learning needs of these students may be met in educational settings other than the regular public school classroom. This course will explore a range of alternative pedagogies used to teach students in non-traditional schools. Course content will include:

1. Alternative schooling pedagogies, progressive education movement, de-schooling movement

2. Comparative studies across a range of pedagogies including:

-*International Baccalureate*, Charter Schools, Waldorf and Montessori schools

-Neo-humanistic schools

-Child-centered schools

-Alternative schools

-Educating 'Street Kids'

-Urban education

-Home schooling movement

-Advanced Placement

3. Building a personal position toward alternative schooling

8. Proposed Course Instructor: Dr. Shaunda Wood, Associate Professor, School of Education, St. Thomas University

9. Course description and outline of assignments

The purpose of this course is for students to develop an understanding of diverse schooling contexts, and the philosophies and pedagogies that drive these schools. By referring to various print resources and websites, examining curricula documents and teacher resources, exploring students samples from various school contexts, discussing ideas with colleagues in the class and guest speakers, exploring alternative schooling methods [including enrichment and remedial], and reflecting on learning through writing and research--course participants will leave the class with greater pedagogical knowledge and teaching strategies for diverse schooling contexts.

Learning Objectives and Assessment

<i>The specific learning outcomes that you will achieve by successful completion of this course:</i>	<i>Corresponding tasks:</i>
1. Analyze the social, cultural, historical, and political contexts that shape the development of schooling within societies	Assignment 1: Tutorial Presentation Assignment 2: Personal Position Statement Assignment 3: Exploration Report
2. Evaluate the major debates that have helped shape schooling and the emergence of alternatives	Assignment 2: Personal Position Statement Assignment 3: Exploration Report
3. Evaluate literature related to the field of learning and teaching within an alternative schooling environment	Assignment 1: Tutorial Presentation Assignment 2: Personal Position Statement Assignment 3: Exploration Report
4. Reflect on personal experiences of schooling and analyze the contexts in which learning could have been addressed in an improved manner	Assignment 2: Personal Position Statement Assignment 3: Exploration Report
5. Collect, organize, and analyze information within the alternative schooling context to understand the processes for learning	Assignment 3: Exploration Report

10. Evaluation System:

Course participants will be evaluated on the following assignments at the stated values:

Assignment 1: Tutorial Presentation

Individual student or a pair

Value **25%**

Goal: Students will explore, deconstruct, and present an alternative educational environment

Product: Oral presentation with supporting documents

Format: The student will explore alternative education environments in the role of a reflective researcher. The audience will be classroom peers and the university professor during class. This will be an oral presentation with supporting tools and data.

Generic skills assessed will include communication and information literacy

Criteria:

1. Demonstrate knowledge of an alternative educational pedagogy and organization
2. Demonstrate critical reflection of an alternative educational pedagogy and organization
3. Demonstrate communication for professional purposes using clear and concise language in a range of genres
4. Demonstrate the use of academic research conventions related to gathering and recording primary and secondary sources

Assignment 2: Personal Position Statement

Individual student

Value **25%**

Goal: Students will create and validate a personal stance towards alternative schooling

Product: Written statement

Format: The student will validate alternative schooling personal position in the role of a reflective teacher candidate. The statement will be a first person, critically reflective statement uploaded to the Moodle LMS.

Generic skills assessed will include communication and problem solving.

Criteria:

1. Demonstrate personal knowledge of alternative schooling and mainstream schooling pedagogies
2. Demonstrate personal reflection of alternative schooling pedagogies and mainstream schooling pedagogies against various philosophical, sociocultural or pedagogical understandings of schooling
3. Demonstrate concise and clear written expression for professional purposes
4. Demonstrate the use of academic research conventions related to gathering and recording primary and secondary sources

Assignment 3: Exploration Report

Individual Assignment

Value **50%**

Goal: Students will compare and contrast two alternative educational environments against the mainstream public education environment in Canada.

Product: Written report in APA format; can include ICT components.

Format: Students will gather and analyze alternative and mainstream schooling data as a reflective researcher and teacher candidate.

Generic skills assessed will include communication and problem solving.

Criteria:

Demonstrate personal knowledge of alternative schooling and mainstream schooling pedagogies

Demonstrate professional comparisons between alternative schooling and mainstream schooling pedagogies

Demonstrate concise and clear written expression for professional purposes

Demonstrate the use of academic research conventions related to gathering and recording primary and secondary sources

11. Possible Course Texts: None

Readings will be chosen from extensive Bibliography

12. Bibliography: * indicates titles available at HIL

\$ indicates title request to be ordered from School of Education Library allocation fund for HIL

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Human Rights: Revision of Existing Human Rights Program

Request for revision of requirements for Major: proposal to replace HMRT 3013 Codes and Commissions with HMRT 3133 Human Rights and Non-Governmental Organizations as a required course for the Major.

Rationale: This request is meant to allow for a more diverse learning requirement for the Human Rights major. Currently, the Major requirements are geared toward political science. If the HMRT 3133 course on NGOs was required, students would get a broader training in human rights issues. HMRT 3013 Codes and Commissions would be moved to the list of electives under the section (b), law.

