

Office of the Senate Secretariat

Acadia University
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26 November 2008

Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur **at 4:00 p.m., Monday, 8 December 2008** in BAC 132. The AGENDA follows:

- 1) Minutes of the Meeting of 10 November 2008
- 2) Announcements and Communications
- 3) Business Arising from the Minutes
 - a) Curriculum Committee - First Year Alternative Project (further to agenda of 10 Nov 08 and as attached) **(089-20-CRE)** *
 - b) *Tenure-Track Teaching Complement Allocation Committee - Final Report 2008 as attached to the Nov 08 agenda* **(089-21-TAC)**
- 4) New Business
 - a) Faculty of Arts - Department of English Renamed Department of English and Theatre **(089-27-ART)** *
 - b) Curriculum Committee - Psychology Program: Neuroscience Option **(089-19-CRE)** as per agenda of 10 Nov 08
 - c) Curriculum Committee - BCS Specialization in Environmental Informatics **(089-28-CRE)** Material to Follow - **Deferred**
 - d) Curriculum Committee - BCS Specialization in Mobile and Ubiquitous Computing **(089-29-CRE)** Material to Follow - **Deferred**
 - e) Curriculum Committee - New Co-op Courses COOP 1902, 2902, 3902, 3706, 3806 **(089-30-CRE)** - **Withdrawn**
- 5) Other Business

Yours sincerely,

ORIGINAL SIGNED

Rosemary Jotcham
Registrar and Secretary of Senate

* Material Attached

Items Carried Over/Tabled:

Faculty Development Committee - Endowed Chairs **(078-30-FAC)**

Guidelines for Memoranda of Agreement

Bursary Recommendations

Academic Integrity Committee - Acadia University Calendar Statement on Academic Integrity **(089-17-INT)** as per minutes of 14 Oct 08

“The Senate Curriculum Committee hereby moves that the following proposals for the six courses of Acadia’s First Year Alternative project and the Calendar description of this project be adopted.”

Submitted by
A. Quéma, Chair
Senate Curriculum Committee

AFYA Proposal to Senate
12 November 2008

Acadia First Year Alternative (AFYA) Pilot Proposal

The pilot will enrol 50 students to take part in a first year academic approach that is unique to Acadia. Students will examine their personal roles in significant sociocultural and scientific issues. The courses will provide students the opportunity to develop a passion for meaningful learning and an awareness of their own learning experience and, at the same time, develop critical thinking, communication, and information literacy skills that will form a strong foundation for further studies.

AFYA is not a program; rather, it offers first year students the option of taking 9 credit hours per semester by way of registering for a set of co-requisite IDST courses that are cross-listed with existing programs. These courses are offered on a special AFYA timetable. Students normally take another 6 credit hours in each semester to complete a full-time, 30 credit hours first year, and are advised to consider courses that fulfill requirements for their choice of a degree in Arts, Sciences, or Professional Studies. Students will register in a program that has been identified as able to accommodate the AFYA courses and be advised to consult the head or director of the department or school offering the program. AFYA consists of two semesters, which students may take independent of each other. Co-requisites for the fall semester are IDST 1503, 1603 and 1703; co-requisites for the winter semester are IDST 1513, 1613, 1713. These courses are not offered independently of their co-requisites. Each AFYA semester offers its set of three co-requisites as block course modules. Each block consists of a 4-week transdisciplinary course delivered by two instructors on a special AFYA timetable. Due to its unique assignment and assessment model, the final week of each semester is set aside for completing and assessing three major projects assigned at the beginning of each semester. Each student receives a single final grade for the entire AFYA semester which appears on their transcript as an identical grade assigned to each of the three co-requisites.

In addition to the co-instructors teaching AFYA co-requisites, there is a Coordinator who oversees the semester as a whole, liaisons with Departments and Schools at Acadia, and is available during the semester to advise students on any issues or concerns they may have about AFYA. Anyone wishing further information about AFYA and its co-requisites will be advised to contact the AFYA Coordinator.

Students interested in the Acadia First Year Alternative will first be instructed to apply to Acadia University. Those students who are successfully admitted to Acadia University will then be asked to provide a personal statement of interest to the Coordinator of the AFYA. Final enrolment of the selected students in the AFYA courses will be contingent on advisement by the coordinator of the AFYA who will consult with the head or director of the academic program to which they have been admitted.

Anyone wishing further information about AFYA will be advised to contact the AFYA Coordinator.

Timetable: Lectures, Seminars, and ‘Action Fridays’

Each week AFYA students will attend 4.5 hr of lectures as a single group, two 1 hr seminars as divided into two groups, and one 1hr Action Friday as a whole group. **Scheduling will be finalized in consultation with the Registrar’s office to minimize conflicts with other first year courses required for Majors.** In each 4-week block, Action Fridays alternate between individual projects (weeks one and three) and roundtable discussions (weeks two and four). Students are also assigned 3 hr total in a community placement per 4-week module, as arranged by the coordinators in consultation with the student and community partner.

Student Assignments and Assessment

The assessment model used in AFYA stimulates skill development and evaluates academic performance through a series of three core projects: 1) Thesis – a written scholarly argument presented to peers and teachers, 2) Praxis – a community engagement, and 3) Poiesis – a public performance.

The three projects will be distributed evenly over the 3 modules each semester, so that each module will have an equal number of projects assigned to it. Each semester will begin with students signing up, on a first-come basis, which module they wish to base a project on, having to choose a different module for each project. Work on these projects will proceed concurrently during the course of the term, with periodic assessments in each module, with a final grade assigned to each at the end of semester.

The three major projects outlined above are each valued at 25% of the student’s overall term grade. The projects will each be evaluated by a **committee** of at least two faculty members. Each of the 3 blocks will contribute equally to 25% of the student’s total grade which will be assessed by the coordinating faculty members, normally by way of minor tests, participation grade, etc. Students receive a single grade for the entire AFYA semester which is assigned to each course. Evaluation is by means of 3 major projects worked on throughout the semester, each worth 25% for a total of 75%. The remaining 25% is the average of assessments made within each course module based on minor assignments.

Pedagogy

The fundamental pedagogical methods used in the pilot include: 1) active learning, the notion that learning is enhanced when students are engaged in the process; 2) inquiry-based learning, where students take responsibility for their learning through their own questioning and research; 3) community engagement, wherein students apply and communicate what they are learning to the communities in which they live; 4) collaborative learning, through learning communities of students and faculty aided by the block scheduling and small class sizes; 5) transdisciplinary learning, whereby issues which transcend traditional disciplinary boundaries are viewed simultaneously from multiple perspectives; and 6) student-focused learning, in recognition of the fact that learning is enhanced when outcomes are deemed to have personal relevance.