Human Rights: New Course Proposal HMRT 2023

HMRT 2023 Human Rights and Literature.

To: Senate Curriculum Committee

From: Amanda DiPaolo, Director, Human Rights Program

Re: Updated proposed course in Human Rights – Human Rights and Literature

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. Human Rights and Literature – HMRT 2023. The abbreviated course name would be HMRT and Literature.

3. Calendar description. This course will explore various human rights questions through an examination of relevant legal documents paired with literary works from a variety of genres (from drama to memoir) that address each issue. The course is intended to give students an understanding of some of the most pressing human rights issues of the past and today, ranging from slavery to economic inequalities.

4. Theme or category grouping. In the calendar, Human Rights and Literature would be listed under Human Rights as an elective under section a, the Social Issues 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 human rights and literature.

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

7. Rationale for the course. Last year, the human rights program changed its introductory course from being a second year course to a 1000-level offering. This left a hole in the human rights program. Second year students have no course in human rights to take if they are interested. Human Rights and Literature would fill that void. Furthermore, currently there is no survey course for human rights social issues directly under the program. This course would fill that void as well.

8. Instructor's name. There are two professors who have expressed an interest in perhaps teaching the course. Amanda DiPaolo is interested in teaching the course. Andrew Moore is also interested in the course.

9. Course description. This course focuses on literary works concerning the desire for human dignity that emerges out of human rights crises. A variety of genres from drama to memoir will be used to explore the struggle for human rights regarding a number of issues.

Students who enroll in Human Rights and Literature will learn about various human rights issues through an examination of relevant human rights documents paired with either a fictional or non-fictional account of each issue addressed.

While the content of the course will change depending on the year and the instructor, some issues that will be included will be slavery, colonialism, racism, sex discrimination, government oppression, torture, war crimes, and genocide.

10. Evaluation system.

4 Essays (15% each = 60%). Students will be required to write a series of essays on the literature assigned in class. Essay questions will be handed out in class two weeks before each essay is due.

Attendance and participation (10%). Since the class will be largely discussion based, student participation will be required and assigned a value of 10% of the course grade.

Final Exam (30%). Students will be given a final exam that will be essay questioned based and will ask students to connect themes between the works.

11. Possible course texts and other materials.

*All books with an * are available at the HIL. All documents are available online.*

Potential Legal Documents:

Magna Carta
Declaration of Independence
American Bill of Rights
Universal Declaration of Human Rights
Canadian Charter of Rights and Freedoms
Geneva Conventions
Convention Against Torture
Convention Against Genocide
Convention on the Rights of the Child
African Charter on Human and Peoples Rights
American Declaration of the Rights and Duties of Man
Arab Charter of Human Rights

Short stories:

Jonathan Swift, *A Modest Proposal*
Kurt Vonnegut, *Harrison Bergeron*

Potential Books:

Homer, *The Iliad**
Sophocles, *Antigone**
Toni Morrison, *Beloved**
Mary Shelley, *Frankenstein**
Upton Sinclair, *The Jungle**
George Orwell, *Animal Farm**
Kurt Vonnegut, *Slaughterhouse Five**

Elie Wiesel, *Night**
Franz Kafka, *The Trial**
Mulk Raj Anand, *Untouchable**
V.T. Rajshekar, *The Black Dalit of India*
Fadumo Korn, *Born in the Big Rains: A Memoir of Somalia and Survival**
Mohandas K. Gandhi. *The story of my experiments with truth**
Khaled Hosseini. *The Kite Runner**
Ken Wiwa, *In the Shadow of a Saint**
Nelson Mandela, *Long Walk to Freedom**
Aung San Suu Kyi, *Freedom From Fear**
Amos Oz, *How to Cure a Fanatic*
Slanvenka Drakulic, *They Would Never Hurt A Fly: War Criminals on Trial in the Hague*
Mahmoud Darwish, *Journal of an Ordinary Grief*
Alicia Partnoy, *The Little School: Tales of Disappearance and Survival*
Romeo Dallaire, *Shake Hands With the Devil: The Failure of Humanity in Rwanda**

12. Bibliography (All books with an * are available at the HIL)

Potential Legal Documents:

Magna Carta
Declaration of Independence
American Bill of Rights
Universal Declaration of Human Rights
Canadian Charter of Rights and Freedoms
Geneva Conventions
Convention Against Torture
Convention Against Genocide
Convention on the Rights of the Child
African Charter on Human and Peoples Rights
American Declaration of the Rights and Duties of Man
Arab Charter of Human Rights

Books:

**Freedom In Exile: The Autobiography of The Dalai Lama*. Harperone; Reissue edition (June 14 1991)

*Romeo Dallaire, *Shake Hands With the Devil: The Failure of Humanity in Rwanda* Vintage Canada; 1 edition (Oct. 12 2004)

Mahmoud Darwish, *Journal of an Ordinary Grief*. Archipelago; First Edition edition (Nov. 5 2010)

Slanvenka Drakulic, *They Would Never Hurt A Fly: War Criminals on Trial in the Hague* Penguin Books; Reprint edition (July 26, 2005)

- *Mohandas K. Gandhi. *The story of my experiments with truth*. Dover Publications; Dover ed edition (June 1 1983 [c. 1927])
- *Homer, *The Iliad*. Penguin Classics; Revised edition (April 29, 2003)
- *Khaled Hosseini *The Kite Runner*. Anchor Canada (May 11 2004)
- *Kafka, Franz. *The Trial*. Schocken; Definitive ed. edition (March 28, 1995)
- *Fadumo Korn. *Born in the Big Rains: A Memoir of Somalia and Survival*. The Feminist Press at CUNY (September 2006)
- *Sophocles. *Antigone*. Prestwick House, Inc.; 2005 edition (December 1, 2005)
- *Morrison, Toni. *Beloved*. Vintage; Reprint edition (June 8, 2004)
- *Orwell, George. *Animal Farm*. CreateSpace Independent Publishing Platform (October 7, 2014)
Amos Oz, *How to Cure a Fanatic* Princeton University Press; Reprint edition (Sept. 19 2010)
- Alicia Partnoy, *The Little School: Tales of Disappearance and Survival* Cleis Press; New edition edition (Sept. 3 1998)
- V.J. Rajshekar. *The Black Dalit of India*: Clarity Press, Inc.; 3 edition (November 19, 2009)
- *Shelley, Mary. *Frankenstein*. Dover Publications; 1 edition (October 21, 1994)
- *Sinclair, Upton. *The Jungle*. Dover Publications; Unabridged edition (November 9, 2001)
- *Aung San Suu Kyi, *Freedom From Fear* memoir Penguin UK; Reprint edition c. 2010
- *Vonnegut, Kurt. *Slaughterhouse Five*. Dell (November 3, 1991)
- * Elie Wiesel. *Night*. Hill and Wang; Revised edition (January 16, 2006)
- *Ken Wiwa, *In the Shadow of a Saint*, Knopf Canada; 1st ed edition (Oct. 31 2000)

Department of Philosophy: New Course Proposals (4)

SCC Chair: Red font shows changes made to versions of these new course proposals that were submitted to the SCC in November 2014 but were withdrawn before being considered at Senate.

Proposal for a New Course in Philosophy

1. Type of proposal

This course is meant to become a regular offering.

2. Course name and proposed number

Atheism: An Introduction to Philosophy: PHIL 1033.

Abbreviated title: Atheism.

3. Calendar Description

This course is an introduction to philosophy focusing on atheism. Students ~~learn the skills of philosophical analysis by studying one topic of current interest in detail rather than by surveying the history of philosophy. The issues covered may include: critique of classical theistic arguments, critique of creationism and intelligent design theories, objections to supernaturalism, the independence of morality and religion, the problem of evil, impossibility arguments, anthropological theories of religion, the psychological profile of atheists.~~ will be introduced to the current debate, but will also consider what the great minds of the past can tell us about the existence or non-existence of God. We will draw on both historical and contemporary sources, developing skills of philosophical analysis in connection with a single, hotly disputed topic. This course has no prerequisite.

4. Theme or Category Grouping

The course should be listed under 'I. Introductory Courses'.

5. Impact on Programme Requirements

PHIL 1033 will count as three of the six credit hour introductory requirements for the honours, major, and minor programs. It will also count as one of the prerequisites for the courses under the headings of History of Philosophy, Moral Philosophy, Legal and Political Philosophy, and Themes and Authors.

6. Cross-listing

This course will not be cross-listed.

7. Rationale for the course

There are two introductory philosophy courses on the books now: PHIL 1013 and PHIL 1023. Both of them are required for a major or honours degree in Philosophy and they are prerequisites for most of our upper-level courses. The introductory courses we are proposing now (PHIL 1033, PHIL 1043, PHIL1053 and PHIL 1063) are meant as alternatives for students who want ~~a thematic introduction to philosophy without a survey of its history~~ to trace a particular theme from its historical roots right up to the most recent developments. If these courses are approved, it will imply that students may choose any 2 of the 6 introductory courses in philosophy as counting towards the major or honours degree and as fulfilling the prerequisites for our upper-level courses. The courses will not compete with any courses in other disciplines. Some of the issues covered may be discussed in other disciplines, but the methodology employed here, as well as the selection of readings, will be quite different.

8. Instructor's name

This course would normally be taught by Dr Stapleford.

9. Course description

The course will introduce students to philosophy through a detailed study of the debate between atheists and theists. While the course is packaged as an exploration of atheism, no particular views will be peddled. Analysing the arguments for and against atheism is equivalent to analysing the arguments against and for theism. To some extent it is an introduction to epistemology with a thematic twist. Through lectures, discussions and written assignments students will learn how to reconstruct and analyse arguments effectively. ~~The readings will be drawn almost exclusively from contemporary sources. This is to give students a chance to do introductory philosophy without studying its history, though it will prepare them to tackle our upper level courses both thematic and historical just as well as our historical introductions to philosophy do now.~~ The readings will be drawn from both historical (ancient, medieval and modern) and contemporary sources. Students will learn about the current discussion and at the same time see how that discussion has been shaped by a long history of debate. There will be two content-heavy in-class tests and one exam, as well as a research paper in which students will be required to present and defend a view, anticipating and answering possible objections. Non-philosophy majors in other disciplines will be able to take the course as an elective and acquire skills of analysis that will be

hard to come by otherwise. ~~The thematic focus may have greater appeal for some of them than our historical surveys.~~ The narrower focus on a single theme may have greater appeal for some of them than our broader surveys do.