Curriculum

See Calendar Description for individual courses to be offered in 2009-10. The future curriculum of AFYA will be subject to discussion as part of a general assessment of the pilot. The premise of the pilot is that: the curriculum is flexible and can change from year to year; all blocks are designed with the overall aims and approaches of the AFYA in mind, with respect to content and manner of delivery; each year the Coordinator will be responsible, in co-operation with the co-instructors, for determining the theme that will tie the blocks together.

Pilot Assessment

A thorough evaluation of the pilot will be conducted by Sonya Major, Director of the Learning Commons, using a systematic approach that will include assessment of impact on student achievement, student expectations and perceived experiences of both students and instructors. A detailed plan for doing so will be submitted to the Curriculum Committee by April of 2009.

Acadia University Senate Curriculum Committee 2008-2009
Form 1: New course proposal

Please provide the secretary of the Curriculum Committee with 10 copies of this submission, photocopied double-sided.

Department/School: **IDST / Acadia First Year Alternative (AFYA)**

Date: **November 6, 2008**

Presented to Faculty Council? **Yes, Arts Council Nov 5**

(Append **one** copy of the Faculty Minutes dealing with this course)

1. Number, title, and calendar description (**MAXIMUM 60 words**) of proposed course, including pre-requisite and co-requisite

IDST 1503 Popular Culture and You

A transdisciplinary team-taught course designed to encourage critical thinking about popular culture, society and the role of the individual, focussing on the representation of race, gender, and sexuality in the popular media of music, film, literature (including graphic novels) and video games.

Can be offered for elective credit in Music but not for major credit in Music.

Co-requisites: IDST 1603 and IDST 1703

2. Have you checked with the Registrar's Office that the number has not been used before?
Yes No
3. Short title for transcripts (**MAXIMUM 30 characters**) **Popular Culture and You**
4. Is this course a requirement for a major? **NO**
5. Is this course open to non-majors? **YES**
6. Estimated enrolment. **50** Will the enrolment be limited? **YES**
7. If so, how? **Students who are interested in the Acadia First Year Alternative will be instructed to apply to Acadia University. Those students who are successfully admitted to Acadia University will be asked to provide a personal statement of interest to the coordinator of the AFYA. Final enrolment of the selected students in the AFYA courses will be contingent on advisement by the coordinator of the AFYA who will consult with the head or director of the academic program to which they have been admitted.**
8. Will the course be cross-listed or form part of a multidisciplinary minor in the Faculty of Arts or an option (health science option, environmental arts option, financial services option).
9. Reasons for requesting the course. Please be specific. **As a course module for the new AFYA.**
10. Impact of this course on other courses or programs in your unit or on those in other units. **None.**
11. Is a course with similar content offered at other universities? **No. It is a unique transdisciplinary offering.** Which ones? At what level?

12. To what extent has this course proposal been discussed with students of the department or school? **The ASU Vice-President Academic has participated in the development of the AFYA proposal and her input has been incorporated in the design of the AFYA courses. The First Year Advisor, Kelton Thomason, has also been a part of the group planning this proposal. Focus groups of first year students will be conducted during the week of November 17 – 21. What was the response? Emma Cullen (ASU VPA) assures us that the course content is interesting to students and the format is engaging. Student feedback (through questionnaires and focus groups) on block teaching in Biology has been extremely positive. This is relevant since this course will be taught using block scheduling.**

13. To what extent has this course proposal been discussed with other appropriate units? **This course has been discussed as part of the AFYA proposal. It has also been discussed in Research Services meetings in the library. What was the response? Generally positive.**

14. Who will teach the course? **Mark Adams (Music) and Mike Beazley (Library)**

15. Academic sessions in which the course will usually be offered?

Fall 2009

16. Frequency of offering

Every year Alternate years

Other (specify) AFYA course offerings are established annually.

17. Are any courses being dropped in conjunction with this course? Yes No

Please complete form #2 if they are. If not, please provide justification for this imbalance.

18. Briefly describe the course (teaching format, evaluation, and texts)

This course will be taught as a module within the fall semester of AFYA containing two other course modules, and is valued at 3 of the total 9 credit hours for the semester. Students receive a single grade for the entire AFYA semester which is assigned to each course. Evaluation is by means of 3 major projects worked on throughout the semester, each worth 25% for a total of 75%. The remaining 25% is the average of assessments made within each course module based on minor assignments.

Course texts will be

19. Library

a. Provide list of available materials in the library that would be suitable for use in this course

i. Baraka, I. (2002). *Blues people: Negro music in White America*. New York: Perennial.

ii. Burns, L., & Lafrance M. (2001). *Disruptive divas: Feminism, identity and popular music*. New York: Routledge.

- iii. Cateforis, T. (Ed.). (2007). *The rock history reader*. New York: Routledge Press.
- iv. Hooks, B. (1996). *Reel to real*. New York: Routledge.
- v. Jhally, S. (Producer). (2002). *Bell Hooks: Cultural criticism and transformation* [Motion picture]. Northampton, MA: Media Education Foundation.
- vi. Lazere, D. (2005). *Reading and writing for civic literacy: The citizens's guide to argumentative rhetoric*. Boulder, CO: Paradigm Publishers.
- vii. Marcus, G. (2001). *Lipstick traces: A secret history of the twentieth century*. London: Harvard University Press.
- viii. Marcus, G. (2005). *Mystery train: Images of America in rock and roll music*. London: Faber.
- ix. McClary, S. (2002). *Feminine endings: Music, gender, and sexuality*. Minneapolis, University of Minnesota Press.
- x. Ness, I. (Ed.). (2004). *Encyclopedia of American social movements*. Armonk, NY: Sharpe Reference.
- xi. Peddie, I. (Ed.). (2006). *The resisting muse: Popular music and social protest*. Aldershot, UK: Ashgate.
- xii. Sacco, J. (2001). *Palestine*. Seattle, WA: Fantagraphics Books.
- xiii. Spiegleman, A. (1991). *Maus: A survivor's tale*. New York: Pantheon Books.
- xiv. Temple, J. (Director). (2000). *The filth and the fury* [Motion picture]. Los Angeles: New Line Home Video.

b. Provide a list of desirable materials for acquisition by the library N/A
Have you consulted with the library staff regarding acquisition of materials for this course? **YES. All relevant subject librarians have been consulted and they have confirmed that we have the relevant resources and/or they are easy to acquire.**

20. Library Technology

- a. What technological assistance, if any, will be required? **No assistance required**
- b. Have you consulted with the technology support staff regarding acquisition of technological materials for this course if not currently available? **N/A**

Acadia University Senate Curriculum Committee 2008-2009
Form 1: New course proposal

Please provide the secretary of the Curriculum Committee with 10 copies of this submission, photocopied double-sided.