10. Evaluation system

Test 1:	15%
Test 2:	20%
Essay:	35%
Final Exam:	30%

11. Possible course texts and other materials

~~The only existing text that seems suitable for this course is:~~

~~Martin, M. (ed.) (2007). *The Cambridge Companion to Atheism*. New York: Cambridge University Press.~~

~~A reading pack put together by the instructor through *Canadian Scholars Press* might be an alternative. It is more likely, however, that the *Cambridge Companion* will be adopted.~~

The texts for this course may vary from year to year, but there will be two constants:

1. An introductory work that sets out the main positions in contemporary philosophy.
2. An anthology or reading pack (put together by the instructor) containing a selection of historical texts that are relevant to the current discussion.

I am currently examining candidates for (1) and (2) from various publishers.

3. Bibliography

**Hick, J. (1989). *Philosophy of Religion*. Englewood Cliffs, NJ: Prentice-Hall.

**Mann, W. (ed.) (2004). *The Blackwell Guide to Philosophy of Religion*. Oxford: Blackwell Publishing.

Peterson, M., Hasker, W., Reichenbach, B. and Basinger, B. (eds) (2014). *Philosophy of Religion: Selected Readings*. New York: Oxford University Press.

Ruse, M. (2015). *Atheism: What Everyone Needs to Know*. New York: Oxford University Press.

Taliaferro, C. and Griffiths, P. (eds) (2003). *Philosophy of Religion: An Anthology*. Oxford: Blackwell Publishing.

**Taliaferro, C., Draper, P and Quinn, P. (eds) (2010). *A Companion to the Philosophy of Religion*. Oxford: Blackwell Publishing.

**Walters, K. (2010). *Atheism: A Guide for the Perplexed*. London: Continuum.

Zagzebski, L. (2007). *The Philosophy of Religion: An Historical Introduction*. Oxford: Blackwell Publishing.

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

Proposal for a New Course in Philosophy

4. Type of proposal

This course is meant to become a regular offering.

5. Course name and proposed number

Free Will: An Introduction to Philosophy: PHIL 1043.

Abbreviated title: Free Will.

6. Calendar Description

This course is an introduction to philosophy focusing on the problem of free will. ~~Students learn the skills of philosophical analysis by studying one topic of current interest in detail rather than by surveying the history of philosophy. The issues covered may include: causal determinism, hard determinism, compatibilism, agent causation, impossibilism, neuroscience and determinism, freedom of belief, moral responsibility and free will, the ethics of punishment.~~ Students will be introduced to the current debate, but will also consider what the great minds of the past can tell us about the possibility or impossibility of acting freely. We will draw on both historical and contemporary sources, developing skills of philosophical analysis in connection with a single, hotly disputed topic. This course has no prerequisite.

7. Theme or Category Grouping

The course should be listed under 'I. Introductory Courses'.

8. Impact on Programme Requirements

PHIL 1043 will count as three of the six credit hour introductory requirements for the honours, major, and minor programs. It will also count as one of the prerequisites for the courses under the headings of History of Philosophy, Moral Philosophy, Legal and Political Philosophy, and Themes and Authors.

9. Cross-listing

This course will not be cross-listed.

10. Rationale for the course

There are two introductory philosophy courses on the books now: PHIL 1013 and PHIL 1023. Both of them are required for a major or honours degree in Philosophy and they are prerequisites for most of our upper-level courses. The introductory courses we are proposing now (PHIL 1033, PHIL 1043, PHIL1053 and PHIL 1063) are meant as alternatives for students who want ~~a thematic introduction to philosophy without a survey of its history. to trace a particular theme from its historical roots right up to the most recent developments.~~ If these courses are approved, it will imply that students may choose any 2 of the 6 introductory courses in philosophy as counting towards the major or honours degree and as fulfilling the prerequisites for our upper-level courses. The courses will not compete with any courses in other disciplines. Some of the issues covered may be discussed in other disciplines, but the methodology employed here, as well as the selection of readings, will be quite different.

11. Instructor's name

This course would normally be taught by Dr Stapleford.

12. Course description

The course will introduce students to philosophy through a detailed study of the various positions that are represented in the free will debate. While some of the empirical evidence from neuroscience will be considered, the focus will be on how best to interpret the evidence. No particular views will be peddled. Instead, students will come to see that the evidence for causal determinism is consistent with most of the competing theories. Possible implications for morality will also be considered. To some extent the course is an introduction to metaphysics, epistemology and ethics with a thematic twist. Through lectures, discussions and written assignments students will learn how to reconstruct and analyse arguments effectively. ~~The readings will be drawn almost exclusively from contemporary sources. This is to give students a chance to do introductory philosophy without studying its history, though it will prepare them to tackle our upper level courses—both thematic and historical—just as well as our historical introductions to philosophy do now.~~ The readings will be drawn from both historical (ancient, medieval and modern) and contemporary sources. Students will learn about the current discussion and at the same time see how that discussion has been shaped by a long history of debate. There will be two content-heavy in-class tests and one exam, as well as a research paper in which students will be required to present and defend a view, anticipating and answering possible objections. Non-philosophy majors in other disciplines will be

able to take the course as an elective and acquire skills of analysis that will be hard to come by otherwise. ~~The thematic focus may have greater appeal for some of them than our historical surveys.~~ The narrower focus on a single theme may have greater appeal for some of them than our broader surveys do.

13. Evaluation system

Test 1:	15%
Test 2:	20%
Essay:	35%
Final Exam:	30%

14. Possible course texts and other materials

~~The following text will most likely be adopted for this course:~~

~~Watson, G. (ed.) 2005. *Free Will*. New York: Oxford University Press.~~

The texts for this course may vary from year to year, but there will be two constants:

15. An introductory work that sets out the main positions in contemporary philosophy.
16. An anthology or reading pack (put together by the instructor) containing a selection of historical texts that are relevant to the current discussion.

I am currently examining candidates for (1) and (2) from various publishers.

17. Bibliography

Kane, R. (ed.) 2011. *The Oxford Handbook of Free Will*. New York: Oxford University Press.

Kane, R. 2005. *A Contemporary Introduction to Free Will*. New York: Oxford University Press.

**Mawson, T. 2011. *Free Will: A Guide for the Perplexed*. London: Continuum.

**Pereboom, P. (ed.) 2009. *Free Will*. Indianapolis: Hackett Publishing Company.

Russell, P. and Deery, O. (eds) 2013. *The Philosophy of Free Will: Essential Readings from the Contemporary Debates*. New York: Oxford University Press.

Swinburne, R. 2013. *Mind, Brain, and Free Will*. New York: Oxford University Press.

**Trusted, J. 1984. *Free Will and Responsibility*. New York: Oxford University Press.

**Watson, G. (ed.) 2005. *Free Will*. New York: Oxford University Press.

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

Proposal for a New Course in Philosophy

1. Type of proposal

This course is meant to become a regular offering.

2. Course name and proposed number

Life and Death: An Introduction to Philosophy: PHIL 1063.

Abbreviated title: Life and Death.

3. Calendar Description

This course is an introduction to philosophy focusing on philosophical questions related to life and death. Students learn the skills of philosophical analysis by studying one topic in detail ~~rather than by surveying the history of philosophy~~. Questions explored may include: What are life and death? Does anything persist after death? If so, what would this be? Why are some moral questions associated with life and death? This course has no prerequisite.

4. Theme or Category Grouping

The course should be listed under 'I. Introductory Courses'.

5. Impact on Programme Requirements

PHIL 1063 will count as three of the six credit hour introductory requirements for the honours, major, and minor programs. It will also count as one of the prerequisites for the courses under the headings of History of Philosophy, Moral Philosophy, Legal and Political Philosophy, and Themes and Authors.

6. Cross-listing

This course will not be cross-listed.

7. Rationale for the course

There are two introductory philosophy courses on the books now: PHIL 1013 and PHIL 1023. Both of them are required for a major or honours degree in Philosophy and they are prerequisites for most of our upper-level courses. The introductory courses we are proposing now (PHIL 1033, PHIL 1043, PHIL1053 and PHIL 1063) are meant as alternatives for students who want a thematic introduction to philosophy ~~without a survey of its history~~. If these courses are approved, it will imply that students may choose any 2 of the 6 introductory courses in philosophy as counting towards the major or honours degree and as

fulfilling the prerequisites for our upper-level courses. The courses will not compete with any courses in other disciplines. Some of the issues covered may be discussed in other disciplines, but the methodology employed here, as well as the selection of readings, will be quite different.

8. Instructor's name

This course would normally be taught by Dr Ranger.

9. Course description

Questions about life and death have puzzled philosophers since the very beginning of rational enquiry. In this course, we consider a number of questions pertaining to life and death. This course is meant to introduce students to philosophy by exploring key themes in metaphysics, ethics, and political philosophy. Through lectures, discussions, and debates about foundational texts in our philosophical tradition, we will attempt to determine what life and death are, consider arguments for and against the claim that something persists after death. We will also examine how conceptions of life and death affect the way we conduct ourselves and how we define a good life. Authors studied will range from Plato, Aristotle, and Epicurus, Hobbes, Kant, and Mill, Hume, Nietzsche, and Heidegger, and others. By the end of the semester, students will have developed skills in critical thinking, as well as learned how to understand, form, and evaluate arguments.

10. Evaluation system

Critical Review 1: 25%
Critical Review 2: 35%
Final Exam: 40%

11. Possible course texts and other materials

I will develop a course pack of primary readings for this class. Authors included will range from Plato, Aristotle, and Epicurus, Hobbes, Hume, Kant, Mill, Nietzsche, and Heidegger, and others.

12. Selected Bibliography

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

**Barry, V.E. 2007. *Philosophical Thinking about Death and Dying*. Belmont: Thomson/Wadsworth.

Curley, E. (ed.) 1994. *Hobbes. Leviathan*. Indianapolis: Hackett Publishing.