Department/School: **IDST / Acadia First Year Alternative (AFYA)**

Date: **November 6, 2008**

Presented to Faculty Council? **Yes, both Arts and Professional Studies**

(Append **one** copy of the Faculty Minutes dealing with this course)

1. Number, title, and calendar description (**MAXIMUM 60 words**) of proposed course, including pre-requisite and co-requisite

IDST 1513 Self-Identification: Narrative, Play and Performance

A transdisciplinary team-taught course designed to recognize reading, gaming, and sports as means toward the construction, awareness, and modification of our individual, social, and cultural selves. Students will read and reflect on written narratives, design, and play through digital narratives and gamespaces, and explore the relationship between sport, media, and culture.

Can be offered for elective credit in English or RECR or KINE or SRMK but may not be offered as major credit in English or RECR or KINE or SRMK.

2. Have you checked with the Registrar's Office that the number has not been used before? **Yes No**
3. Short title for transcripts (**MAXIMUM 30 characters**) **Narrative, Play, Performance**
4. Is this course a requirement for a major? **NO**
5. Is this course open to non-majors? **YES, but restricted to students in first year of studies.**
6. Estimated enrolment. **50** Will the enrolment be limited? **YES**
If so, how? **Students who are interested in the Acadia First Year Alternative will be instructed to apply to Acadia University. Those students who are successfully admitted to Acadia University will be asked to provide a personal statement of interest to the coordinator of the AFYA. Final enrolment of the selected students in the AFYA courses will be contingent on advisement by the coordinator of the AFYA who will consult with the head or director of the academic program to which they have been admitted.**
7. Will the course be cross-listed or form part of a multidisciplinary minor in the Faculty of Arts or an option (health science option, environmental arts option, financial services option). **Will be cross-listed with English and Kinesiology. Can be**

- offered for elective credit in English or RECR or KINE or SRMK but may not be offered as major credit in English or RECR or KINE or SRMK.**
8. Reasons for requesting the course. Please be specific. **As a course module for the new AFYA.**
 9. Impact of this course on other courses or programs in your unit or on those in other units. **None.**
 10. Is a course with similar content offered at other universities? **No. It is a unique transdisciplinary offering.** Which ones? At what level?
 11. To what extent has this course proposal been discussed with students of the department or school? **The ASU Vice-President Academic has participated in the development of the AFYA proposal and her input has been incorporated in the design of the AFYA courses. The First Year Advisor, Kelton Thomason, has also been a part of the group planning this proposal. Focus groups of first year students will be conducted during the week of November 17 – 21. What was the response? Emma Cullen (ASU VPA) assures us that the course content is interesting to students and the format is engaging. Student feedback (through questionnaires and focus groups) on block teaching in Biology has been extremely positive. This is relevant since this course will be taught using block scheduling.**
 12. To what extent has this course proposal been discussed with other appropriate units? **This course has been discussed as part of the AFYA proposal at both English and Rec./Kine. department meetings, in both Arts and Professional Studies Faculty Council meetings, and at a general public meeting. What was the response? Generally positive.**
 13. Who will teach the course? **Jon Saklofske (English) and Robert Pitter (Kinesiology)**
 14. Academic sessions in which the course will usually be offered? **Winter 2010**
 15. Frequency of offering
Every year Alternate years **Other (specify): AFYA course offerings are established annually.**
 16. Are any courses being dropped in conjunction with this course? Yes No
Please complete form #2 if they are. If not, please provide justification for this imbalance.
 17. Briefly describe the course (teaching format, evaluation, and texts)
This course will be taught as a module within the fall semester of AFYA containing two other course modules, and is valued at 3 of the total 9 credit hours for the semester. Students receive a single grade for the entire AFYA semester which is assigned to each course. Evaluation is by means of 3 major projects worked on throughout the semester, each worth 25% for a total of 75%. The remaining 25% is the average of assessments made within each course module based on minor assignments.

Course texts will be :

- Self by Yann Martel
- The Curious Incident of the Dog in the Night-Time by Mark Haddon
- Ender's Game by Orson Scott Card
- "Façade" by Michael Mateas and Andrew Stern
(<http://www.interactivestory.net/>)
- Various interactive narratives and digital games
- "Niigaanibatowaad: FrontRunners" a film by Laura Robinson
- Theberge, N. (2003). "No fear comes": Adolescent girls, ice hockey, and the embodiment of gender. *Youth and Society*, 34(4), 497-516.
- Wedgewood, N. (2004). Kicking like a boy: School girl Australian Rules Football and Bi-Gendered Female embodiment. *Sociology of Sport Journal*, 21(2), 140-162.
- Thomsen, S. R., Bower, D. W., & Barnes, M. D. (2004). Photographic images in women's health, fitness, and sports magazines and the physical self-concept of a group of adolescent female volleyball players. *Journal of Sport and Social Issues*, 28(3), 266-283.
- Glassner, B. (1992). Men and Muscles. In M. Kimmel, & M. Messner (Eds.), *Men's Lives* (2nd ed.) (pp. 287-298). New York: MacMillan.

18. Library

- c. Provide list of available materials in the library that would be suitable for use in this course
 - i. Fans, bloggers, and gamers : exploring participatory culture / Henry Jenkins. P96 .A83 J46 2006
 - ii. Gaming lives in the twenty-first century : literate connections / edited by Cynthia L. Selfe and Gail E. Hawisher ; associate editor, Derek Van Ittersum ; foreword by James Paul Gee. GV1469.3 .G43 2007
 - iii. Good video games + good learning : collected essays on video games, learning, and literacy / James Paul Gee. GV1469.3 .G438 2007
 - iv. The Players' realm : studies on the culture of video games and gaming / edited by J. Patrick Williams and Jonas Heide Smith. GV1469.34 .S52 P53 2007
 - v. Second person : role-playing and story in games and playable media / edited by Pat Harrigan and Noah Wardrip-Fruin ; designed by Michael Crumpton. GV1469.17 .S63 S43 2007
 - vi. Videogame, player, text / edited by Barry Atkins and Tanya Krzywinska. GV1469.3 .V58 2007
 - vii. Visual Culture Reader. Item on order

- viii. Visual digital culture [electronic resource] : surface play and spectacle in new media genres / Andrew Darley. See resource for details ON_LINE
- ix. Subjectivity / Ruth Robbins. PR408 .S83 R63 2005
- x. Subjectivity [electronic resource] / Donald E. Hall. See resource for details ON_LINE
- xi. Self and social identity / edited by Marilyn B. Brewer and Miles Hewstone. BF697.5 .S43 S429 2004
- xi. **Title: Persuasive games : the expressive power of videogames**
/ Ian Bogost. Item on order
- xii. **Title: Physical culture, power, and the body / edited by Jennifer Hargreaves and Patricia Vertinsky. London : Routledge GV342.27 .H37 2007**
- xiii. **Sport and society : a student introduction Houlihan, Barrie. GV706.5 .S6953**
- xiv. **The game, Dryden, Ken GV848.5 .D7 A3 2005**

b. Provide a list of desirable materials for acquisition by the library

Gamer Theory by McKenzie Wark

i. Given that digital games and interactive narratives are quickly becoming a primary mode of storytelling and communication in the 21st century, we would be interested to talk with library staff about the possibility of starting a small collection of digital game media.

c. Have you consulted with the library staff regarding acquisition of materials for this course?