- **Donnelly, J. 1978. *Language, Metaphysics and Death*. New York: Fordham University Press.
- **Ellington, J.W. (ed.) 1993. *Kant. Grounding for the Metaphysics of Morals*. 3 ed. Indianapolis: Hackett.
- **Feldman, F. 1992. *Confrontations with the Reaper: A Philosophical Study of the Nature and Value of Death*. New York: Oxford University Press.
- Fischer, J. (ed.) 1993. *The Metaphysics of Death*. Stanford: Stanford University Press.
- **French, P.A. and H.K. Wettsteind (eds.) 2000. *Life and Death: Metaphysics and Ethics*. Boston: Blackwell Publishing.
- **Guignon, C.B. (ed.) 1993. *Cambridge Companion to Heidegger*. Cambridge: Cambridge University Press.
- **Inwood, B. and L.P. Gerson (eds.) 1997. *Hellenistic Philosophy: Introductory Readings*. Indianapolis: Hackett Publishing.
- Irwin, T.H. & G. Fine (eds.) 1996. *Aristotle. Introductory Readings*. Indianapolis: Hackett Publishing.
- **Kagan, S. 2012. *Death*. New Haven: Yale University Press.
- **Kaufmann, W.A. 1968. *Nietzsche: Philosopher, Psychologist, Antichrist*. Princeton, Princeton University Press.
- **Nagel, T. 1979. *Mortal Questions*. Cambridge: Cambridge University Press.
- **Parfit, D. 1984. *Reasons and Persons*. Oxford: Clarendon Press.
- Perry, J. 1978. *A Dialogue on Personal Identity and Immortality*. Indianapolis: Hackett Publishing.
- Reeve, C.D.C. (ed.) 2012. *A Plato Reader. Eight Essential Dialogues*. Indianapolis: Hackett Publishing.
- Sher, G. (ed.) 2001. *Mill. Utilitarianism*. Indianapolis: Hackett.
- Steinberg, E. (ed.) 1977. *David Hume: An Enquiry Concerning Human Understanding*. Indianapolis: Hackett Publishing.

**Tuck, R. (ed.) 1991. *Hobbes. Leviathan*. Cambridge: Cambridge University Press.

**Warren, J. 2006. *Facing Death. Epicurus and his Critics*. Oxford: Clarendon Press.

**Williams, B. 1973. *Problems of the Self: Philosophical Papers 1956-1972*. Cambridge: Cambridge University Press.

Proposal for a New Course in Philosophy

1. Type of proposal

This course is meant to become a regular offering.

2. Course name and proposed number

Myth and Reason: An Introduction to Philosophy: PHIL 1053.

Abbreviated title: Myth and Reason.

3. Calendar Description

This course is an introduction to philosophy focusing on the opposition between myth and reason. Students learn the skills of philosophical analysis by studying one topic in detail ~~rather than by surveying the history of philosophy~~. Questions explored may include: How are myth and reason different? Are they opposed? What are the limits of reason? Can myth help reason? Can reason refute myth? What role does authority play in myth and reason? This course has no prerequisite.

4. Theme or Category Grouping

The course should be listed under 'I. Introductory Courses'.

5. Impact on Programme Requirements

PHIL 1053 will count as three of the six credit hour introductory requirements for the honours, major, and minor programs. It will also count as one of the prerequisites for the courses under the headings of History of Philosophy, Moral Philosophy, Legal and Political Philosophy, and Themes and Authors.

6. Cross-listing

This course will not be cross-listed.

7. Rationale for the course

There are two introductory philosophy courses on the books now: PHIL 1013 and PHIL 1023. Both of them are required for a major or honours degree in Philosophy and they are prerequisites for most of our upper-level courses. The introductory courses we are proposing now (PHIL 1033, PHIL 1043, PHIL1053 and PHIL 1063) are meant as alternatives for students who want a thematic introduction to philosophy ~~without a survey of its history~~. If these courses are approved, it will imply that students may choose any 2 of the 6 introductory

courses in philosophy as counting towards the major or honours degree and as fulfilling the prerequisites for our upper-level courses. The courses will not compete with any courses in other disciplines. Some of the issues covered may be discussed in other disciplines, but the methodology employed here, as well as the selection of readings, will be quite different.

8. Instructor's name

This course would normally be taught by Dr Ranger.

9. Course description

Myth and reason are two sources on which we draw to make sense of the world. In this course, we consider a number of perspectives on the possible relationships between myth and reason to assess the strengths and shortcomings of each. This course is meant to introduce students to philosophy by exploring key themes in the philosophy of science and in the philosophy of religion. Through lectures, discussions, and debates about foundational texts in our philosophical tradition, we will focus on some of the challenges we face when we attempt to place these two sources of beliefs in dialogue. Authors studied will range from Plato and Aristotle, Anselm and Aquinas, Bacon and Descartes, Hume and Nietzsche, and others. By the end of the semester, students will have developed skills in critical thinking, as well as learned how to understand, form, and evaluate arguments.

10. Evaluation system

Commentary 1:	25%
Commentary 2:	35%
Final Exam:	40%

11. Possible course texts and other materials

I will develop a course pack of primary readings for this class. Authors included will range from Plato, Aristotle, Epicurus, Anselm, Aquinas, Bacon, Descartes, Pascal, Hume, Nietzsche, and others.