YES. All relevant subject librarians have been consulted and they have confirmed that we have the relevant resources and/or they are easy to acquire.

19. Library Technology

c. What technological assistance, if any, will be required?

NONE

d. Have you consulted with the technology support staff regarding acquisition of technological materials for this course if not currently available?

NONE NEEDED—all that we need for the course is currently available, or easily acquired. Acadia-approved, student-owned laptops will run all necessary software.

Acadia University Senate Curriculum Committee 2008-2009
Form 1: New course proposal

Please provide the secretary of the Curriculum Committee with 10 copies of this submission, photocopied double-sided.

Department/School: **IDST / Acadia First Year Alternative (AFYA)**

Date: **November 13, 2008**

Presented to Faculty Council? **YES, both Science and Arts, course approved by both and AFYA has been approved in principle**

(Append **one** copy of the Faculty Minutes dealing with this course)

1. Number, title, and calendar description (**MAXIMUM 60 words**) of proposed course, including pre-requisite and co-requisite

IDST 1603 Human and Environmental Diversity

A transdisciplinary team-taught course designed to introduce students to the global, national and regional importance of interrelations between human and environmental diversity. Topics include social and environmental justice, challenges to biodiversity and cultural diversity, as well as practical options to preserve, deepen and expand human and environmental diversity.

Can be offered for elective credit in Sociology or Biology, but may not be offered as major credit in Sociology or Biology.

Co-reqs: IDST 1503 and IDST 1703

2. Have you checked with the Registrar's Office that the number has not been used before?
Yes No
3. Short title for transcripts (**MAXIMUM 30 characters**) **Human and Environmental Diversity**
4. Is this course a requirement for a major? **NO**
5. Is this course open to non-majors? **YES, but restricted to students in first year of studies.**
6. Estimated enrolment. **50** Will the enrolment be limited? **YES**

If so, how? **Students who are interested in the Acadia First Year Alternative will be instructed to apply to Acadia University. Those students who are successfully admitted to Acadia University will be asked to provide a personal statement of interest to the coordinator of the AFYA. Final enrolment of the selected students in the AFYA courses will be contingent on advisement by the coordinator of the AFYA who will consult with the head or director of the academic program to which they have been admitted.**

7. Will the course be cross-listed or form part of a multidisciplinary minor in the Faculty of Arts or an option (health science option, environmental arts option, financial services option). **Will be cross-listed with Sociology and Biology. Can be offered for elective credit in Sociology or Biology.**
8. Reasons for requesting the course. Please be specific. **As a course module for the new AFYA.**
9. Impact of this course on other courses or programs in your unit or on those in other units. **None**
10. Is a course with similar content offered at other universities? **No. It is a unique transdisciplinary offering.** Which ones? At what level?
11. To what extent has this course proposal been discussed with students of the department or school? **The ASU Vice-President Academic has participated in the development of the AFYA proposal and her input has been incorporated in the design of the AFYA courses. The First Year Advisor, Kelton Thomason, has also been a part of the group planning this proposal. Focus groups of first year students will be conducted during the week of November 17 –21. This course was discussed with a group of approximately 80 first year biology students. What was the response? Among the first year biology students there was general interest with approximately half of them indicating that they would have considered taking this course. Emma Cullen (ASU VPA) assures us that the course content is interesting to students and the format is engaging. Student feedback (through questionnaires and focus groups) on block teaching in Biology has been extremely positive. This is relevant since this course will be taught using block scheduling.**
12. To what extent has this course proposal been discussed with other appropriate units? **This course has been discussed at Arts and Science Councils as well as Biology and Sociology department meetings. We also held an open information session with approximately fifty people from across campus in attendance.** What was the response? **Generally positive.**
13. Who will teach the course? **Jim Sacouman (Sociology) and Stephen Mockford (Biology)**
14. Academic sessions in which the course will usually be offered?
Fall 2009
15. Frequency of offering
Every year Alternate years **Other (specify) AFYA course offerings are established annually.**
16. Are any courses being dropped in conjunction with this course? Yes No
Please complete form #2 if they are. If not, please provide justification for this imbalance.
17. Briefly describe the course (teaching format, evaluation, and texts)
This course will be taught as a module within the fall semester of AFYA containing two other course modules, and is valued at 3 of the total 9 credit hours for the semester. Students receive a single grade for the entire AFYA semester which is assigned to each course. Evaluation is by means of 3 major projects worked on throughout the semester, each worth 25% for a total of 75%. The remaining 25% is the average of assessments made within each course module based on minor assignments.

18. Library

- a. Provide list of available materials in the library that would be suitable for use in this course

NOTE that our intention is to draw selections from a large number of academic sources, including websites. The development of the concept of biodiversity will be explored as will our understanding of its components. We will also explore the potential consequences of the loss of biodiversity both at historical rates and at the current accelerated rate. Human diversity will be considered historically and currently, from points of view that include genetic, spatial, and social (class, gender, 'race/ethnicity, cultural). Changing patterns of human diversity will be linked to changing patterns in diversity in the test of nature.

Tattersall, Ian. The World from Beginning to 4000 BCE. Oxford U. Press, 2008.

Tattersall, Ian. Becoming Human:

Wilson, E.O. The Diversity of Life. Belknap Press, 2002

Mann, Michael. The Dark Side of Democracy:

Panitch, Leo and C. Leys (eds.). Coming to Terms with Nature. Merlin Press, 2006.

Hossay, Patrick. Unsustainable: A Primer for Global Environmental and Social Justice. Zed Books, 2006.

Marfleet, Philip. Refugees in a Global Era. Palgrave Macmillan, 2006.

Maclaurin, J and Sterelny, K. What Is Biodiversity? University Of Chicago Press, 2008

- b. Provide a list of desirable materials for acquisition by the library Since this course emerges from 2 Centres at Acadia which together encompass at least ¼ of the full-time faculty at Acadia, the library holdings are at least adequate and sometimes extensive even. The one area that needs to be gradually built is in physical anthropology.
- c. Have you consulted with the library staff regarding acquisition of materials for this course? **YES. All relevant subject librarians have been consulted and they have confirmed that we have the relevant resources and/or they are easy to acquire.**

19. Library Technology

- a. What technological assistance, if any, will be required? **NONE**
- b. Have you consulted with the technology support staff regarding acquisition of technological materials for this course if not currently available? **NONE NEEDED**

Acadia University Senate Curriculum Committee 2008-2009
Form 1: New course proposal

Please provide the secretary of the Curriculum Committee with 10 copies of this submission, photocopied double-sided.

Department/School: **IDST / Acadia First Year Alternative (AFYA)**

Date: **November 6, 2008**

Presented to Faculty Council? **Yes, both Science and Professional Studies**

(Append **one** copy of the Faculty Minutes dealing with this course)

1. Number, title, and calendar description (**MAXIMUM 60 words**) of proposed course, including pre-requisite and co-requisite

IDST 1613 Perspectives on Climate Change

A transdisciplinary team-taught course designed to examine climate change from the perspectives of science, economy, culture, and community. Students will study causes, and potential impacts of climate change, as well as potential solutions for adaptation and mitigation.

Can be offered for elective credit in Geology and Business, but may not be offered for major credit in Geology.

Co-reqs: IDST 1513 and IDST 1713

2. Have you checked with the Registrar's Office that the number has not been used before? **Yes No**
3. Short title for transcripts (**MAXIMUM 30 characters**) **Perspectives on Climate Change**
4. Is this course a requirement for a major? **NO**
5. Is this course open to non-majors? **YES**
6. Estimated enrolment. **50** Will the enrolment be limited? **YES**
If so, how? **Students who are interested in the Acadia First Year Alternative will be instructed to apply to Acadia University. Those students who are successfully admitted to Acadia University will be asked to provide a personal statement of interest to the coordinator of the AFYA. Final enrolment of the selected students in the AFYA courses will be contingent on advisement by the coordinator of the AFYA who will consult with the head or director of the academic program to which they have been admitted.**
7. Will the course be cross-listed or form part of a multidisciplinary minor in the Faculty of Arts or an option (health science option, environmental arts option, financial services option). **Will be cross-listed with Geology and Business. Can be offered for elective credit in Geology and Business, but may not be offered for major credit in Geology.**

8. Reasons for requesting the course. Please be specific. **As a course module for the new AFYA.**
9. Impact of this course on other courses or programs in your unit or on those in other units. **None.**
10. Is a course with similar content offered at other universities? **No. It is a unique transdisciplinary offering.** Which ones? At what level?
11. To what extent has this course proposal been discussed with students of the department or school? **The ASU Vice-President Academic has participated in the development of the AFYA proposal and her input has been incorporated in the design of the AFYA courses. The First Year Advisor, Kelton Thomason, has also been a part of the group planning this proposal. Focus groups of first year students will be conducted during the week of November 17 – 21. What was the response? Emma Cullen (ASU VPA) assures us that the course content is interesting to students and the format is engaging. Student feedback (through questionnaires and focus groups) on block teaching in Biology has been extremely positive. This is relevant since this course will be taught using block scheduling.**
12. To what extent has this course proposal been discussed with other appropriate units? **This course has been discussed as part of the AFYA proposal. What was the response? Generally positive.**
13. Who will teach the course? **Edith Callaghan (Business) and Ian Spooner (Geology)**
14. Academic sessions in which the course will usually be offered?
Winter 2010
15. Frequency of offering
Every year Alternate years **Other (specify) AFYA course offerings are established annually.**
16. Are any courses being dropped in conjunction with this course? Yes No
Please complete form #2 if they are. If not, please provide justification for this imbalance.
17. Briefly describe the course (teaching format, evaluation, and texts)
This course will be taught as a module within the fall semester of AFYA containing two other course modules, and is valued at 3 of the total 9 credit hours for the semester. Students receive a single grade for the entire AFYA semester which is assigned to each course. Evaluation is by means of 3 major projects worked on throughout the semester, each worth 25% for a total of 75%. The remaining 25% is the average of assessments made within each course module based on minor assignments.

Course texts would likely include selections from the following books, and a series of articles (to be determined):

Richard Zurawski “The Maritime Book of Climate Change”

George Monbiot “Heat”

Mark Lynas “Six Degrees”

“The Stern Review: The Economics of Climate Change”

“Intergovernmental Panel on Climate Change Reports”
William F. Ruddiman “Earth’s Climate Past and Future”

18. Library

Provide list of available materials in the library that would be suitable for use in this course **The library's current holdings and electronic resources for Business and Geology will suffice for the initial running of this course.**

Current relevant holdings in our Library include (but are not limited to):

Journals

Science

Nature

Climate Change

The Holocene

Books

Bayon, Ricardo. “Voluntary carbon markets : an international business guide to what they are and how they work”

Clean energy and climate change solutions for Canada and the world : fourth TEAM progress report, 2005-2008, Technology Early Action Measures (Canada)

Donald Stanley Lemmen “From impacts to adaptation [electronic resource] : Canada in a changing climate, 2007”

Doppelt, Bob “The power of sustainable thinking : how to create a positive future for the climate, the planet, your organization and your life”.

Doucet, Clive. “Urban meltdown [electronic resource] : cities, climate change and politics as usual”

Farrell, Alexander E. “Assessments of regional and global environmental risks : designing processes for the effective use of science in decisionmaking”

Vanderheiden, Steve. “Atmospheric justice : a political theory of climate change”

Jonathan Turnbull. “Coral reefs and climate change: science and management Phinney”

Lennox, Brent. “Post-galacial climate change and its effect on the thermal structure and habitat of a shallow dimictic lake, Nova Scotia, Canada : a chemostratigraphic and litostratigraphic investigation”

Monbiot, George “Heat : how to stop the planet from burning”

Oosthoek, Jan. “The Globalization of environmental crisis”

Pettenger, Mary E. “The Social construction of climate change : power, knowledge, norms, discourses”

Ruddiman, W. F. “Tectonic uplift and climate change”

Ruddiman, W. F. “Plows, plagues, and petroleum : how humans took control of climate”

Secretariat of the Convention on Biological Diversity. “Biodiversity and climate change”

Zandvliet, David B. “Sustainable communities, sustainable environments : the contribution of science and technology education”

Zedillo Ponce de León, Ernesto. “Global warming : looking beyond Kyoto”

- d. Provide a list of desirable materials for acquisition by the library
Ruddiman, William F. "Earth's Climate Past and Future" Zurawski, Richard "The Maritime Book of Climate Change"
 - e. Have you consulted with the library staff regarding acquisition of materials for this course? **Yes. All relevant subject librarians have been consulted and they have confirmed that we have the relevant resources and/or they are easy to acquire.**
19. Library Technology
- e. What technological assistance, if any, will be required? **The current technology is adequate.**
 - f. Have you consulted with the technology support staff regarding acquisition of technological materials for this course if not currently available? **N/A**

Acadia University Senate Curriculum Committee 2008-2009
Form 1: New course proposal

Please provide the secretary of the Curriculum Committee with 10 copies of this submission, photocopied double-sided.