12. Selected Bibliography

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

Cress, D. (ed.) 1998. *Descartes. Discourse on Method*. Indianapolis: Hackett Publishing.

**Davies, B. 1998. *Philosophy of Religion: a Guide to the Subject*. Washington, D.C.: Georgetown University Press.

**Davies, B. 1982. *An Introduction to the Philosophy of Religion*. Oxford: Oxford University Press.

- **Inwood, B. and L.P. Gerson (eds.) 1997. *Hellenistic Philosophy: Introductory Readings*. Indianapolis: Hackett Publishing.
- Irwin, T.H. & G. Fine (eds.) 1996. *Aristotle. Introductory Readings*. Indianapolis: Hackett Publishing.
- **Jacobs, M. C. 2010. *Scientific Revolution: a Brief History with Documents*. Boston: Bedford/St. Martin's.
- **Kaufmann, W.A. 1968. *Nietzsche: Philosopher, Psychologist, Antichrist*. Princeton, Princeton University Press.
- **Kennington, R., P. Kraus and F. Hunt (eds.) 2004. *On Modern Origins: Essays in Early Modern Philosophy*. Lanham: Lexington Books.
- **McDermott, T.S. (ed.) 2008. *Thomas Aquinas: Selected Philosophical Writings*. Oxford: Oxford University Press.
- Miller, E.L. 1996. *Believing in God: Readings on Faith and Reason*. Upper Saddle River: Prentice Hall.
- **Miller, E.L. 1970. *Classical Statements on Faith and Reason*. New York: Random House.
- **Newell, W.L. 1995. *The Secular Magi: Marx, Freud, and Nietzsche on Religion*. Lanham: University Press of America.
- Popkin, R. (ed.) 1998. *Hume. Dialogues Concerning Natural Religion*. Indianapolis: Hackett Publishing.
- Reeve, C.D.C. (ed.) 2012. *A Plato Reader. Eight Essential Dialogues*. Indianapolis: Hackett Publishing.
- Sargent, R.-M. (ed.) 1999. *Bacon: Selected Philosophical Works*. Indianapolis: Hackett Publishing.
- Steinberg, E. (ed.) 1977. *David Hume: An Enquiry Concerning Human Understanding*. Indianapolis: Hackett Publishing.
- Williams, T. (ed.) 2001. *Anselm. Proslogion with the replies of Gaunilo and Anselm*. Indianapolis: Hackett Publishing.
- **Wippel, J.F. 1995. *Medieval Reactions to the Encounter between Faith and Reason*. Milwaukee: Marquette University Press.

Department of Religious Studies: New Course Proposal, RELG 2433

RELG 2433 Christianity and Ecology *New Course Proposal*

1. Type of Proposal

This course is intended as a regular offering.

2. Course Name and Proposed Number

RELG 2433 Christianity and Ecology
30-character timetable abbreviated title: Christianity and Ecology

3. Calendar Description

The many diverse traditions within Christianity display a wide and conflicting range of positions related to ecological issues and the environmental crisis. Through critical and comparative study, this course will explore the response of diverse Christian traditions to ecological issues such as climate change, water security, biodiversity, deforestation and environmental activism. The range of responses display, among others, themes of environmental stewardship, deep ecology, ecojustice, ecofeminism and indifferentism.

There are no specific pre-requisites or co-requisites for this course.

4. Theme or Category Grouping

This course would fall within the “Intermediate and Advanced Courses 2. Tradition-Specific Courses” category.

5. Impact on Programme Requirements

This course would not affect the requirements for the Minor, Major or Honours programmes in the *Calendar*. It would provide an elective option for students seeking to intensify their study of diverse Christian traditions.

6. Cross-listing

There is no request for cross-listing related to this proposal.

7. Rationale for the course

This course would be an elective. It is patterned on an existing course, RELG 2133 Religions and Ecology, with which it would alternate. The Department offers courses on similar themes that are offered both in a multi-religious format and a single-tradition format; for instance RELG 2233 Women and Religion and RELG 3653 Women and Christianity, or RELG 2243 Texts and Contexts and RELG 2353 Introduction to the Qur’an. The proposed course would fall within this pattern, and within the mandate of the department to offer courses specific to individual religious traditions in addition to

courses that are multi-religious in scope. This course would not compete with any course offering by other academic units at STU.

8. Instructor's Name

Dr. Derek Simon. Since the intent would be to include this course in the regular teaching workload of the faculty member indicated, there are no other relevant staffing implications for the approval of this course.

9. Course Description

While there are some historical exceptions, a fundamental ambiguity pervades the position of Christianity in relation to planetary ecology and the multiple crises besetting its interdependent eco-systems. Some Christian churches, communities and networks are responding to a wide range of serious ecological issues, both global and local. Others are indifferent, ambivalent, or openly denying the growing scientific evidence for ecological instability on an unprecedented scale, and continue to conduct "religious business as usual."

Within this ambiguous Christian diversity related to ecological issues, there is an emerging "greening" of traditional Christian identity (practices, values, beliefs) in some churches and networks in response to the environmental crisis. However, Christianity as a religious tradition has not been able to alter (and, it is argued, in some cases decisively contributed to) the course of ecological devastation, environmental degradation or environmental racism at local, regional and planetary levels.