Department/School: **IDST / Acadia First Year Alternative (AFYA)**

Date: **November 6, 2008**

Presented to Faculty Council? **YES, both Science and Professional Studies**
(Append **one** copy of the Faculty Minutes dealing with this course)

1. Number, title, and calendar description (**MAXIMUM 60 words**) of proposed course, including pre-requisite and co-requisite

IDST 1703 Guided Tour of Our Universe

A transdisciplinary team-taught course that will examine astronomy and physics and how they are interpreted in popular culture. Topics will include the structure and formation of our planetary system, nucleosynthesis and stellar evolution, science fiction, black holes, dark matter, the origins of life, the place of consciousness in a physical universe, and, finally, the fate of our universe itself.

Can be offered for elective credit in Physics, or RECR, KINE or SRMK, but may not be offered as major credit in either Physics, RECR, KINE, or SRMK. Students who take IDST1703 cannot get credit for PHYS1513 and 1523, and vice versa.

Co-reqs: IDST 1503 and IDST 1603

2. Have you checked with the Registrar's Office that the number has not been used before? **Yes No**
3. Short title for transcripts (**MAXIMUM 30 characters**) **Guided Tour of Our Universe**
4. Is this course a requirement for a major? **NO**
5. Is this course open to non-majors? **YES**
6. Estimated enrolment. **50** Will the enrolment be limited? **YES**
If so, how? **Students who are interested in the Acadia First Year Alternative will be instructed to apply to Acadia University. Those students who are successfully admitted to Acadia University will be asked to provide a personal statement of interest to the coordinator of the AFYA. Final enrolment of the selected students in the AFYA courses will be contingent on advisement by the coordinator of the AFYA who will consult with the head or director of the academic program to which they have been admitted.**
7. Will the course be cross-listed or form part of a multidisciplinary minor in the Faculty of Arts or an option (health science option, environmental arts option, financial services option). **Will be cross-listed with Physics and Kinesiology.**

- Can be offered for elective credit in Physics or RECR or KINE or SRMK but may not be offered as major credit in Physics or RECR or KINE or SRMK.**
8. Reasons for requesting the course. Please be specific. **As a course module for the new AFYA.**
 9. Impact of this course on other courses or programs in your unit or on those in other units. **Anti-requisite for Phys 1513/23.**
 10. Is a course with similar content offered at other universities? **No. Despite similarity to Physics 1513/23 at Acadia, it is a unique transdisciplinary offering.** Which ones? At what level?
 11. To what extent has this course proposal been discussed with students of the department or school? **The ASU Vice-President Academic has participated in the development of the AFYA proposal and her input has been incorporated in the design of the AFYA courses. The First Year Advisor, Kelton Thomason, has also been a part of the group planning this proposal. Focus groups of first year students will be conducted during the week of November 17 – 21. What was the response? Emma Cullen (ASU VPA) assures us that the course content is interesting to students and the format is engaging. Student feedback (through questionnaires and focus groups) on block teaching in Biology has been extremely positive. This is relevant since this course will be taught using block scheduling.**
 12. To what extent has this course proposal been discussed with other appropriate units? **This course has been discussed in meetings of the Department of Physics, the School of Recreation Management and Kinesiology Council (as well as both Kinesiology and Recreation Program Councils), and both Faculty Councils (Science and Professional Studies). What was the response? Generally positive.**
 13. Who will teach the course? **Svetlana Barkanova (Physics) and Jason Holt (Recreation Management and Kinesiology).**
 14. Academic sessions in which the course will usually be offered? **Fall 2009**
 15. Frequency of offering
Every year Alternate years **Other (specify) AFYA course offerings are established annually.**
 16. Are any courses being dropped in conjunction with this course? Yes No
Please complete form #2 if they are. If not, please provide justification for this imbalance.
 17. Briefly describe the course (teaching format, evaluation, and texts)
This course will be taught as a module within the fall semester of AFYA containing two other course modules, and is valued at 3 of the total 9 credit hours for the semester. Students receive a single grade for the entire AFYA semester which is assigned to each course. Evaluation is by means of 3 major projects worked on throughout the semester, each worth 25% for a total of 75%. The remaining 25% is the average of assessments made within each course module based on minor assignments.

Course texts will be (possibly): (1) Introductory Physics Text (TBA); (2) *The Physics of Star Trek* (delivered from a philosophy/media studies perspective); (3) and/or a course pack of selected readings.

18. Library

- a. Provide list of available materials in the library that would be suitable for use in this course

The library's current holdings and electronic resources for Physics and popular culture will suffice. Examples include the following:

PHYSICS

Astronomy today, Chaisson, Eric. QB43.3 .C48 2008

Astrophysics in a nutshell, Maoz, Dan, QB461 .M32 2007

Cosmic catastrophes: exploding stars, black holes, and mapping the universe
Wheeler, J. Craig, QB843 .S95 W48 2007

Environment, power, and society for the twenty-first century: the hierarchy of energy
Odum, Howard T. (Howard Thomas), 1924-2002, TJ163.2 .O3835 2007

A dictionary of astronomy [electronic resource], Ridpath, Ian., Error! Hyperlink reference not valid.

POPULAR CULTURE/PHILOSOPHY

An introduction to cultural theory and popular culture
Storey, John. CB19 .S744 1998

Communication, technology and society
Green, Lelia. HM846 .G74 2002

Culture as polyphony: an essay on the nature of paradigms
Curtis, James M. BD190 .C8

Expository science: forms and functions of popularisation
Whitley, Richard. Q225 .E95 1985

From physics to philosophy
Redhead, Michael. QC5.56 .F76

Interrogating the real: [selected writings]
*Zi*zek, Slavoj. B4870 .Z591 B88

Shadows of the mind: a search for the missing science of consciousness
Penrose, Roger. Q335 .P46 1994

Understanding media [electronic resource]: the extensions of man
McLuhan, Marshall. ON-LINE

- a. Provide a list of desirable materials for acquisition by the library **NONE NEEDED**
 - b. Have you consulted with the library staff regarding acquisition of materials for this course? **YES. All relevant subject librarians have been consulted and they have confirmed that we have the relevant resources and/or they are easy to acquire.**
19. Library Technology
- a. What technological assistance, if any, will be required? **N/A**
 - b. Have you consulted with the technology support staff regarding acquisition of technological materials for this course if not currently available? **N/A**

Acadia University Senate Curriculum Committee 2008-2009
Form 1: New course proposal

Please provide the secretary of the Curriculum Committee with 10 copies of this submission, photocopied double-sided.

Department/School: **IDST / Acadia First Year Alternative (AFYA)**

Date: **Nov. 12, 2008**

Presented to Faculty Council? **Approved at the meetings of the Arts Faculty Council and the Council of the Faculty of Pure and Applied Science**

(Append **one** copy of the Faculty Minutes dealing with this course)

1. Number, title, and calendar description (**MAXIMUM 60 words**) of proposed course, including pre-requisite and co-requisite

IDST 1713 Motives and Ethics of War

A transdisciplinary team-taught course designed to engage students in an investigation of the motives and ethics of war from a combination of historical, biological and psychological perspectives, using case studies to analyse the conditions and motives that lead to war and to formulate a set of ethical principles that should govern and prevent war.

Can be offered for major credit in Classics or elective credit in Biology, but may not be offered for major credit in Biology.

2. Have you checked with the Registrar's Office that the number has not been used before? **Yes No**
3. Short title for transcripts (**MAXIMUM 30 characters** **Motives and Ethics of War**)
4. Is this course a requirement for a major? **NO**
5. Is this course open to non-majors? **YES, but restricted to students in first year of studies.**
6. Estimated enrolment. **50** Will the enrolment be limited? **YES**
If so, how? **Students who are interested in the Acadia First Year Alternative will be instructed to apply to Acadia University. Those students who are successfully admitted to Acadia University will be asked to provide a personal statement of interest to the coordinator of the AFYA. Final enrolment of the selected students in the AFYA courses will be contingent on advisement by the coordinator of the AFYA who will consult with the head or director of the academic program to which they have been admitted.**
7. Will the course be cross-listed or form part of a multidisciplinary minor in the Faculty of Arts or an option (health science option, environmental arts option, financial services option). **Will be cross-listed with Classics and Biology. Can be offered for major credit in Classics or elective credit in Biology.**

8. Reasons for requesting the course. Please be specific. **As a course module for the new AFYA.**
9. Impact of this course on other courses or programs in your unit or on those in other units. **None.**
10. Is a course with similar content offered at other universities? **No. It is a unique transdisciplinary offering.** Which ones? At what level?
11. To what extent has this course proposal been discussed with students of the department or school? **The ASU Vice-President Academic has participated in the development of the AFYA proposal and her input has been incorporated in the design of the AFYA courses. The First Year Advisor, Kelton Thomason, has also been a part of the group planning this proposal. Focus groups of first year students will be conducted during the week of November 17 – 21. What was the response? Emma Cullen (ASU VPA) assures us that the course content is interesting to students and the format is engaging. Student feedback (through questionnaires and focus groups) on block teaching in Biology has been extremely positive. This is relevant since this course will be taught using block scheduling. This course has been discussed by the biology department including all student representatives and has been positively received.**
12. To what extent has this course proposal been discussed with other appropriate units? **This course has been discussed at Arts and Science Councils as well as at the September 2 meeting of the Department of History and Classics. What was the response? Generally positive from both Councils as well as from the Department of History and Classics, with the proviso that students taking AFYA courses be advised appropriately by department heads and be given appropriate advice about which programs can and cannot accommodate the AFYA courses within the normal full-time four-year graduation timeline.**

The relevant subject librarians have been consulted and they have confirmed that the courses can be supported by current library holdings with a small number of new acquisitions.

13. Who will teach the course? **Beert Verstraete (Classics) and Eric Alcorn (Biology), with Doug Symons (Psychology) as guest lecturer**
14. Academic sessions in which the course will usually be offered? **Winter 2010**
15. Frequency of offering
Every year Alternate years Other (specify) **AFYA course offerings are established annually.**
16. Are any courses being dropped in conjunction with this course? Yes No
Please complete form #2 if they are. If not, please provide justification for this imbalance.

This course will augment existing course offerings in Classics and Biology

17. Briefly describe the course (teaching format, evaluation, and texts)
This course will be taught as a module within the winter semester of AFYA containing two other course modules, and is valued at 3 of the total 9 credit hours for the semester. Students receive a single grade for the entire AFYA semester which is assigned to each course. Evaluation is by means of 3 major projects worked on throughout the semester, each worth 25% for a total of 75%. The remaining

25% is the average of assessments made within each course module based on minor assignments.

Course texts will be: portions of Homer's *Iliad*, Euripides' *The Trojan Women*, two anti-war comedies of Aristophanes, and Vergil's *Aeneid*, as well as portions of modern scientific (especially biological) and historical works (for a select list of modern readings, including Malthus and Darwin, see the bibliography below). Verstraete will cover the historical part of the course, drawing extensively on his background as a classicist, but also taking responsibility for the study of war in the modern age (from the 19th century onwards). Alcorn will cover the biological portion, addressing such fundamental questions as to whether war has a genetic base and whether it is the expression of an evolutionary-adaptive trait. Both Alcorn and Verstraete will determine the total reading list / list of resources and put together a course package. Good use will also be made of audiovisual and online material wherever appropriate.

18. Library

a. Provide a list of available materials in the library that will be suitable for use in this course.

The course package will contain excerpts from the classical authors mentioned in no. 17; care will be taken by Verstraete to use good, contemporary translations. It will also contain selections from historical and scientific works of the modern age. The following select bibliography covers the latter and falls into two parts, one contributed by Alcorn and the other by Verstraete (all items listed are available in the Library).

Alcorn:

Alcorn, L.E. (ed.) 2006. *Organisms and Their Environment 1 and 2*. MacGraw Ryerson Limited, Canada.

Darwin, C. 1859. *The Origin of Species*. London: Wildside Press.

Dawkins, R. 1976. *The Selfish Gene*. Oxford University Press.

Malthus, T. 1798. *An Essay on the Principle of Population*, Penguin Books.

Wilson, E.O. 1975. *Sociobiology*. Belknap Press of the Harvard University Press.

Verstraete:

Braudy, Leo. 2003. *From Chivalry to Terrorism: War and the Changing Nature of Masculinity*. London: Vintage Books.