Amidst climate change, water scarcity, massive biodiversity reduction, deforestation, or soil depletion, industrialized agriculture and other signals of ecological distress, Christian religious traditions -- including their actors, organizations, values, rituals, theologies, and social expressions -- are faced with the ecological perils of our times, and confronted with opportunities, dilemmas and decisions.

This course expects to explore the reshaping of Christian traditions across a variety of churches and networks as they confront and are confronted by the ecohabitat, local and global, as a serious religious issue. This includes examining how religious stories, rituals, values, organizations and ideologies are being re-invented; indeed, reshaped in ways that are earth-centred, environmentally responsible and sustainable.

This course will examine a variety of models (stewardship, deep ecology, eco-liberation, eco-feminism, and indifferentism, among others) at work in distinct Christian responses to the ecological crisis.

The course is designed to meet twice per week for 80 minutes; classes would consist of lectures, small and large group discussions, and student presentations.

There will be writing requirements in the form of critical summaries of required readings, a research essay proposal, the research essay, and a take-home exam.

10. Evaluation System

Research Proposal	10%
Research Essay	30%
Research Report	05%
Student Presentation	05%
Active Participation	20%
Take-Home Exam	30%

11. Course Texts

There is no single textbook suitable for this course. There will be a sequence of approximately 12–15 required readings consisting of peer-reviewed journal articles, chapters from edited anthologies, and chapters from research monographs drawn from the bibliography (see item 12. following).

12. Bibliography

Titles marked with an * are *not* currently available in collections at HIL; monographs or anthologies marked with an * can be made available on Reserve Holdings at HIL through the instructor's personal library collection.

* Allman, Mark J.. "Theology H2O: The World Water Crisis and Sacramental Imagination." In *Green Discipleship: Catholic Theological Ethics and the Environment*, ed. Tobias Winwright, 379–406. Winona, MN: Anselm Academic Press, 2011.

Bergmann, S., and Gerten D. (eds.). *Religion in Environmental and Climate Change*. Berlin: LIT Verlag / New Brunswick, NJ: Transaction Publishers, 2010.

Bohannon, Richard R., and Kevin J. O'Brien. "Environmental Justice and Eco-Justice," in *Religion and the New Ecology: Environmental Responsibility in a World of Flux*, ed. D.M Lodge and C. Hamlin, 163–177. Notre Dame, IN: Notre Dame University Press, 2006.

The Canadian Council of Churches. *Faith Communities and Climate Change: Report of the Interfaith Forum on Faith and Climate*. Toronto: CCC Publications, 2011. [Opensource Online Publication].

The Climate Institute. *Common Belief: Australia's Faith Communities on Climate Change*. Sydney: TCI Publications, 2006. [Opensource Online Publication].

Cobb, John. "Protestant Theology and Deep Ecology." In *Deep Ecology and World Religions: New Essays on Sacred Ground*, ed. David Landis Barnhill and Roger Gottlieb, 213–228.

* Davis Zimmerman, Kari-Shane. "God, Creation, and the Environment: Feminist Theological Perspectives." In *Green Discipleship: Catholic Theological Ethics and the Environment*, ed. Tobias Winwright, 242–265. Winona, MN: Anselm

- Academic Press, 2011.
- Eaton, Heather. *Introducing Ecofeminist Theologies*. New York: T & T Clark International, 2005.
- Fick, Gary W.. *Food, Farming and Faith*. Albany, NY: State University of Albany Press, 2008.
- Gottlieb, Roger (ed.). *This Sacred Earth: Religion, Nature, Environment*. New York: Routledge, 2004.
- Gottlieb, Roger (ed.). *The Oxford Handbook of Religion and Ecology*. New York: Oxford University Press, 2006.
- Hallman, David G. (ed.). *Ecotheology: Voices from South and North*. Maryknoll, NY: Orbis Books, 1994.
- Hessel, Dieter, and Larry Rasmussen (eds.). *Earth Habitat: Eco-Injustice and the Church's Reponse*. Minneapolis, MN: Fortress Press, 2001.
- Hessel, Dieter, and Rosemary Radford Ruether (eds.). *Christianity and Ecology: Seeking the Well-being of Earth and Humans*. Cambridge, MA: Harvard University Press, 2000.
- Kearns, Laurel, and Catherine Keller (eds.). *Ecospirit: Religions and Philosophies for the Earth*. New York: Fordham University Press, 2007.
- Lefebvre, Solange and Marie-Therese Wacker (eds.). *Water Marks our Life. Concilium Series*. London: SCM Press, 2012.
- Lodge, D.M., and C. Hamlin. *Religion and the New Ecology: Environmental Responsibility in a World of Flux*. Notre Dame, IN: Notre Dame University Press, 2006.
- McDuff, Mallory. *Sacred Acts: How Churches are Working to Protect Earth's Climate*. Gabriola Island, BC: New Society Publishers, 2012.
- McFague, Sallie. *Life Abundant: Rethinking Theology and Economy for a Planet in Peril*. Minneapolis, MN: Fortress Press, 2001.
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