Chanin, Clifford and Aili McConnon (eds.). 2008. *Blooming through the Ashes: an International Anthology on Violence and the Human Spirit*. Rutgers University Press.

Dyer, Gwynne. 1985. *War*. New York: Crown Publishers.

Ferguson, Niall. 2006. *The War of the World: Twentieth Century Conflict and the Descent of the West*. Penguin Press.

Gat, Azar. 2006. *War in Human Civilization*. Oxford University Press.

Kiernan, Ben. 2007. *Blood and Soil: A Study of Genocide and Extermination from Sparta to Darfur*. Yale University Press.

Smith, David Livingstone. 2007. *The Most Dangerous Animal: Human Nature and the Origins of War*. New York: St Martin's Press.

b. Provide a list of desirable materials for acquisition by the library

Though no new materials are necessary, the science and history librarians are preparing a list of materials that will augment the above bibliography.

c. Have you consulted with the library staff regarding acquisition of materials for this course? **Yes. All relevant subject librarians have been consulted and they have confirmed that we have the relevant resources and/or they are easy to acquire.**

19. Library Technology

a. What technological assistance, if any, will be required? **No significant assistance needed**

b. Have you consulted with the technology support staff regarding acquisition of technological materials for this course if not currently available? **N/A**

AFYA Calendar Description 12/11/2008

Interdisciplinary Studies

Acadia First Year Alternative (AFYA)

AFYA consists of team-taught transdisciplinary courses whose common focus is to encourage a passion for meaningful learning in first-year students by helping them to develop a sense of ownership in their education. Students will examine their personal roles in significant sociocultural and scientific issues, and at the same time develop critical thinking, communication, and information literacy skills that will form a strong foundation for further studies.

AFYA is not a program; rather, it offers first year students the option of taking 9 credit hours per semester by way of registering for a set of co-requisite IDST courses that are cross-listed with existing programs. Students normally take another 6 credit hours in each semester to complete a full-time, 30 credit hours first year, and are advised to consider courses that fulfill requirements for their choice of a degree in Arts, Sciences, or Professional Studies.

AFYA courses are offered on a special timetable. AFYA consists of two semesters, which students may take independent of each other. Co-requisites for the fall semester are IDST 1503, 1603 and 1703; co-requisites for the winter semester are IDST 1513, 1613, 1713. These courses are not offered independently of their co-requisites. Each AFYA semester offers its set of three co-requisites as block course modules. Each block consists of a 4-week transdisciplinary course delivered by two instructors on a special AFYA timetable. Due to its unique assignment and assessment model, the final week of each semester is set aside for completing and assessing three major projects assigned at the beginning of each semester. Each student receives a single final grade for the entire AFYA semester which appears on their transcript as an identical grade assigned to each of the three co-requisites.

In addition to the co-instructors teaching AFYA co-requisites, there is a Coordinator who oversees the AFYA semester as a whole, liaisons with Departments and Schools at Acadia, and is available during the semester to advise students on any issues or concerns they may have about AFYA.

Students interested in the Acadia First Year Alternative are instructed first to apply to Acadia University. Those students who are successfully admitted to Acadia University will then be asked to provide a personal statement of interest to the Coordinator of the AFYA. Final enrolment of the selected students in the AFYA courses will be contingent on advisement by the Coordinator who will consult with the head or director of the academic program to which they have been admitted.

Anyone wishing further information about AFYA should contact the AFYA Coordinator.

AFYA Fall Semester 2009: co-requisites IDST 1503, IDST 1603, IDST 1703

IDST 1503 Popular Culture and You

A transdisciplinary team-taught course designed to encourage critical thinking about popular culture, society and the role of the individual, focussing on the representation of race, gender, and sexuality in the popular media of music, film, literature (including graphic novels) and video games.

Can be offered for elective credit in Music, but not for major credit in Music.

Co-requisites: IDST 1603 and IDST 1703

IDST 1603 Human and Environmental Diversity

A transdisciplinary team-taught course designed to introduce students to the global, national and regional importance of interrelations between human and environmental diversity. Topics include social and environmental justice, challenges to biodiversity and cultural diversity, as well as practical options to preserve, deepen and expand human and environmental diversity.

Can be offered for elective credit in Sociology or Biology, but may not be offered as major credit in Sociology or Biology.

Co-requisites: IDST 1503 and IDST 1703

IDST 1703 Guided Tour of Our Universe

A transdisciplinary team-taught course that will examine astronomy and physics and how they are interpreted in popular culture. Topics will include the structure and formation of our planetary system, nucleosynthesis and stellar evolution, science fiction, black holes, dark matter, the origins of life, the place of consciousness in a physical universe, and, finally, the fate of our universe itself.

Can be offered for elective credit in Physics, or RECR or KINE or SRMK, but may not be offered as major credit in either Physics, RECR, KINE, or SRMK. Students who take IDST1703 cannot get credit for PHYS1513 and 1523, and vice versa.

Co-requisites: IDST 1503 and IDST 1603

AFYA Winter Semester 2010: co-requisites IDST 1513, IDST 1613, IDST 1713

IDST 1513 Self-Identification: Narrative, Play and Performance

A transdisciplinary team-taught course designed to recognize reading, gaming, and sports as means toward the construction, awareness and modification of our individual, social and cultural selves. Students will read and reflect on written narratives, design and play through digital narratives and gamespaces, and explore the relationship between sport, media and culture.

Can be offered for elective credit in English or RECR or KINE or SRMK but may not be offered as major credit in English or RECR or KINE or SRMK.

Co-requisites: IDST 1613 and IDST 1713

- IDST 1613 Perspectives on Climate Change
A transdisciplinary team-taught course designed to examine climate change as a global issue from the perspectives of science, economy, culture, and community. Students will study its causes, potential impacts, the economics of tackling it, and the potential for positive outcomes by managing it properly.
Can be offered for elective credit in Geology and in Business, but may not be offered for major credit in Geology.
Co-requisites: IDST 1513 and IDST 1713
- IDST 1713 Motives and Ethics of War
A transdisciplinary team-taught course designed to engage students in an investigation of the motives and ethics of war from a combination of historical and biological perspectives, using case studies to analyse the motives that lead to war and to formulate a set of ethical principles that should govern and prevent war.
Can be offered for major credit in Classics or elective credit in Biology, but may not be offered for major credit in Biology.
Co-requisites: IDST 1513 and IDST 1613

NOTICE OF MOTION:

“That the Department of English be renamed the Department of English and Theatre.”

Submitted by
Dr. Patricia Rigg, Professor and Chair
Department of English